

# The Impact of the Youth Enterprise Development Fund on the Transition of Youth to Adulthood in Gatanga Sub-County, Kenya



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## Abstract

For the young people to attain adulthood status, there are relevant markers and dimensions of development which are used to measure their transition. The government of Kenya initiated a youth fund program in 2007 to support the youth during this critical stage of transition to adulthood. The contribution of this fund (youth enterprise development fund, YEDF) in facilitating youth transition to adulthood has never been investigated in Kenya. In addition, the researcher did not find any similar studies that have investigated the contribution of funding to youth transition to adulthood elsewhere in the world. The main aim of this research is to investigate the impact of YEDF on the transition of youth to adulthood in Gatanga sub-county, Kenya. The study draws largely from the findings of Arnett through his invention of “*emerging adulthood theory*” which lays emphasis on factual issues affecting education, marriage and employment which are relevant in studying youth transition to adulthood.

The study utilized two measures of transition to adulthood as proposed by Arnett, namely, “*Markers of Adulthood*” (MoA) and “*Inventory of the Dimensions of Emerging Adulthood*” (IDEA) scales to assess emerging adulthood related issues to reveal any differences between funded and non-funded youth in Gatanga sub-county. Relevant data were collected using questionnaires through a stratified random sampling procedure. The participants consisted of 108 each for funded and non-funded youth, stratified by gender and area economic status. The statistical analysis of variance (ANOVA) and analysis of covariance (ANCOVA) were conducted using *F*-test to establish the significance of MoA and IDEA items in relation to YEDF, to detect differences between the funded and non-funded respondents on a specific item. Standardized factor loading was used to rate perception of MoA and IDEA items by the participants while exploratory factor analysis was used to determine unique factor sub-scales for MoA and IDEA in Gatanga sub-county.

At a general level, MoA and IDEA items were fairly endorsed by both the funded and the non-funded participants, although actual figures show differences in a number of sub-scales. ANOVA and ANCOVA results show varying differences between funded and non-funded youths on all MoA and IDEA items. Although significant differences were only noted in one MoA item under Independence sub-scale “*capable of financially supporting a family*”. On the other hand, significant differences were observed in six IDEA items, namely: three items in Identity Exploration sub-scale “*time of deciding your own beliefs and values*”, “*time of*

*learning to think for yourself*” and *“time of seeking a sense of meanings”*; two items under Experimentation/Possibilities sub-scale *“time of open choices”* and *“time of trying out new things”*; and one item under Self-Focused sub-scale *“time of focusing on yourself”*. The differences between funded and non-funded youth were significantly impacted when marriage and personal income were used as correlates for both MoA and IDEA items. Further analysis shows that personal income through YEDF activities has a positive impact on youth transition to adulthood. No significant differences were noted when education and regional level of economic development were used as correlates. This means personal income may not necessarily depend on regional economic development.

Results on standardized factor loading show higher loading ( $\geq .70$ ) under Role Transitions sub-scale for MoA and Identity Exploration sub-scale for IDEA. Results for exploratory factor analysis show four distinct sub-scales for the community under study, corresponding with the four theoretical MoA sub-scales proposed by Arnett. However, there is no perfect correspondence in items in each sub-scale. On the other hand, nine distinct sub-scales were observed in assessment of IDEA variables for the community under study, these differ from the six theoretical IDEA sub-scales. In general, the results of this study show that YEDF plays a big role in impacting youth transitions through *“marriage and personal income/employment”* but not *“education”*. The community under study does not consider education as a critical factor for youth transitioning to adulthood. Further research is needed to understand why education is rated too low in this community.

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## **Dedication**

I dedicate this research to my parents (Prisca Narotso Wamukoya and Matthew Wamukoya Bigambo) as a glorious academic victory. Thank you!

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## **List of Abbreviations**

ANCOVA	Analysis of Covariance
ANOVA	Analysis of Variance
COVID–19	Corona Virus Disease 2019
EFA	Exploratory Factor Analysis
GoK	Government of Kenya
IDEA	Inventory of Dimensions of Adulthood
KIPPRA	Kenya Institute for Public Policy Research and Analysis
MoA	Markers of Adulthood
MPSYGA	Ministry of Public Service, Youth and Gender Affairs
MTP	First Medium-Term Plan
NACOSTI	National Commission for Science, Technology and Innovation
SPSS	Statistical Package for the Social Sciences
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
YEDF	Youth Enterprise Development Fund

## INTRODUCTION

### 1.1 Background

Youth transition to adulthood or emerging adulthood is a life course phase of development and transitional period realized by achievement of specific milestones of development to attain the adult status (Arnett, 2000). Schlossberg *et al.* (1995) define transition as a psychological process experienced by people as they internalize, adopt and try to come to terms with the reality of a new experience.

“Youth transitions to adulthood take the form of disorientation and reorientation which eventually creates opportunities for growth resulting in changed relationships, routines, assumptions, and roles”. In transitions, the young people are staged in-between two phases and only have one option of letting go of the earlier phase with all its attachments and prepare psychologically to embrace the new life course (Bridges, 2009). It has also been established that life course transitions can either yield positive outlook and encouragement to move toward one’s full potential or result in negative experiences which may block one’s progress, confidence and growth (Goodman *et al.*, 2006). Existing research and literature clearly point out that transitions occur within each phase of development (Anderson *et al.*, 2012) and are uncertain, protracted, and complex (See for example, Franke, 2010; Wyn *et al.*, 2012; Cuervo and Wyn, 2011). The attempts to engage various definitions of youth point to specific issues which are geared to clarifying the roles and responsibilities involved. Other considerations involve changes and experiences brought forth by important factors like education and training, marriage, and family life. It is generally agreed that finding a common definition for the youth is very difficult. Youth transition to adulthood is encompassed in a variety of aspects which may include issues of culture, socio-economic background, and historical timing. The United Nations define youth as persons between 15 and 24 years, without prejudice to member countries (UN, 1996) while Arnett (2000) defines emerging adulthood as a period between ages 18 and 29. The youth continue to attract attention all over the world because of the magnitude of issues affecting them.

