

Negotiating Youth Aspirations and Transitions: A Qualitative Life-History Study of Disadvantaged Youth in Kenya

Calvince Otieno Anino¹, Erick Ochieng Anino², *Thomas Ong'ondo Ng'ambwa³, Isaiah Odhiambo Okuku⁴

¹Public Health Department, University of Kabianga, Kericho, Kenya

²Consumer Business Department, Safaricom PLC, Kenya

³Nursing Department, National Defense University

⁴Resource Mobilization Department, The National Treasury, Kenya

*Corresponding Author

DOI: <https://doi.org/10.51244/IJRSI.2026.1306000419>

Received: 29 June 2026; Accepted: 04 July 2026; Published: 15 July 2026

ABSTRACT

Background: Young people across sub-Saharan Africa are entering adulthood through increasingly informal, fragmented, and uncertain pathways, yet little qualitative evidence captures how disadvantaged youth themselves make sense of this process. **Methods:** Using a life-history design grounded in Bronfenbrenner's Ecological Systems Theory and the Life Course Perspective, this study conducted in-depth interviews with 19 economically disadvantaged youth engaged in the informal economy in Kajiado county, Kenya. Data were analysed using reflexive thematic analysis. **Results:** Three themes were generated: childhood realities and structural disadvantage; aspirations across the life course; and transitions into adulthood under conditions of economic uncertainty. Participants described childhood poverty, educational discontinuity, and family instability as the backdrop against which ambitious childhood aspirations were formed, renegotiated, and eventually redirected toward entrepreneurship and informal livelihoods. **Conclusion:** Disadvantaged youth in Kenya do not abandon aspiration in the face of adversity; they continuously adapt it. Policies that intervene earlier in the life course and that recognise the informal economy as a legitimate site of opportunity are needed to help translate aspiration into sustainable livelihoods.

Keywords: Youth aspirations; life-history research; informal economy; Kenya; ecological systems theory; life course perspective; qualitative research

INTRODUCTION

Young people are often described as a country's most valuable resource, and for good reason. When they move successfully from school into productive work, the gains are not only personal; they ripple outward into household income, community stability, and national growth. Yet across much of the world, this transition has become far less certain than it once was. Low- and middle-income countries in particular are seeing school-leaving populations grow faster than the decent jobs available to absorb them. The International Labour Organization's (ILO) most recent global assessment puts this in stark terms: young people worldwide continue to face substantially higher unemployment than adults, and millions more who do find work remain confined to informal, insecure, and poorly paid jobs with little room for advancement (ILO, 2024). These patterns sit uneasily alongside the promise of Sustainable Development Goal 8, which calls for productive employment and decent work for all, and they raise a pressing question: what happens to a generation's aspirations when the labour market cannot keep its side of the bargain? Nowhere is this question more urgent than in sub-Saharan Africa, home to the fastest-growing youth population on the planet. Projections suggest that by the middle of this century, the region's working-age population will have expanded at a pace unmatched anywhere else in the world, with hundreds of millions of young people entering adulthood in the coming decades (Brookings

Institution, 2026). Whether this becomes a demographic dividend or a demographic burden depends heavily on whether economies can generate enough productive employment to match it (African Center for Economic Transformation, 2025). So far, the evidence is sobering. Even where GDP growth has held up, formal job creation has lagged badly behind the number of new labour-market entrants each year, and the informal economy has absorbed the difference (Institute for Security Studies African Futures, 2025; Mastercard Foundation, 2026). Rather than a single, orderly move from school to stable work, most young Africans now navigate a patchwork of informal employment, self-employment, casual labour, and stretches of unemployment (Diallo & Ronconi, 2024; ILO, 2024).

Kenya illustrates these regional pressures clearly. Roughly three-quarters of the population is under 35, and the country's economic future is inseparable from what happens to this generation (Kenya National Bureau of Statistics (KNBS), 2024). Kenya's economy has grown steadily over the past decade, but that growth has not translated into enough formal jobs, and the informal sector has become by far the largest source of new employment (KNBS, 2024; World Bank, 2024). Millions of households depend on informal work for their livelihoods, yet it typically comes without job security, social protection, or a clear route to something better (Crisis24, 2025; Economic Policy Research Centre, 2025). For many disadvantaged young Kenyans, this uncertainty is not a temporary inconvenience on the way to adulthood; it is the terrain on which adulthood itself is built. Understanding what this means for young people requires looking past employment statistics toward something harder to measure but arguably more revealing: aspiration. Aspirations are the hopes, expectations, and imagined futures that young people carry with them, and a growing body of research treats these not as fixed personality traits but as living, socially shaped processes that shift as circumstances change (Crosnoe, 2024; Lanctôt & Poulin, 2024). Family relationships, schooling, peer networks, community context, and the realities of the labour market all leave their mark on what a young person believes is possible for their life. Because of this, aspiration tends to mirror the inequalities of the society that produces it, even as it also offers young people a way of pushing back against those same inequalities.

This tension is especially visible among economically disadvantaged youth, whose aspirations typically take shape inside households marked by poverty, disrupted schooling, family upheaval, and financial precocity. Losing a parent, dropping out of school, taking on caregiving duties at a young age, and chronic financial insecurity can all reroute a young person's trajectory well before they ever reach the labour market. And yet the evidence increasingly shows that disadvantaged youth rarely give up on their aspirations altogether. Instead, they revise them, again and again, adjusting to what is actually available while holding onto some version of the future they once imagined (PASGR, 2024; Theron et al., 2024). Making sense of how this adaptation happens, and what allows it to succeed or fail, matters enormously for anyone trying to design policy that actually meets young people where they are. The idea of a 'youth transition' offers a useful lens for this work, but it needs to be handled carefully. Older models pictured a fairly linear sequence: finish school, get a job, become financially independent, marry, start a family. Contemporary research paints a messier picture. Transitions today are often prolonged, reversible, and fragmented, particularly where informal labour markets dominate and inequality runs deep (Crosnoe, 2024). Many young people cycle repeatedly between school, joblessness, informal work, caregiving, and small enterprise, and the order in which these things happen is far less predictable than the old models assumed.