The constitution of Kenya 2010, in article 260 describes a youth as the collectivity of all individuals in the republic who are above 18 years but below 35 years old (GoK, 2010). Kenya

has been undergoing a demographic shift from having a large child and infant (0 -14 years) population to having a large youth (15-35 years) population as observed by Opinyo and Agwanda (2011). This kind of a situation is suggestive that there needs to be proper planning to enable youth transition to adulthood to happen smoothly. The population of Kenya is largely defined by the young category of persons who comprise 35% of the total population (KNBS and SID, 2013). The latest population census for Kenya has not been categorized by age, but the total population stands at 47,464,296 while the population of Gatanga Sub-county is 187,989 (KNBS, 2019). According to Bloom *et al.* (2003), the way in which a population is distributed across different age groups at any given point in time is deemed important because people's social and economic behavior and needs vary at various stages of life. It was in the light of considering the possible implications of the youth population that the government of Kenya took up the initiative to introduce Youth Enterprise Development Fund (YEDF). This fund was launched in 2006 to counter the huge unemployment problem among the young people of ages 18 to 35 (YEDF, 2012). The aim of the fund as stated in the Mission statement for YEDF is to increase economic opportunities for Kenyan youth through enterprise development and strategic partnership. Its Vision is to be a sustainable and growing fund, economically empowering the Kenyan youth as they transition to adulthood (YEDF, 2012).

The government of Kenya's affirmative action states that the state shall, through the authority, encourage private and public institutions to employ youth in all positions, including positions of leadership and management (National Employment Authority Act, 2016). In general, the youth, women and people with disability are expected to get 30% of positions in public service. They should also get at least 30% of all government contracts. YEDF plays a critical role in ensuring that youth are engaged in meaningful economic activities to improve their livelihood.

The main aims of YEDF include networking of youth through groups, entrepreneurial training and most importantly, the financial backing advanced to the youths at no interest. In this regard, the young people are at a far much better position to choose their future. The fund also enables the youth to create their own jobs which can be used to sustain their livelihoods from profits emerging from the various projects they engage. YEDF collaborative linkages and partnership projects have benefited mainly young people with relatively low levels of education (Maisiba and Gongera, 2013). This is suggestive that some youth have chosen the path of tertiary education by engaging funds generated by their projects. It is also possible that some youth without a dream to further education have engaged competent skills of agriculture, masonry,

retail/wholesale business, motor repair works, needle craft and other small-scale enterprises. All these work together to shape the destiny of the young persons as they transition to adulthood.

Growth and development for emerging adults involves significant body changes which lay foundation for youth transitions. It involves physical growth, biological development, the social and mental well-being which automatically contributes to the attainment of the markers of transitioning. Psycho-social and cognitive development is important for enhancing the young peoples' social lives which leads to establishing of a romantic life and youth networking. Sometimes youth net-working and poor mental mentorship may lead subtle consequences such as behavioural influences inclusive of relationship strains, substance use and abuse and early or late transitions. Biological development is important for body development, maturation and proper functioning of the reproductive system which leads to marriage and childbearing. Cognitive development leads to the determination to attain education and realize the needful achievement in academics.

A few studies have evaluated and pointed out the existing relationship between the social background of adolescents and the timing of the transition to adulthood (Furlong and Cartmel, 1997; Plug *et al.*, 2003). Some youth transition into adulthood at an early stage for reason of limited resources and financial difficulties, a circumstantial factor which tends to push them quickly to adulthood (Keller, 2007). Some others especially from middle class purpose to develop and improve their social position and consequently encounter a prolonged youth phase to achieve better qualifications and acquire good employment (Mortimer *et al.*, 2008; Plug *et al.*, 2003). Youth transitions are also rooted in community norms which define gender roles in preparation for family responsibilities. Generally, the concept of linearity should be done away with in addressing youth transitions because the young people seem not to move from school to work to leaving the parental home, marriage and finally attain the adult status (te Riele, 2004). Unfortunately, youths in developing countries are poorly prepared to undergo transitions and the fact that these economies lack the needful facilities to aid the youth.

Emerging adults (the youth) are very important in determining the trend of events and the direction the world will take. These are geared to providing leadership, workforce, families, and the general management of the world in the coming generations. It would therefore be unwise to fail to look at what history has registered about the youth and indications of tomorrow

to help equip them fully to transition well through life courses. These life courses include education, marriage, house establishment, employment, and youth social network, as observed by Arnett (2012).

There are notably significant differences in the way different countries perceive and experience youth transitions to adulthood. Regarding Africa, Europe, North and South America, Australia, Antarctica and Asia, there exists vast differences in their interpretation of “emerging adulthood.” For one reason, this concept is basically strange to all African countries and even its initiation is in reference to a developed country (America) where it had been highly recognized and upheld for a long time (McCauley and Salter, 1995). Several foundational studies give grounding to this concept as evidence to this and the fact that not only America was keen in addressing the concept of emerging adulthood but most of the developed countries were part of it (McCauley and Salter, 1995; Klopff and Gordon, 1997). For reasons of the magnitude and vastness of the entire globe, this study considers a few experiences of youth transitions to adulthood in a few developed countries such as Germany, Italy, Britain, USA, Netherlands, and Canada in comparison to Africa, a developing continent of the researcher’s interest. Existing research has shown that a large number (85%) of the youth global population live in Africa, Latin America, and Asia (UNDESA, 2011).

A multitude of heterogeneous factors define transitions of emerging adults in developing countries accruing to the fact that these changes differ greatly depending on adoptability to varied environments. Whereas the growth from childhood to teenage and adolescent could have very minimal differences, the entire emerging adulthood phase is defined by the adoptability and adjustment of the young people to the environment of growth. To carefully assess and examine the dynamic factors associated with youth transitions, there is urgent need to establish and interpret the longstanding unstandardized trend in cultural factors across the developing and the developed countries (Arnot *et al.*, 2012). The reason for a standardized trend in cultural factors across developed and developing countries would ensure a near standardized application of existing measures of assessment such as markers of adulthood (MoA) and inventory of dimensions of emerging adulthood (IDEA). It is worth noting that achieving a uniform standardized trend across cultures remains a challenge in youth transition analysis and interpretation because many times, the way of life of a people will inform and influence the way they transition through life and make decisions (Reher, 2004).

Research has shown that understanding youth transitions in developing countries is pegged to frequent delays in the current age unlike the past. These include areas in education, employment, and age at marriage (Fustenberg *et al.*, 2003). For example, it has been established that inequality in the socio-economic institutions and conditions play a major role alongside the family in directing the course of life emerging adults assume (Fussell *et al.*, 2010). The interplay and interaction of various factors affecting youth transitions in different environments and circumstances may explain the divergent trends in early and late transitions considering issues of adaptation to the environment of growth (Vogel, 2002). The following is a summary of varying interpretation and manifestation of contemporary issues related to transitioning to adulthood in developed and developing countries.

### **Education**

The study appreciates and builds on a rich wealth of foundation studies that gave grounding to a better understanding of education in the developed and less developing economies. It has been proven that the prevailing circumstances that informed and shaped a given group of people tends to influence greatly their future behavior in life course trajectories (Reher, 2004). It also follows that for us to fully understand, comprehend and interpret youth transitions in the present age, there is need to look back at the past and draw relevant lessons important for the growth, development, and transitional life courses of the young people.

Schooling tends to take different forms and approach in developing countries which sometimes downplay the gravity of the important role education plays in life. Existing research has established the impact of family characteristics (parental education, occupation, income, type of marriage, family size) on the young people's education and all the relevant life course trajectories (McKee, 2012). There seems to be a major interplay on the factors affecting youth transitions irrespective of whether it is in relation to the developing or the developed world. These may include which country one originates from, the socio-economic status of the family and the gender of an individual. Most African economies embrace repetition of classes which affects "*finishing school*" at the preferred time. It thus follows that any slight increment in the schooling years caused by common factors like repetition causes discouragement and associated costs.

This study is particularly interested in the tertiary education aspect of the youth and one of the major concerns of the youth was that the lengthy school programs coupled with frequent

repetitions delays transition to the next phase (marriage). It is also true that gender plays a significant role not only in the enrolment and completion of education but in the entire phase and structure of transitioning of the young people to adulthood. The African culture expects the girl child to shoulder all domestic responsibilities alongside her studies which contributes to drop-out and poor performance at school (Assad *et al.*, 2010; Filardo, 2010).

Ideally, education is a key fundamental step expected to yield fruitful results in offering a smooth transition to employment. However, this is not the case in poorer economies in Africa and the Middle East (Salehi-Isfahani and Dhillon, 2008). Education in the sub-Saharan Africa sometimes contributes to failure for many youths to transition to employment by failing to provide certificates on time. The case of Congo is a good example, they issue degrees seven years after graduation (Branson and Wittenberg, 2007). This derails and stagnates education as a bridge point to success and hampers all the related life courses trajectories like job placement, leaving the parental home and getting married.

Research has categorically revealed the impact of low parental education on life course trajectories of emerging adults inclusive of raising big families as is the case in Africa, frequent disruptions and drop-out in school, early marriage, and childbearing, low or massive state of unemployment (McLanahan and Sandefur, 1994). In the developed countries like Germany, USA, Italy and Britain, frequent moderation, and revision of the education curriculum to suit the global demands has resulted in delays at completion of tertiary education and job placement (Schizzerotto and Lucchini, 2004). A few decades ago (1970), these same economies were quick to place emerging adults on jobs at age 23 which unfortunately is no longer the case (*ibid*, 2004). Education is however hailed as a great contributor to the success of many youths on transition to adulthood. In the developed countries for example USA, Germany, and Netherlands, it has been established that although there may be some setbacks among the educated, the positive benefits far much outweigh the negatives (Sironi, 2013).

## **Employment**

Typically, education in Africa fails to measure up to the peoples' expectations given the magnitude of very high and escalating unemployment rates amongst both the less and highly educated emerging adults (Tong, 2010). Experience has shown that longer spells of unemployment and dormancy cast a lasting negative spell in the later stages of transitioning for the young people (*ibid*, 2010). The implication of this situation is that the youth find

themselves floundering in a state of joblessness for a very long period which may not necessarily be the case in the developed economies (Branson and Wittenberg, 2007). The irony of it all is that emerging adults with low education (primary/secondary) are easily absorbed into the informal sector of most African economies unlike the highly educated (Garcia and Fares, 2008). This equally negates the value of investing in education which may be strenuous to most people and fails up on the expected reward of linking the active energetic emerging adults to the job market.