Despite growing global attention to youth aspiration and transition, the evidence base within Kenya still leans heavily on surveys that measure employment status, unemployment rates, or business ownership at a single point in time. These studies are valuable for tracking population-level trends, but they say little about how young people themselves interpret what has happened to them, or how they arrive at the decisions that shape their adult lives. Qualitative, life-history research that can trace the interplay between childhood experience, schooling, family obligation, and shifting aspiration over time remains comparatively rare in the Kenyan context. This gap matters because much youth employment policy still assumes, implicitly, that unemployment is mainly a skills problem or a shortage of job openings. That assumption can obscure the deeper, cumulative influence of childhood poverty, family disruption, and educational interruption, all of which shape aspiration long before a young person ever applies for a job or starts a business. Listening carefully to how young people themselves narrate these experiences offers a different, and arguably more useful, kind of evidence for designing support that responds to their actual lives rather than to a statistical abstraction of them. Guided by Bronfenbrenner's Ecological Systems Theory and the Life Course Perspective, this study set out to explore how economically

disadvantaged youth working in Kenya's informal economy experience their social and economic circumstances, how they form and renegotiate aspirations over time, and how they navigate the transition into adulthood under conditions of persistent disadvantage. By centering participants' own narratives, the study contributed qualitative evidence which deepened understanding of youth aspiration and transition in Kenya and would inform policy aimed at more equitable youth development.

Conceptual framework

This study drew on two complementary frameworks: Bronfenbrenner's Ecological Systems Theory and the Life Course Perspective (Table 1). Together they explain both the environments in which disadvantaged youth develop and the timing of the events that redirect their aspirations. Ecological Systems Theory holds that development unfolds through ongoing, reciprocal exchange between an individual and the several environmental layers that surround them at once (Sheerin & Huey, 2023). These layers run from the immediate microsystem of family, peers, and teachers, through the mesosystem where those settings interact with one another, out to the exosystem of schools, employers, and public institutions, and finally to the macrosystem of culture, policy, and the wider economy. Recent applications of the framework continue to demonstrate its usefulness for understanding how nested environments shape outcomes for children and young people well beyond the family unit (Tong & An, 2024; Yang & Oh, 2024). Applied here, participants' aspirations and life circumstances are read not as the product of individual motivation or ability alone, but as something produced jointly by family, schooling, community, and the structural conditions of Kenya's labour market.

Where Ecological Systems Theory maps the surrounding context, the Life Course Perspective adds a sense of time and sequence. It treats human development as shaped by the timing, order, and accumulation of significant life events set against a particular historical and social backdrop (Crosnoe, 2024). Losing a parent, leaving school early, entering work prematurely, marrying, or becoming a parent are not simply background facts; they function as turning points that redirect what comes next. Recent longitudinal work on emerging adulthood similarly shows that the number and sequencing of life transitions experienced by young people has lasting consequences for their wellbeing and their sense of what is achievable (Lanctôt & Poulin, 2024). Rather than treating the move into adulthood as a single, linear event, this perspective treats it as something continuously disrupted, renegotiated, and rebuilt. Taken together, these two frameworks offer a way of holding both context and time in view at once. Bronfenbrenner's model explains how poverty, schooling, community, and labour-market structures shape what young people come to want for themselves; the Life Course Perspective explains how those wants are revised again and again as critical events unfold. Life-history interviews were designed with this dual lens in mind, tracing participants' experiences across childhood, adolescence, and early adulthood while paying close attention to how shifting family circumstances, education, and employment reshaped their aspirations along the way. This association is illustrated in Table 1 which shows how nested ecological systems (macro to micro) interact with life-course transitions to shape the aspirations and adult trajectories of disadvantaged youth.

Table 1. Integrated conceptual framework

Ecological Level	Key Influences	Life-Course Stage	Associated Processes
Macrosystem	Economic conditions, national policy, culture, labour market, education system	Childhood	Formation of early aspirations
Exosystem	Government services, schools, employers, NGOs	Educational experiences	Exposure to role models and opportunity structures
Mesosystem	Family-school interaction, community networks	Critical life events	Poverty, parental death, divorce, school dropout
Microsystem	Parents, siblings, peers, teachers	Transition to adulthood	Employment, family responsibility, parenthood
Individual	Agency, identity, aspiration, motivation	Adult trajectory	Negotiation and adaptation of aspirations

METHODS

Study design

This study used a qualitative, cross-sectional design built around life-history interviews to explore how economically disadvantaged youth working in Kenya's informal economy experience their lives, form aspirations, and move into adulthood. A qualitative approach suited the research question because it sought to understand meaning and interpretation, dimensions that survey instruments struggle to capture with the same depth. The study sat within an interpretivist paradigm, on the premise that social reality is built through the ongoing interaction between people and their environments. This stance allowed the research to explore, in some depth, how young people made sense of their own histories and how those interpretations shaped the aspirations they developed, abandoned, or revised over time. Life-history interviewing was chosen as the core method because it is particularly well suited to tracing personal experience across time while staying attentive to the interplay between individual agency and the wider structures that constrain or enable it. This made it a good fit for examining how childhood poverty, schooling, family circumstance, and labour-market realities together shaped participants' trajectories. This manuscript forms part of a broader qualitative inquiry into the experiences of disadvantaged youth in Kenya's informal economy, and focused specifically on youth realities, aspirations, and the transition into adulthood.

Study setting

The study was conducted in Kajiado county. Kajiado County, and Rongai Sub-county in particular, is a fast-urbanising area bordering Nairobi. Once defined by pastoral livelihoods, the county has undergone rapid population growth, urban expansion, and economic diversification as it has been drawn into Nairobi's metropolitan economy. This shift has opened up new opportunities in transport, construction, and retail, while also exposing young residents to the same insecurity that characterises informal work elsewhere (KNBS, 2024). Participants were drawn from Ongata Rongai, Kiserian, Olekasasi, and Tuala, communities that together reflect the diversity of urban and peri-urban informal livelihoods across the Nairobi metropolitan region.

Study population

The study targeted economically disadvantaged youth aged 18 to 34 who were actively engaged in informal economic activity in Kajiado county. Participants worked across a wide range of livelihoods, including motorcycle transport (boda boda), motor-vehicle repair, food vending, beauty and salon services, construction, retail trade, security work, casual labour, and other forms of self-employment. Motorcycle taxi work in particular has become one of the most visible and fastest-growing informal livelihoods for Kenyan youth in recent years, absorbing large numbers of young people who might otherwise remain unemployed (Mwita et al., 2025). Young people in the informal economy were chosen for this study because their educational, occupational, and social transitions are especially revealing of how aspiration is shaped and renegotiated under conditions of economic uncertainty, and because their experiences speak directly to the opportunities and constraints tied to Kenya's ongoing demographic and labour-market transformation.