Existing research points out the great controversy on how emerging adults in developed countries view as important in attaining adulthood. The findings of Sironi (2013) upholds the value of parental education in promoting the course of transitions among emerging adults in developed economies like U.S and Italy. This paints a picture of the value of education in the lives of the young people which is basically rooted in the family lineage.

In their study, Fustenburg *et al.* (2003) noted that an overwhelming majority (95%) endorsed Arnett's *independence* sub-scale as very important for one to attain adult status. This sub-scale includes the following items: "*make independent decisions*", "*be financially independent*", "*capable of financially supporting a family*", "*capable of caring for children*", "*accept responsibility for his/her actions*" and "*be capable of supporting parents financially*". Research done by Yellowitz (2007) clearly shows that although financial stability is significant to becoming independent by emerging adults, it however does not have a direct relationship with obtaining full-time employment status. It has also been established that one of the reasons why women choose to delay marriage in the developed countries is because of their failure to attain "*financial independence*" status which when achieved may further delay transition through this life course (Becker, 1965; Sweeney, 2002).

The developed countries also attach much value to "*education*" as a crucial marker for transitioning. The study conducted by Sironi (2013), categorically shows the strength and impact of education on major life courses. It easily lands most emerging adults on employment in the U.S. unlike Italy where they easily transition to marriage without job placement. This is particularly made possible by the availability of funds especially in the U.S. where most families have an average to high stand financially. In Africa, most cultures esteem marriage above all the other milestones including education and employment. Emerging adults have been encouraged to competently invest in technical skills like hairdressing, carpentry,

agriculture, tailoring, needle craft and the like which could provide alternative placement upon completion of education.

Gender equally plays a very important role in the education, employment, growth, and development of emerging adults both in the developed and developing countries. In most cultural settings in Africa, the male gender tends to be dominant right from the point of birth. Emerging adults of the male gender are flagged with vast opportunities inclusive of leadership roles and opportunities in all the available community institutions in place (the family, the religious and school institutions). The African society seems to be more patriarchal ascribes specific roles and responsibilities to emerging adults depending on gender. The female gender besides giving birth to children they are expected to undertake domestic chores like baby-sitting and housekeeping even if they have attained high achievement in education (Filardo, 2010; Arnett, 2012). The African culture attaches major restrictions and boundaries in place inclusive of limited socialization of the female gender, limited leadership opportunities and kind of an established family status of managing domestic chores affiliated to female youth. Fewer female youths enter formal employment as compared to men and with poorer remuneration (Jones and Chant, 2009).

A closer look at the developed countries (Germany, Italy, Britain, USA, and Canada) paints a picture of financial stability amongst the emerging adults (Bell *et al.*, 2007). This contrasts with the developing countries. Whereas these countries advance social welfare benefits to the youths who are unemployed (Vogel, 2002), developing countries are not any closer to embracing this practice. Welfare support for emerging adults is not common but instead, countries encourage financial lending at a low interest rate, for example Youth Enterprise Development Fund (YEDF) in Kenya. The immediate implications of this are that life course trajectories are delayed or stagnated among the youth in African countries. Research has indicated that the youth who emerge from families with a low socio-economic status are also bound to secure jobs early in the developing countries (Bynner, 2005) unlike the African countries.

### **Leaving the parental home**

Parental home provides the first and immediate environment of growth, orientation and nurturing of the young people. In most African communities, leaving the parental home is interpreted to mean independence, marriage and starting a family to slowly mature and transition into reproductive roles and responsibilities. The age and timing of marriage and

starting a family is not uniform across communities due to variations in the acceptable norms and values as practiced by different communities and countries (Anderson *et al.*, 2013; Santhya *et al.*, 2011). Socio-economic status of the parents also influences timing and sequencing of events and life course trajectories as observed by Elzinga and Liefbroer (2007). This status is critical because it's initiated before a child is born, through teenage, youth and young adulthood. It persists through all stages of life with major implications at the emerging adulthood stage in the third and fourth decades of the young people (Fustenberg, 2008). It is one such variable that tends to push emerging adults faster to the next level of transitioning or delay some needful life courses thereafter depending on the community or environment of upbringing. Many times, if the culture and socio-economic stand of a family is adjusted downwards, it tends to reflect on delayed entry into the needful life courses inclusive of finishing education, starting a family, getting employment, and establishing a youth network. Despite the many issues that affect marriage today, research has established that a higher percentage of emerging adults hailing from a strong socio-economic family background tend to do well in life transitions (Fustenberg, 2008). Only a minor percentage may fail to transition well. Cole (2005) shows the place of domestic transitions from family of upbringing to the family of destiny with full consideration of employment and housing needs for emerging adults.

There exists vast literature in support of the fact that emerging adults hailing from financially weak families tend to transition faster into marriage. It is also noted that in developed economies, on average a handful of emerging adults fail to “grow up” at the required pace and attain adult status. For example, it has been established that by age 30, three quarters of Americans are married, three fourths have at least one child, almost all have obtained full time job placement, have become financially independent and moved out of their parental home (Arnett, 2015). In a study conducted in North America, Cunningham *et al.* (2008) reported a strong relationship existing between financially weak unstable families and early marriage and arrival of the first child. Other studies show that early transitioning to marriage is much more likely to happen in rural settings but sporadic in urban for reason that rural areas generally assume a low economic status (Bayer *et al.*, 2010). This study has reported similar incidents in Gatanga sub-county which is basically rural and poor. A true picture of the state of marital transitions in Africa.

In her study, Sironi (2013) observed that in the developed countries (Germany, Italy, Britain, USA, and Canada), emerging adults who hailed from financially stable families took much time to study, find a permanent job, a life partner and leave the parental home. Those from families with unstable income took time to finish education due to frequent upheavals, a short time to find job placement, and establish a family and a very long time to leave the parental home. Fustenberg (2008) further points out that emerging adults from financially stable families have a tendency of gaining entry in marriage without attempting cohabitation or childbirth before marriage. They however are set to establish long lasting/permanent relationships. This could be true for Italy which doesn't tolerate cohabitation and single parenthood unlike the U.S. where cohabitation and single fatherhood is undertaken faster and is very common (Sironi, 2013).

Another factor in the developed countries which determines the act of leaving the parental home is associated with transferable and non-transferable resources (De-jong-Gierveld, *et al.*, 1991). Transferable resources include financial income, parental education and the existing cultural norms and values in place while non-transferable resources are the quality of life at home comprising of family size, social orientation, and domestic responsibilities. De-jong-Gierveld *et al.* (1991) established that most emerging adults' decision to leave the parental home in the Netherlands are influenced by transferable resources.

The irony of the whole issue of leaving the parental home in the developed countries is that some youth with high education, "full-time employment" accompanied with a good salary still choose to remain under the custody of their parents (Sironi, 2013). There is the possibility of fear to assume responsibilities early in life for example rent payment and associated costs, family support and the general house management tasks which many emerging adults may shy off from engaging. A study done by Yelowitz (2007) shows that many emerging adults in the USA shied off from leaving their parental home to start a family for reasons of the high cost of living and rental expenses. This confirms that in the developed countries there may be a direct relationship between the cost of living and the young peoples' decision to leave independently from their parents. Sironi (2013) further established that U.S and Italy both tend to thrive well in life course transitions with a common denominator of financial enablement although they are driven by different forces, thus culture for Italy and a multitude of heterogeneous factors for U.S. Table 1 shows varying average age at marriage for females in selected developed and developing countries.

**Table 1:** Average age at marriage for females in selected countries. *Source: United Nations (2010)*

	Age	Developing countries	Age
United states	26	Egypt	21
Canada	28	Ethiopia	17
Germany	30	Ghana	21
France	30	Nigeria	18
Italy	30	India	18
Japan	29	Indonesia	21
Australia	28	Guatemala	19

### **Access to facilities**

Emerging adults lack information on basic issues related to their growth, development and transitioning due to the obvious setbacks like the socio-cultural believes and practices, myths, taboos, and values adopted by different communities (Abioye-Kuteyi, 2000; Dasgupta and Sakar, 2008). This may be specifically relevant to the developing countries where the culture of people doesn't allow them to openly talk about sensitive issues like marriage, contraceptives, sex, and childbearing. This controversy denies the young people a platform where they can openly discuss the challenges they are facing and what could possibly be of help to enable them access youth friendly facilities. This could be reason for the sharp imbalance or rather some form of discrimination in the access and use of contraceptives in the developing countries. Asia is one such region where single emerging adults were at one point denied access to these facilities (Bennet, 2005).

Africa has persistently registered very low contraceptive use (4%) among emerging adults in most countries (Bearinger *et al.*, 2007). This may still be the case today according to the researcher's experience in Gatanga sub-county. Hindin and Fatusi (2009) explored the reasons to this linking the situation to the culture of Africans, the lack of availability of the same and poor knowledge about contraceptive use. This study has utilised the IDEA scale to assess the behavior and pattern of contraceptive use among the funded and non-funded emerging adults.

If the youth in the developing countries will ever realize any success in the life's major causes, it will take the co-operation of families and most especially parents, the community leadership, institutions and even peers to grow these young people into responsible young adults. Research has categorically established that the successful transition of emerging adults through life courses is encompassed in the family and peers (Bayer, *et al.*, 2010).

## **Poverty and criminal behavior**

This study has assessed the place of criminal behavior and the role it plays in impacting youth transitions to adulthood. The following criminal behavior were assessed; drug/substance abuse, drunk driving, the use, abuse, and possession of illegal drugs. The study has also investigated a variety of other variables inclusive of financial independence, leaving the parental home, ability to support a family, finish education and get married. The study has established that all these variables tend to be interconnected in one way or the other.

Substance abuse is a big problem in both the developing and the developed countries. The research conducted by Cunningham *et al.* (2008) identifies poverty as a major player influencing criminality of which drug and substance abuse is one of the outstanding youth abuse activities. This has been captured by existing literature as most prevalent in the African context which is deemed to result in a state of vulnerability by the young people and a grievous character of deviance (Brook *et al.*, 2006). Similar observations on youth anti-social behaviour and criminal activities have been documented by several authours (e.g., Moffitt, 2006, 2018).

### **1.2 Statement of the problem**

As presented in the background (section 1.1), existing research on emerging adulthood and related markers of adulthood are based on experiences of young adults in developed countries. Although few studies in the developing countries have demonstrated variance in the experiences of emerging adulthood based on the existing markers of adulthood proposed by Arnett (2012), there are varying cultures within developing countries, hence the need for more research on youth transitions to adulthood in other cultures to establish unique experiences that shape the life courses of young people. Arnett (2012) defines youth transitions to adulthood in terms of the achievement or fulfilment of life courses inclusive of “*finishing education, getting full-time employment, leaving parental home, getting married, arrival of the first child and establishing a youth social network.*” This can only be realised in an environment where all the factors are held constant. At a general look, there is a major assumption of the trend of events in the lives of emerging adults. Arnett assumes that one life course transition will automatically lead to another. This concept of linearity may not be the case and may need further research through dedicated studies in various cultural and economic backgrounds. Apart from the linearity problem observed in the existing concepts on the markers of adulthood, little attention has been paid to important issues surrounding the young people like funding, family’s

social economic status, parent's education, the youth's annual income, the setbacks of education and employment, the cultural norms, values and beliefs affecting the youth, among others. All these variables ought to be considered before arriving at a more conclusive stand on youth transitions, especially in a developing continent like Africa. The study of te Riele (2004) established that an outstanding number of the life course markers of youth transitions are “*reversible and impermanent*” and can best be symbolized by the ups and downs of a fragile yo-yo in motion (EGRIS, 2001).