Eligibility criteria

Participants were included or excluded according to the criteria in Table 2.

Table 2. Inclusion and exclusion criteria

Inclusion criteria	Exclusion criteria
Aged 18–34 years	Younger than 18 years or older than 34 years
Economically active in the informal economy	Exclusively employed in the formal sector
Resident of the study area for at least six months	Resident outside the study area

Able to communicate in English or Kiswahili	Unable to participate in an interview
Provided written informed consent	Declined or withdrew consent

Sampling strategy and participant recruitment

Participants were selected through purposive sampling, chosen for their capacity to provide detailed, information-rich accounts of their experiences, aspirations, and transitions within Kenya's informal economy. Maximum variation sampling was used alongside this to ensure diversity in age, sex, educational attainment, marital status, occupation, and place of residence, which helped capture a wide range of perspectives while still allowing common patterns to surface across the dataset. Potential participants were identified through community networks, youth groups, informal business associations, and local leaders familiar with informal economic activity in the study areas. Trained interviewers approached eligible individuals, explained the study's purpose, participation requirements, confidentiality safeguards, and rights, and obtained written informed consent before proceeding. A total of 19 youth took part in the study as shown in Table 3 and their profile is represented in Table 4. Rather than aiming for statistical representativeness, the sample size was guided by the logic of information power and by recent integrative guidance on sample sizes for qualitative analysis, both of which suggest that a tightly focused research aim, a well-defined population, high-quality interviews, and theory-informed analysis can generate sufficiently rich data from a relatively small sample (Wutich et al., 2024). The life-history interviews yielded detailed narratives spanning childhood, education, family relationships, livelihood trajectories, and aspiration, providing the depth needed to address the study's objective.

Table 3. Characteristics of study participants (N = 19)

Characteristic	Category	n (%)
Sex	Male	12 (63.2)
	Female	7 (36.8)
Age group (years)	18–24	3 (15.8)
	25–29	7 (36.8)
	30–34	9 (47.4)
Mean age (SD)	28.8 (4.3) years	—
Marital status	Married/Cohabiting	12 (63.2)
	Single	7 (36.8)
Highest level of education	Primary	6 (31.6)
	Secondary	8 (42.1)
	Tertiary	5 (26.3)
Place of residence	Kiserian	8 (42.1)
	Ongata Rongai	6 (31.6)
	Tuala	3 (15.8)
	Olekasasi	2 (10.5)

Table 4. Participant profile (N = 19)

ID	Sex	Age	Marital status	Education	Residence
P01	Male	33	Married/Cohabiting	Tertiary	Ongata Rongai
P02	Male	34	Married/Cohabiting	Primary	Olekasasi
P03	Male	31	Married/Cohabiting	Primary	Ongata Rongai
P04	Male	32	Married/Cohabiting	Secondary	Kiserian
P05	Male	26	Single	Tertiary	Tuala
P06	Male	32	Married/Cohabiting	Primary	Olekasasi
P07	Male	26	Married/Cohabiting	Primary	Tuala
P08	Male	27	Single	Tertiary	Kiserian
P09	Male	20	Single	Secondary	Tuala
P10	Female	23	Single	Secondary	Ongata Rongai
P11	Male	23	Single	Secondary	Kiserian
P12	Male	30	Married/Cohabiting	Primary	Ongata Rongai
P13	Male	27	Married/Cohabiting	Secondary	Ongata Rongai
P14	Female	29	Single	Tertiary	Ongata Rongai
P15	Female	28	Married/Cohabiting	Secondary	Kiserian
P16	Female	33	Married/Cohabiting	Secondary	Kiserian
P17	Female	34	Married/Cohabiting	Secondary	Kiserian
P18	Female	25	Single	Tertiary	Kiserian
P19	Female	34	Married/Cohabiting	Primary	Kiserian

Data collection

Data were collected between March and June 2025 using face-to-face, in-depth life-history interviews. Interviews sought to draw out participants' narratives on childhood experience, educational pathways, aspiration, family circumstance, livelihood trajectories, and the transition into adulthood. The life-history approach allowed participants to reconstruct significant life events in roughly chronological order, generating rich contextual detail on how aspirations evolved and how they were shaped by shifting social and economic circumstances. A semi-structured interview guide was used to keep interviews broadly consistent while leaving room to probe emerging issues and follow participants into unexpected but relevant territory. Interviews took place in locations participants themselves identified as private, safe, and convenient, to support open discussion and minimize interruption. Data were captured through Computer-Assisted Personal Interviewing (CAPI) using the Kobo Collect platform on password-protected Android tablets. This digital approach allowed real-time capture of responses, reduced the transcription errors common to paper-based tools, and enabled secure storage of interview records. With participants' consent, interviews were audio-recorded to ensure complete capture of their

narratives, while interviewers kept field notes on contextual observations, non-verbal cues, and emerging analytic reflections as the study progressed. The interviews were conducted in English or Kiswahili, according to participant preference, and lasted approximately 45 to 60 minutes. Participants were encouraged to narrate freely, with interviewers using open-ended prompts and follow-up questions to clarify and deepen responses. Data collection continued until the interviews were judged to have generated sufficient depth and breadth to comprehensively address the study's objective.

Development of the interview guide

The semi-structured interview guide was developed iteratively, informed by the study objectives, the integrated conceptual framework, and recent literature on youth aspiration, educational transition, labour-market participation, and informal employment (Crosnoe, 2024; Sheerin & Huey, 2023). Questions were organized to trace participants' trajectories from childhood through adulthood while leaving room to capture experiences the research team had not anticipated. The guide covered several broad thematic areas: childhood socioeconomic circumstances; educational experiences and transitions; childhood and current aspirations; family relationships and responsibilities; employment histories and livelihood pathways; perceptions of adulthood and future aspiration; and major life events that redirected educational or occupational trajectories.

Before the main study, the guide was reviewed by five independent research team members from University of Kabianga. This was done to enable clarity, relevance, and alignment with the study objectives, and minor revisions were made to improve question sequencing and wording while preserving consistency across interviews.