Research by Arnot *et al.* (2012) points out that any study done on youth transitions must consider the challenges and complications associated with age, gender, socio-economic status, and the culture of the people which all affect, shape and re-define movement to major life courses. Arnett's theory doesn't seem to put these issues into account before establishing the markers of transitioning. This study assesses four of these markers in line with the views and experiences of the young people in Gatanga sub-County. This study area presents a unique culture which may not conform to the interpretation of the existing published markers of adulthood. For example, the place of tertiary education in youth transitions may not be culturally supported. Given that the entire Gatanga sub-county have their own way of interpreting transitions, to them, one can easily transition to adulthood without ever finishing formal education but going through the acceptable traditional norms, values and practices like circumcision, marriage, and childbirth, among others.

Leaving the parental home, family establishment and independence may also raise several questions. Research has established that emerging adults sometimes fail to leave their parental homes even while married or leave and continue to depend on parents or even get back to parental home/dependence (Furlong and Cartmel, 2007). The many unanswered questions about the definition and role of family in youth transitions especially in varied cultures is a pointer to self-identity and transition of the young people. This study has attempted to address the question of leaving the parental home and family establishment in Gatanga sub-county.

In addition, there are many youths who have neither finished their tertiary education nor left their parental home. In many instances the question of financial independence comes into play in considering the probability of the youth leaving the parental home. There seems to be a close correlation between youth income and the probability of leaving the parental home (Iacovou 2010). Therefore, there is a need to establish the impact of financial independence on

achievement of the relevant developmental tasks. YEDF is the major funding initiative by the government of Kenya to help the young people identify their talents and find some form of self-employment during the transition period, however, it's contribution to youth transitions to adulthood has never been assessed.

Existing literature on YEDF have considered and unveiled issues such as sustainability of YEDF (Gudda and Ngoze, 2009), factors affecting success of projects (Kimando *et al.*, 2012), performance of YEDF (Githinji, 2012), role of YEDF in job creation (Maisiba and Gongera, 2013), effect of YEDF on growth of new enterprises (Irungu and Kamau, 2015), contribution of YEDF on youth empowerment (Opiyo, 2015), impact of YEDF on small-scale rural enterprises (Nyaura *et al.*, 2017), among others. However, strikingly little empirical research has examined the impact of Youth Enterprise Development Fund on the transition of youth to adulthood. To the best knowledge of the researcher and existing literature, no such studies have been conducted in Kenya or elsewhere, hence the urgent need for this research.

The sub-County also tends to have so many young people who are out of school indicating a question mark on the state of education of emerging adults. The researcher was keen to notice so many young people attending political meetings, demonstrations and rallies during weekdays which is a pointer to their being either out of tertiary institutions or out of employment. Another disturbing question in the mind of the researcher was about marriage and house establishment. During her frequent fieldwork sessions, she noted that married emerging adults affiliated to a particular family were all living in the same parental homestead where they grew up. The daunting question here was “*why*” was this kind of arrangement common despite existing literature establishing that young people transitioning to adulthood should get married, leave their parental home, and live independently (for example Arnett, 2000, 2004).

Extensive research has identified the important markers in transitioning to adulthood which include “*finishing education*”, “*establishing a career*”, “*leaving the parental home*” and “*starting a family*” (see for example, Galland 2000; Singly, 2000; Villeneuve-Gokalp, 2000; Prioux, 2003). However, these studies have not subjected these markers against any form of funding to reveal the impact caused. The study seeks to measure the behavior of these markers against the government's funding initiative (YEDF) and establish the outcome. The study has adopted and utilized Arnett's theory of emerging adulthood in the identification and selection

of the key features of transitioning to adulthood (Arnett, 2000, 2004). MoA and IDEA are used to measure the impact of YEDF on youth transitions.

### **1.3 Main research questions**

The general aim of the study was to investigate the impact of YEDF on the transition of youth to adulthood in Gatanga sub-county, Kenya. The research questions that guided the study include the following.

1. The tertiary educational factor of the youth.
  - a. What are the perceptions of YEDF funded and non-funded youth on tertiary education?
  - b. How different are the perceptions of YEDF funded and non-funded youth on tertiary education?
  - c. What is the impact of YEDF on transitioning based on the results of questions 1a and b?
  
2. Leaving the parental home/house of the youth.
  - a. What are the perceptions of YEDF funded and non-funded youth on leaving the parental home?
  - b. How different are the perceptions of YEDF funded and non-funded youth on leaving parental home?
  - c. What is the impact of YEDF on transitioning based on the results of questions 2a and b?
  
3. Establishing career and finding adequate social network.
  - a. What are the perceptions and experiences of YEDF funded and non-funded youth on establishing career and finding adequate social network?
  - b. How different are the perceptions and experiences of YEDF funded and non-funded youth on establishing career and finding adequate social network?
  - c. What is the impact of YEDF on transitioning based on the results of questions 3a and b?

4. Starting a family by the youth.
  - a. What are the perceptions and experiences of YEDF funded and non-funded youth on starting a family?
  - b. How different are the perceptions and experiences of YEDF funded and non-funded youth on starting a family?
  - c. What is the impact of YEDF on transitioning based on the results of questions 4a and b?