Research team and reflexivity

Data collection was carried out by trained qualitative researchers experienced in community-based, life-history, and in-depth interviewing. Before fieldwork began, the team was trained on the study objectives, ethical principles, interviewing technique, informed consent procedures, the Kobo Collect platform, and strategies for handling sensitive disclosures. Because researchers inevitably shape qualitative inquiry, reflexivity was built into the study throughout. Interviewers kept reflexive field notes documenting their observations, assumptions, and methodological decisions immediately after each interview, and the team held regular debriefing meetings during data collection to discuss emerging findings, surface potential interviewer bias, and keep interviewing approaches consistent across sites. These conversations allowed the team to continually refine its technique while staying critically aware of how its own backgrounds and perspectives might be shaping interpretation.

Data management and analyses

Audio recordings were transferred to password-protected computers immediately after each interview and backed up on encrypted storage accessible only to the research team. Interviews conducted in Kiswahili were translated into English during transcription by bilingual research staff familiar with both the language and the study context, and translated transcripts were checked against the original recordings before analysis to preserve accuracy. All transcripts were anonymized by removing personal identifiers and replacing participants' names with unique codes (P01–P19). Field notes, transcripts, and electronic datasets were stored securely throughout the study in line with institutional data protection requirements. Interview transcripts were analyzed using reflexive thematic analysis, following the six-phase approach set out by Braun and Clarke and refined in their more recent methodological writing (Braun & Clarke, 2023, 2024). This approach was chosen for its flexibility in identifying and interpreting patterns across a qualitative dataset while allowing themes to emerge inductively from participants' own accounts rather than being imposed in advance.

Analysis began with repeated reading of the transcripts and field notes to build familiarity with the data. Initial codes were generated inductively by systematically identifying segments relevant to participants' realities, aspirations, educational transitions, and experiences of adulthood. Related codes were then grouped into broader categories, from which preliminary themes were developed. Themes were reviewed and refined repeatedly against both the coded extracts and the full dataset to ensure coherence within themes and clear distinctions between them. Final themes were then defined, named, and organised to reflect participants' lived experience

and its relationship to the study's conceptual framework. Verbatim quotations were retained throughout the analytic process to illustrate key findings and keep interpretation grounded in participants' own words, consistent with current guidance on reporting reflexive thematic analysis with methodological transparency (Braun & Clarke, 2024). Although coding proceeded inductively, interpretation was informed throughout by Bronfenbrenner's Ecological Systems Theory and the Life Course Perspective, which allowed the team to examine how structural environments, family context, and critical life events interacted to shape participants' aspirations and their transitions into adulthood.

Table 4. Overview of the thematic analysis process

Phase	Analytical activity	Output
Familiarization	Repeated reading of transcripts, field notes, and audio verification	Immersion in the data and initial observations
Initial coding	Identification and labelling of meaningful units of text	Initial inductive codes
Theme development	Grouping related codes into broader categories	Candidate themes
Theme review	Comparison of themes with coded extracts and complete transcripts	Refined thematic structure
Theme definition	Naming and defining themes according to their underlying meaning	Final analytical themes
Interpretation	Integration of themes with the conceptual framework and supporting quotations	Narrative interpretation of findings

The analysis generated three interconnected themes describing youth realities, aspirations, and transitions, which form the basis of the findings presented in Section 3.

Strategies to ensure trustworthiness

Trustworthiness was strengthened using the four classic criteria of credibility, dependability, confirmability, and transferability as shown in Table 5, applied here through a combination of prolonged engagement, standardised procedures, reflexive documentation, and detailed contextual description, an approach consistent with recent methodological guidance on rigorous reporting of qualitative sampling and analysis decisions (Wutich et al., 2024).

Table 5. Strategies used to enhance trustworthiness

Criterion	Strategy employed	Application in the present study
Credibility	Prolonged engagement, in-depth life-history interviews, iterative probing, verbatim quotations	Interviewers built rapport with participants, enabling detailed exploration of educational, family, and livelihood experiences; follow-up probes and verbatim quotations strengthened the authenticity of interpretation.
Dependability	Standardised interview guide, interviewer training, audit trail	All interviews followed the same semi-structured guide; interviewers received standardised training; methodological decisions and analytic procedures were documented throughout.

Confirmability	Reflexive field notes, analytical discussions, grounding interpretation in narratives	Researchers kept reflexive notes throughout; emerging themes were repeatedly checked against original transcripts to ensure interpretations reflected participants' accounts.
Transferability	Thick description of context, participants, and procedures	Detailed description of setting, participant characteristics, sampling, and analysis is provided so readers can judge applicability to other contexts.

Ethical considerations

Ethical approval was obtained from East African Baraton University Institutional Ethics Review Committee before data collection began. Administrative permission was also secured from the relevant national and county authorities. Participation was entirely voluntary. Before each interview, participants received detailed information about the study's purpose, procedures, potential risks and benefits, confidentiality safeguards, and their right to decline or withdraw at any stage without penalty. Written informed consent was obtained from all participants. To protect confidentiality, participants' names and other identifying details were removed from transcripts and replaced with unique codes (P01–P19). Audio recordings, transcripts, field notes, and electronic datasets were stored on password-protected computers and encrypted devices accessible only to authorized members of the research team, in line with institutional data protection requirements. Because participants reflected on potentially sensitive experiences, including childhood poverty, educational disruption, bereavement, family conflict, and economic hardship, interviewers were trained to conduct interviews with care and sensitivity. Participants were reminded that they could decline any question, pause, or withdraw at any time without giving a reason, and interviews took place in private settings chosen by participants to support comfort and openness.

RESULTS

Participant characteristics

Nineteen economically disadvantaged young people aged 20 to 34 took part in the study. Participants came from varied educational backgrounds, marital statuses, and residential settings across Kiserian, Ongata Rongai, Tuala, and Olekasasi in Kajiado County (Tables 3 and 4). Their life histories reflected a wide range of experiences within Kenya's informal economy, including interrupted education, informal employment, entrepreneurship, family caregiving, and occupational mobility. The analysis generated three interrelated themes describing how young people's aspirations developed across the life course as shown in Table 6: (1) childhood realities and structural disadvantage; (2) aspirations across the life course; and (3) transitions into adulthood under conditions of economic uncertainty (Figure 2).

Table 6. Overview of themes, subthemes, and dominant codes generated through thematic analysis

Theme	Subtheme	Dominant codes identified
1. Childhood realities and structural disadvantage	Household poverty shaped early life experiences	Household poverty; food insecurity; inability to meet school expenses; economic hardship
	Educational discontinuity	School dropout; unpaid fees; interrupted education; lost educational opportunities
	Family instability	Parental death; divorce; caregiving responsibilities; early adult responsibilities
2. Aspirations across the life course	Childhood aspirations	Professional careers; educational ambitions; helping family; social mobility

	Role models shaping aspirations	Parents; teachers; community leaders; successful public figures
	Renegotiation of aspirations	Entrepreneurship; vocational skills; resilience; adapting goals
3. Transition into adulthood	Entry into informal work	Casual employment; self-employment; survival livelihoods
	Negotiating adult responsibilities	Marriage; parenthood; supporting siblings; financial independence
	Future orientations	Business expansion; returning to education; stable livelihoods

Childhood realities and structural disadvantage

Participants consistently described childhood as marked by structural disadvantage that shaped their educational trajectories, occupational opportunities, and later aspirations. Poverty, educational disruption, and family instability rarely occurred in isolation; instead, they compounded one another throughout childhood in ways that influenced participants' entire transition into adulthood. Three subthemes captured these experiences.

Household poverty shaped early life experiences

Nearly all participants described growing up in households marked by chronic financial hardship. Parents commonly relied on casual labour, small-scale farming, domestic work, security services, or informal business, income sources that were unpredictable and often insufficient to meet household needs. Rather than describing poverty as simply a lack of income, participants portrayed it as a persistent condition touching food security, educational participation, healthcare access, and future opportunity. Several explained that household resources were often too limited to cover school uniforms, fees, or adequate meals.

"My father struggled to educate all of us, but eventually there was simply no money left. I had to stop school because my younger siblings also needed food." (P07, Male, 27 years)

"Sometimes we slept hungry. My parents worked every day, but whatever they earned could not support everyone." (P12, Male, 30 years)

Across interviews, participants described poverty as the backdrop against which aspiration first took shape, rather than as an obstacle that appeared only later in life.

Educational discontinuity as a consequence of economic exclusion

Educational interruption emerged as one of the most pervasive experiences in participants' narratives, and it was consistently attributed to financial constraint rather than to lack of motivation or ability. This mirrors wider evidence from Kenya showing that unpaid fees and the indirect costs of schooling, rather than disengagement, were a primary driver of dropout among marginalized adolescents, particularly following periods of household economic shock (Wafubwa et al., 2024). Participants described repeated interruptions caused by unpaid school fees, an inability to buy uniforms and learning materials, and mounting pressure to contribute to household income.

"Leaving school was never my choice. If there had been money, I would have continued." (P15, Female, 28 years)

"Every term there were school fees. Eventually my parents told me they could not manage anymore." (P04, Male, 32 years)

For many participants, leaving school marked a critical turning point in the life course, one that redirected their aspirations toward informal employment well before they had planned for it.

Family instability accelerated adult responsibilities

Family disruption, including parental death, separation, chronic illness, and general household instability, compounded economic hardship further and accelerated participants' entry into adult responsibility. Older siblings frequently became caregivers and income earners while still adolescents themselves, a pattern documented elsewhere in Kenyan informal settlements, where the caregiving demands placed on young people in economically strained households often extend well beyond conventional expectations of a child's contribution to the home (Angwenyi et al., 2024).

"Immediately after primary school, I became responsible for my younger siblings." (P03, Male, 31 years)

"Everything changed after my father died." (P04, Male, 32 years)

These narratives showed that adulthood was experienced less as a chronological milestone than as the point at which economic and caregiving responsibility was assumed, often abruptly and well ahead of participants' own readiness.

Aspirations across the life course

Despite persistent socioeconomic adversity, participants consistently described ambitious aspirations during childhood and adolescence as shown in Table 7. Aspirations, however, proved dynamic rather than fixed, evolving through continuous interaction between personal agency and changing structural circumstance, a pattern consistent with recent evidence that transitions accumulate and interact across the life course rather than occurring as isolated events (Lancôt & Poulin, 2024). Three interconnected subthemes captured this process.

Table 7. Evolution of aspirations across the life course

Stage of life	Dominant aspirations	Influencing factors	Typical outcomes
Childhood	Professional careers (doctor, teacher, engineer, lawyer, pilot, soldier)	Parents, teachers, schooling, community role models	High educational expectations
Adolescence	Completing education, obtaining employment	Household poverty, school interruption, caregiving responsibilities	Modified educational pathways
Young adulthood	Entrepreneurship, vocational skills, business ownership, financial independence	Informal work experience, marriage, parenthood, labour market realities	Renegotiated aspirations focused on achievable opportunities

Childhood aspirations reflected hope for social mobility

Participants recalled childhood ambitions centred on socially respected professions, viewing education as the primary route toward improved livelihoods and family wellbeing. Typical aspirations included becoming doctors, engineers, teachers, lawyers, journalists, military officers, accountants, musicians, and entrepreneurs. Participants frequently connected these ambitions to a desire to improve their families' circumstances.

"I wanted to become a doctor because I believed I could help my family." (P06)

"Education was the only way I knew I could change our lives." (P10)

Rather than reflecting unrealistic ambition, these aspirations reveal a striking degree of optimism sustained in the face of structural disadvantage.

Aspirations were socially constructed through relationships

Parents emerged as participants' most influential role models, followed by teachers, siblings, religious leaders, and respected public figures. Participants consistently described these relationships as sources of perseverance, discipline, and hope, echoing broader findings on the importance of relational and community-level resources for sustaining resilience among young people navigating adversity in sub-Saharan Africa (Bandeira et al., 2023; Li et al., 2023).

"My father never gave up." (P09)

"My teacher made me believe education could change my life." (P13)

Role models therefore shaped not only occupational aspiration but participants' broader sense of what success could mean for someone like them.

Aspirations were continuously renegotiated

Participants rarely abandoned their aspirations altogether. Instead, aspirations evolved following educational interruption, entry into the labour market, marriage, and parenthood. Many shifted from professional-career aspirations toward entrepreneurship and skilled self-employment, a pattern of ongoing adaptation rather than resignation that resonates with recent qualitative accounts of resilience among young South Africans navigating comparable adversity (Theron et al., 2024).

"Life changed my plans... now I want to build my own business." (P14)

"My dream changed from getting an office job to owning a workshop." (P03)

These narratives reflect resilience and adaptation rather than failure, consistent with a growing body of evidence that disadvantaged youth continuously revise, rather than relinquish, their aspirations.