## **1.4 Objectives of the study**

- To investigate the role of YEDF in the tertiary educational aspect of the youth funded by YEDF.
- To examine the contribution of YEDF in home/house establishment by the youth funded by YEDF.
- To investigate the role of YEDF in establishing career and social network of the youth funded by YEDF.
- To determine the role of YEDF in establishing a family by the youth funded by YEDF.

## **1.5 Research hypotheses**

Creswell (2014) defines a hypothesis as a prediction the researcher makes about the expected outcome of relationships among variables. He premises that hypotheses are numeric estimates of population which are used to compare groups (*ibid*, 2014). They possess distinct features of being declarative in nature and tend to predict results of the proposed research. On such basis, the following hypotheses were established for the current study:

H<sub>1</sub> Participating in the YEDF programme has a positive impact on the educational attainment of the youth, which in turn has a positive impact on their transition to adulthood.

H<sub>2</sub> Participating in the YEDF programme has a positive impact on the home/house establishment of the youth, which in turn has a positive impact on their transition to adulthood.

H<sub>3</sub> Participating in the YEDF programme has a positive impact on the career establishment of the youth, which in turn has a positive impact on their transition to adulthood.

H4 Participating in the YEDF programme has a positive impact on family establishment of the youth, which in turn has a positive impact on their transition to adulthood.

## 1.6 Clarification of terms

**Youth:** the term youth can be defined as a transition period between childhood and adulthood (World Bank, 2007). It is a collectivity of all individuals who have attained the age of 18 years but have not attained the age of 35 years (GoK, 2010).

**Transition:** transition is a process of change and development which happens over an extended period-of-time to young people of ages between 18 to 34.

**Adulthood:** It is used in the study to refer to the period in life marked by the attainment of individualistic character qualities such as accepting responsibility for oneself, making independent decisions, and becoming financially independent (Arnett, 2000, 2001).

## 1.7 Operationalization of study variables

### **The Youth Enterprise Development Fund (YEDF):**

The independent variable for the study is Youth Enterprise Development Fund. This has been used to empirically test the hypothesized associations between the markers of transitioning to adulthood and YEDF.

### **Transition to Adulthood**

This is the period between teenage years and mid- to late-20s, when youth set off on paths toward financial, residential, and emotional independence and begin to take on adult roles (Jekielek and Brown, 2005).

### ***Leaving the parental home***

Parental home-leaving” refers to the first continuous period of at least 3-12 months whereby one lives independent of parents in matters of food, finance, shelter, and others. This is usually accompanied by outright marriage or a preparation for the same.

### ***Finishing education/completing education***

This refers to the first break taken for about a year in foundation education at primary and secondary school to enter tertiary education. This may include training for a vocational qualification at college or university.

***Establishing a career and a social network***

This means staying on job for at least three consecutive months as one undertakes long-term first Job/employment.

***Starting a family***

This involves marriage and living with a spouse under the same roof for at least 3-12 months. It may also include getting children by the two people in this union. Marriage is the act of two individuals of the opposite sex who willfully and deliberately come together in a cohabitation whose process may or may not involve legal processes and the issuing of an official certificate. It involves both parties leaving the parental home and starting their own family.

## **LITERATURE REVIEW**

### **2.1 Introduction**

The empirical literature concerned with youth transitions to adulthood is limited to the researcher's specific aims and objectives. In this chapter the researcher starts by providing an overview of literature linked to the main objectives of the study. Firstly, the researcher provides broad concepts of youth transition to adulthood. This is followed by a summary of the five markers of youth transitions. Subsequently, the researcher documents literature and findings on the specific five markers of transitioning. Finally, a brief overview of YEDF and Kenyan youth policy are presented.

### **2.2 Youth transitions**

#### **2.2.1 Youth and youth transitions**

The term, youth, has no clear-cut definition accepted worldwide. Eurostat (2009) points out that 'finding a common and acceptable definition of youth is not an easy task'. The notion and concept of youth constitute both the social, environmental, and biological understanding and implications. Durham (2000) denotes that "youth" is a "social shifter" and a relational concept situated in a dynamic context, a social landscape of power, knowledge, rights, and cultural notions of agency and personhood. On the other hand, UNESCO (2014) describes youth as 'a period of transition from the dependence of childhood to adulthood's independence and awareness of our interdependence as members of a community'. The term "transitions" can be defined as a short discrete change in life which ushers in a new role/status for instance the swift change from being single to getting married. Another example is the needful change in marriage to get a baby. Elder (1985) declares that a series of transitions form trajectories which are generally longer in comparison to transitions.

The impact of youth transitions extends to the social, economic, and political changes in the lives of young people (Woodman and Wyn, 2013). Most researchers are moving away from the hard task of age-based definitions to accepting youth as a process of transitioning to adulthood. Citing Arnett's theme on 'emerging adulthood', he consents that it takes young people longer today than in the past to "emerge" as full functioning adults (Arnett, 2006). In

general, existing research point out the following reasons for youth transitions: “*Leaving the parental home*”, “*starting a family, finishing education*”, “*desire for autonomy, privacy and independence*” and “*establishing a career*” (Kiernan, 1986; Baanders *et al.*, 1989; Mayer and Schwarz, 1989; Goldscheider and Goldscheider, 1987).