Transitions into adulthood under conditions of economic uncertainty

While participants' aspirations evolved throughout childhood and adolescence, the transition into adulthood was defined by continuous negotiation between personal aspiration and structural constraint. Rather than moving in a straight line from education to stable employment, participants described fragmented transitions involving school discontinuation, entry into informal work, the assumption of family responsibility, and ongoing adaptation to an uncertain labour market as shown in Table 8. Three subthemes captured these experiences.

Table 8. Major transitions experienced during the pathway to adulthood

Transition pathway	Typical participant experiences	Consequences for aspirations
School to informal employment	School discontinuation followed by casual work, apprenticeships, or self-employment	Shift from professional careers to income-generating activities
Entry into adult family roles	Marriage, parenthood, caring for siblings or parents	Prioritisation of household responsibilities over personal educational goals
Adaptation to labour market realities	Multiple occupations, unstable earnings, entrepreneurship	Renegotiation of aspirations toward realistic and achievable livelihood goals

Transition from school into the informal economy was often abrupt rather than planned

Participants consistently described entering the labour market earlier than they had anticipated, mainly because continuing their education had become financially unsustainable. Rather than moving through formal education into stable employment, many went directly from school into informal economic activity that provided immediate income for household survival. Occupational pathways were diverse and included boda boda transport, mechanics, beauty services, food vending, security work, plumbing, casual construction, domestic work, and small-scale retail, livelihoods that mirror the sectors absorbing the largest share of Kenya's youth workforce nationally, with motorcycle-taxi work in particular expanding rapidly as an entry point into self-employment (Mwita et al., 2025). Although these occupations were rarely participants' original ambitions, they were viewed as a practical response to limited formal opportunity.

"After leaving school there was nothing else to do. I started working wherever I could because my family depended on me." (P08, Male, 30 years)

"I never imagined becoming a mechanic, but I needed work immediately after school." (P05, Male, 26 years)

Participants generally viewed informal employment as both a survival strategy and an opportunity to acquire practical skills, even where financial returns remained limited.

Adult responsibilities frequently preceded economic stability

Participants commonly described taking on responsibilities associated with adulthood well before achieving any real financial independence. Marriage, parenthood, caregiving, and support for extended family often arrived while participants remained economically vulnerable, a sequencing of events that is increasingly recognised as characteristic of prolonged and non-linear transitions to adulthood in contexts of high informality (Crosnoe, 2024).

"Once I became a mother, everything changed. My first responsibility became providing for my child, even though I still wanted to continue my education." (P15, Female, 28 years)

"I had younger siblings depending on me. Whatever work I found, I had to do it because someone needed food at home." (P03, Male, 31 years)

Across interviews, adulthood was defined less by chronological age than by the point at which social and economic responsibility was assumed.

Resilience enabled continuous adaptation despite persistent uncertainty

Despite prolonged economic hardship, participants consistently showed resilience by adapting to changing circumstances rather than giving up on their aspirations altogether. Many described developing new livelihood strategies, learning vocational skills, starting small businesses, or combining several income-generating activities to improve household wellbeing, a form of active adaptation that recent scoping reviews identify as central to how young people in similarly constrained settings sustain a sense of forward motion despite chronic adversity (Theron & van Breda, 2025). Several participants stressed that success now meant financial independence, self-reliance, and the ability to support family, rather than the professional careers they had once imagined as children.

"My dream today is simple. I want a stable business that can educate my children and take care of my family." (P11, Male, 29 years)

"Even if life changed my plans, I still believe I can build something better through hard work." (P14, Female, 29 years)

Participants also expressed optimism about future opportunity, including returning to education, expanding existing enterprises, acquiring vocational qualification, or securing more stable work. These aspirations reflected an enduring belief that upward mobility remains possible despite persistent structural constraint.

DISCUSSION

This study explored how economically disadvantaged youth engaged in Kenya's informal economy experienced childhood adversity, developed aspiration, and navigated the transition into adulthood. Guided by the Life Course Perspective and Bronfenbrenner's Ecological Systems Theory, the findings showed that youth aspiration takes shape through continuous interaction between individual agency and structural condition, rather than through personal motivation alone (Sheerin & Huey, 2023; Tong & An, 2024). Participants' narratives illustrated how childhood disadvantage, educational disruption, and family instability narrowed their options while also, somewhat unexpectedly, fostering the adaptive strategies that allowed them to renegotiate rather than abandon their aspirations. The findings revealed the cumulative weight of childhood poverty on educational and occupational trajectories. Participants consistently described poverty as extending well beyond material deprivation to include food insecurity, interrupted schooling, unstable family environments, and early entry into income-generating work. These experiences built on one another over time, narrowing educational opportunity and deepening reliance on informal employment. This pattern was consistent with wider evidence from Kenya showing that school retention among marginalized adolescents was closely tied to household financial shocks, and that interruptions caused by unpaid fees tend to compound rather than resolve over successive school terms (Wafubwa et al., 2024). It also echoed regional evidence that persistent socioeconomic disadvantage remains a central driver of prolonged and informal youth transitions across sub-Saharan Africa, where limited educational access and labour-market exclusion continue to reinforce inequality across generations (Diallo & Ronconi, 2024; ILO, 2024). Despite these adversities, participants sustained remarkably high aspirations across their lives. Rather than giving up their ambitions after educational disruption or economic hardship, they adapted them to changing realities, often shifting from professional-career goals toward entrepreneurship, skilled trades, and self-employment. This finding supports emerging evidence that aspiration among disadvantaged youth is dynamic and adaptive rather than fixed, reflecting an ongoing negotiation between hope and opportunity rather than a one-time calculation (Lancôt & Poulin, 2024). It also aligned with recent findings that young people in economically constrained African settings continued to hold onto meaningful goals for socioeconomic mobility even where educational and employment opportunities remained tightly constrained, and that this persistence was itself a marker of resilience rather than naivety (Theron et al., 2024; PASGR, 2024).

An important finding was the central role played by family members, teachers, and respected community figures in shaping aspiration. Parents were frequently described as role models whose resilience and work ethic inspired participants to persevere despite adversity, and teachers and other trusted adults similarly nurtured confidence in education as a route to social mobility. These findings reinforced an ecological reading of aspiration, in which it develops within interlocking family, school, and community environments rather than through individual traits alone (Sheerin & Huey, 2023; Yang & Oh, 2024). They also echoed recent research on youth resilience in sub-Saharan Africa, which similarly emphasized the protective value of supportive relationships and multiple, overlapping sources of social support for young people facing structural adversity (Bandeira et al., 2023; Li et al., 2023; Theron & van Breda, 2025). The study further demonstrated that transitions into adulthood among economically disadvantaged youth were increasingly non-linear and layered. Rather than progressing directly from education into formal employment, participants experienced overlapping transitions involving school discontinuation, informal work, marriage, parenthood, and caregiving responsibility, often assumed out of necessity rather than by choice. Informal work functioned simultaneously as an immediate survival strategy and as the platform through which participants pursued their revised aspirations, a dual role reflected in the rapid growth of youth-dominated informal sectors such as motorcycle-taxi transport across Kenya (Mwita et al., 2025). These findings agreed with contemporary evidence that youth transitions across sub-Saharan Africa have become markedly more prolonged and uncertain, with informal employment now standing as the principal entry point into adult economic life for the majority of young people in the region (Crosnoe, 2024; ISS African Futures, 2025; Mastercard Foundation, 2026).

Taken together, these findings had clear implications for policy. Improving youth livelihoods would require interventions that address structural disadvantage across the life course, rather than concentrating narrowly on

employment creation once young people had already reached adulthood. Strengthening school retention, expanding social protection, improving access to vocational and technical education, supporting youth entrepreneurship, and widening access to affordable finance were all likely to improve the odds that aspiration translates into meaningful livelihood opportunity (ACET, 2025; World Bank, 2024). Equally important was recognizing the informal economy as a durable feature of Kenya's labour market, rather than a temporary waystation, and designing policy that improves working conditions, productivity, and prospects for upward mobility for the young people who already work within it (Brookings Institution, 2024; EPRC, 2025).

This study had several strengths. Life-history interviews allowed generation of insights on how aspiration evolved across different stages of participants' lives, and the use of two complementary theoretical frameworks strengthened the interpretation of the findings. Several limitations should nonetheless be acknowledged. Participants were recruited from a defined set of communities within the Kajiado County, which limited how far the findings could be generalized to other parts of Kenya, particularly more rural settings. Retrospective life-history interviews were also inherently susceptible to recall bias, since participants were asked to reconstruct events, some of them many years in the past. Despite these limitations, the study offered useful qualitative evidence on the dynamic relationship between structural disadvantage, aspiration, and the transition into adulthood among economically disadvantaged youth in Kenya.

CONCLUSION

This study demonstrated that the aspirations and transitions of economically disadvantaged youth in Kenya were shaped by the cumulative effects of childhood poverty, educational disruption, family instability, and labour-market constraint. Despite these structural challenges, participants consistently showed resilience, adapting and renegotiating their aspirations rather than abandoning them altogether. This showed the importance of policy that strengthens educational continuity, builds youth capability, and expands opportunity within both the formal and informal economies.

RECOMMENDATIONS

The findings showed that interventions aimed at improving youth transitions should adopt a life-course approach, investing in early educational support, social protection, and programmes that reduce school dropout among vulnerable households. Government and development partners should also strengthen vocational training, entrepreneurship development, mentorship, access to affordable finance, and social protection for young people working in the informal economy, so that their aspirations can be translated into sustainable livelihoods rather than repeatedly deferred.

ACKNOWLEDGEMENTS

The authors sincerely thank all the young people who generously shared their life experiences and aspirations during the interviews. We are also grateful to the community leaders, research assistants, and the University of Kabianga for their support in facilitating the successful completion of this study.

Conflict of interest

The authors declare no conflict of interest.

REFERENCES

1. Abdul Latif Jameel Poverty Action Lab (J-PAL). (2024). Vocational training and cash transfers for youth employment and entrepreneurship in Kenya. Massachusetts Institute of Technology. <https://www.povertyactionlab.org/evaluation/vocational-training-and-cash-transfers-youth-employment-and-entrepreneurship-kenya>
2. African Center for Economic Transformation (ACET). (2025). Harnessing Africa's demographic dividend: Opportunities and emerging challenges for economic transformation.

- <https://acetforafrica.org/research-and-analysis/insights-ideas/policy-briefs/harnessing-africas-demographic-dividend/>
3. African Development Bank (AfDB). (2025). African Development Bank launches entrepreneurship and skills development initiative to tackle youth unemployment in Kenya. <https://www.afdb.org/en/news-and-events/press-releases/african-development-bank-launches-entrepreneurship-and-skills-development-initiative-tackle-youth-unemployment-kenya-83541>
4. Angwenyi, V., Aluvaala, E., Kabue, M., Abubakar, A., & Nampijja, M. (2024). Caregiving experiences and practices: Qualitative formative research towards development of integrated early childhood development interventions targeting Kenyans and refugees in Nairobi's informal settlements. *BMC Public Health*, 24, 2636. <https://doi.org/10.1186/s12889-024-20018-6>
5. Bandeira, M., Graham, M. A., & Ebersöhn, L. (2023). The significance of feeling safe for resilience of adolescents in sub-Saharan Africa. *Frontiers in Psychology*, 14, 1183748. <https://doi.org/10.3389/fpsyg.2023.1183748>
6. Braun, V., & Clarke, V. (2023). Toward good practice in thematic analysis: Avoiding common problems and becoming a knowing researcher. *International Journal of Transgender Health*, 24(1), 1–6. <https://doi.org/10.1080/26895269.2022.2129597>
7. Braun, V., & Clarke, V. (2024). A critical review of the reporting of reflexive thematic analysis in *Health Promotion International*. *Health Promotion International*, 39(3), daae049. <https://doi.org/10.1093/heapro/daae049>
8. Braun, V., & Clarke, V. (2024). Supporting best practice in reflexive thematic analysis reporting in *Palliative Medicine: A review of published research and introduction to the Reflexive Thematic Analysis Reporting Guidelines (RTARG)*. *Palliative Medicine*, 38(6), 647–660. <https://doi.org/10.1177/02692163241234800>
9. Brookings Institution. (2024). Realizing Africa's demographic dividend: A call to action. <https://www.brookings.edu/articles/realizing-africas-demographic-dividend-a-call-to-action/>
10. Brookings Institution. (2026). Investing in Africa's growing young population for prosperity. <https://www.brookings.edu/articles/investing-in-africas-growing-young-population-for-prosperity/>
11. Kaur, S. (2025). How youth unemployment is redefining organizational risk in Sub-Saharan Africa. <https://www.crisis24.com/articles/how-youth-unemployment-is-redefining-organizational-risk-in-sub-saharan-africa>
12. Crosnoe, R. (2024). Adolescence in the life course spotlight. *Journal of Research on Adolescence*, 34(4), 1112–1120. <https://doi.org/10.1111/jora.13021>
13. Diallo, T. M., & Ronconi, L. (2024). Beyond the law-in-the-books: Labour enforcement in Senegal. *The Economic and Labour Relations Review*, 35(2), 276–291. <https://doi.org/10.1017/elr.2024.12>
14. Ecofin Agency. (2026). Kenya expands youth entrepreneurship funding to tackle unemployment. <https://www.ecofinagency.com/news-services/1706-56531-kenya-expands-youth-entrepreneurship-funding-to-tackle-unemployment>
15. Economic Policy Research Centre (EPRC). (2025). Are skills mismatches fuelling Africa's youth unemployment crisis? <https://eprcug.org/blog/are-skills-mismatches-fuelling-africas-youth-unemployment-crisis/>
16. Fujisaki, T., Ouma, D. C., Awuor, M., Aoko, C., Kimanthi, S., Bukusi, E. A., & Harrington, E. K. (2025). Exploring opportunities to enhance the quality of pharmacy-based contraceptive service delivery for adolescents and young women in Kenya: A multimethod qualitative study. *BMC Health Services Research*, 25, 771. <https://doi.org/10.1186/s12913-025-12933-0>
17. Gichangi, P. B., Byrne, M. E., Thiongo, M. N., Waithaka, M., Devoto, B., Gummerson, E., Wood, S. N., Angiewicz, P., & Decker, M. R. (2024). Impact of COVID-19 on the mental health of adolescents and youth in Nairobi, Kenya. *Frontiers in Psychiatry*, 15, 1209836. <https://doi.org/10.3389/fpsyg.2023.1209836>
18. Inclusion Economics at Yale. (2024). Gender and growth gaps in Sub-Saharan Africa: A research and policy dialogue. Yale University. <https://ie.yale.edu/events/2024/gender-and-growth-gaps-sub-saharan-africa-research-and-policy-dialogue-2024>
19. Institute for Security Studies (ISS) African Futures. (2025). Tackling working poverty and informality in Africa's labour future. <https://futures.issafrica.org/blog/2025/Tackling-working-poverty-and-informality-in-Africas-labour-future>

20. International Labour Organization (ILO). (2024). Global employment trends for youth 2024: Decent work, brighter futures. <https://www.ilo.org/publications/major-publications/global-employment-trends-youth-2024>
21. International Labour Organization (ILO). (2024). Global employment trends for youth 2024: Sub-Saharan Africa regional brief. https://www.ilo.org/sites/default/files/2024-08/Sub-Saharan%20Africa%20GET%20Youth%202024_0.pdf
22. Kenya National Bureau of Statistics (KNBS). (2024). Economic survey 2024. Government of Kenya.
23. Lanctôt, J., & Poulin, F. (2024). Cumulative transitions in emerging adulthood: Portents of adjustment problems or a window for opportunities? *Emerging Adulthood*, 12(5), 741–755. <https://doi.org/10.1177/21676968241234951>
24. Li, H., Mu, G. M., & Theron, L. (2023). Editorial: Social and physical ecologies for child resilience: Wisdom from Asia and Africa. *Frontiers in Psychology*, 14, 1312299. <https://doi.org/10.3389/fpsyg.2023.1312299>
25. Mastercard Foundation. (2026). Africa youth employment outlook 2026. <https://mastercardfdn.org/en/our-research/africa-youth-employment-outlook-2026/>
26. Mwita, B. C., et al. (2025). "Bodaboda" services and their socio-economic impacts in East Africa: An empirical literature review. *Journal of Research Innovation and Implications in Education*, 9(4), 851–863.
27. Partnership for African Social and Governance Research (PASGR). (2024). Insights from Kenya's Youth Aspirations and Resilience (YAR) study. <https://www.pasgr.org/blog/insights-from-kenyas-youth-aspirations-and-resilience-yar-study/>
28. Population Reference Bureau (PRB). (2024). Africa's future: Youth and the data defining their lives. <https://www.prb.org/resources/africas-future-youth-and-the-data-defining-their-lives/>
29. Sheerin, K. M., & Huey, S. J., Jr. (2023). Applying ecological systems theory to juvenile legal system interventions outcomes research: A measurement framework. *Frontiers in Psychology*, 14, 1177568. <https://doi.org/10.3389/fpsyg.2023.1177568>
30. The Borgen Project. (2026). Youth skills projects in Kenya: Employment and economic mobility. <https://borgenproject.org/youth-skills-projects-in-kenya/>
31. Theron, L., Levine, D., & Haffeejee, S. (2024). NEET and resilient: The lived experiences of a sample of South African emerging adults. *International Journal of Psychology*, 59(6), 911–919. <https://doi.org/10.1002/ijop.13219>
32. Theron, L. C., & van Breda, A. D. (2025). The multisystemic roots of South African child and youth resilience: A scoping review. *PLOS ONE*, 20(11), e0336716. <https://doi.org/10.1371/journal.pone.0336716>
33. Tong, X., & An, Y. (2024). Review of studies applying Bronfenbrenner's bioecological theory in international and intercultural education research. *Frontiers in Psychology*, 14, 1233925. <https://doi.org/10.3389/fpsyg.2023.1233925>
34. Wafubwa, R. N., Soler-Hampejsek, E., Muluve, E., Osuka, D., & Austrian, K. (2024). Adolescent school retention post COVID-19 school closures in Kenya: A mixed-methods study. *PLOS ONE*, 19(12), e0315497. <https://doi.org/10.1371/journal.pone.0315497>
35. World Bank. (2024). Ujasiriamali: Self-employment and job creation for youth in Kenya. <https://www.worldbank.org/en/news/feature/2024/11/26/ujasiriamali-self-employment-and-job-creation-for-youth-in-kenya>
36. Wutich, A., Beresford, M., & Bernard, H. R. (2024). Sample sizes for 10 types of qualitative data analysis: An integrative review, empirical guidance, and next steps. *International Journal of Qualitative Methods*, 23. <https://doi.org/10.1177/16094069241296206>
37. Yang, S., & Oh, E. (2024). Analysis of children's development pathways based on Bronfenbrenner's Ecological Systems Theory. *International Journal of Education and Humanities*, 16(3), 250–258. <https://doi.org/10.54097/vaap3p97>