The current study is based in Africa hence the need for an understanding of how Africans perceive transition to adulthood because there are various perceptions of transition to adulthood in various cultures. Mbiti (1970) declared the culture of Africans to be strongly affiliated to their religious beliefs and practices that paint their entire life from pregnancy, birth, marriage, puberty and death. In their study, Turner (1969) and Ezenweke (2016) identifies these significant rites of passage embraced by ancient people to mark major developmental stages/turning points especially in active transitioning from youth to adulthood. Mbiti (*ibid*, 1970) further decrees that transitions through growth and social status are divinely initiated and play a significant role in strengthening the acceptable norms and values of the people, they therefore must be celebrated. Ezenweke (2016) declared that rites of passage focus on transitioning from one stage of development and adoption into another which involves a change from the old way of life, a transition into a new status in life and an adoption into a new group with totally different roles and responsibilities. The culture and the socio-economic status in which the young people are adopted to has a very strong influence on their timing for transitioning and may actually dictate the start and finish lines of the entire transitioning process.

### **2.2.2 Youth transition to adulthood**

The paths and life taken by the emerging adults is greatly impacted by the social, economic, and structural factors at the family level (Crosnoe and Cavanagh, 2010, Brown, 2010). These factors greatly predict youth transitions to adulthood. The youth are the future of every generation or social set up. Transitioning to adulthood for these young people has changed substantially over time as compared to the early days where trajectories became more complex, longer, and more differentiated by individuals (Furstenberg, 2010; Rindfuss *et al.*, 2010). Sequencing of the markers of transition and the pace or speed at which they occur is much more difficult to predict in the current age. “Sweeping demographic shifts have taken ground over the past half century that has made youth not simply a period of transition into adult roles, but one characterized by change and exploration of the desired life course and direction”

(Arnett, 2000). Africa prides in the youth who are the continent's foremost social capital heritage presenting an opportunity to accelerate growth, reduce poverty and build a sustainable and peaceful future (UNESCO, 2010).

The economic growth of Kenya has assumed a slow rate that is insufficient to create enough employment opportunities for the youth. There seems to be no formalized system enforced by successive governments to facilitate or ease the pressure accompanying the young people. The youth are traditionally more deeply affected by finance and economic downturns than prime-age workers (Eurofound, 2012). For each generation, cultural expectations and social opportunity structures influence the timing and patterning of role entries and exits during the transition to adulthood (Elder, 1998). The transition from school to early adulthood is lengthy and challenging period for all youth. This is the period between teenage years and mid- to late-20s, when youth set off on paths toward financial, residential, and emotional independence and begin to take on adult roles (Jekielek and Brown, 2005).

Morrison and Charlin (1995) point out that transitions in marriage are not instantaneous but consist of a series of stressful events that take months or even years to come through. The lengthy period of transition to adulthood is accompanied with developmental changes and challenges as youth acquire status into new roles, consolidate skills, competencies, attitudes, values, and financial independence to achieve a new status. Research on human growth and development from young to early adulthood identify five important markers that accompany transitions commonly known as the "Big 5" markers of transitioning. They include the following: *"leaving the parental home"*, *"finishing education"*, *"entering working life"*, *forming a romantic relationship* and *"becoming a parent"* (Elder and Shanahan, 2006; Settersten, 2007). However, this study has adopted the theory and thoughts of Arnett (2000) in his presentation of these five markers which he condensed to four. These four markers of transitioning to adulthood are discussed in the subsections below.

### ***2.2.2.1 Finishing education***

Completion of tertiary education is an important step in predicting the course of life the young people will take. The school can be defined as an environment and setting where young people can form relationships, access resources and structured activities that shape their development (Eccles and Grootman, 2001). The school shapes and directs the young people's lives through

the platform of knowledge transfer. It has been established that transitioning to adulthood by emerging adults is grounded on family background/structure, school, work, as well as the social class (MacDonald and Marsh, 2005).

There is a direct relationship between the family structure of a person, his/her academic achievements/attainments, marriage, and employment as they emerge into adulthood. Research has shown that young people at school emerging from stable families stand chance of exposure to high achieving academically informed peers and strong parent networks which greatly influence their lives (Cavanagh and Fomby, 2012). Schooling and career development are consistently linked to the timing of marriage and the school/institution's program greatly influences activities in transition for the youth (Mensch *et al.*, 2005). Recent studies show that education in itself can delay timing of transitioning to adulthood as young people spend more time pursuing education (Roser and Ortiz-Ospina, 2016; Yoon, 2023). Research has demonstrated and revealed the big difference realized in the outcome of educating the female gender. Completion of education for the female gender raises the socio-economic standing of the family to a level that any family disruption may not alter because it ensures proper financial and social grounding/adjustment (Kinard and Reinherz, 1984). The young people who grow up in unstable families have a higher probability to drop out of school, get children out of wedlock and experience a downward spiral of stressful events in separation and divorce (McLanahan and Sandefur, 1994).

Research has also shown that unstable families which experience divorce while children are in high school deny them the opportunity to finish tertiary education (Painter and Levine, 2000). In South Asia it was established that there is a very close correlation between school attendance and delayed marriage (Lloyd, 2005). Sometimes, the young peoples' education is disrupted for reason of shaky parental family structure whose effects lead to lower and poor academic achievement due to failure to access support at family level (Aquilino, 1991; Goldscheider and Goldscheider, 1993). Further research by Gerber and Cheung (2008) established that gender and the socio-economic status of one are linked to the horizontal stratification of his/her academic achievement with far reaching effects in career establishment and income. This research is geared towards establishing the relationship between completion of education and obtaining full employment among emerging adults.

Adolescence and the transition to early adulthood can be a time to advance education and maturity into a successful and promising life academically. To others, it is a period marked by major declines in academic life and set goals which is made worse by frequent failures and drop-out. A few researchers interpret this situation to imply that the declines are due to an “intrapsychic upheaval” as the young people attempt to manage the simultaneous occurrence of multiple life changes (Simmons and Blyth, 1987).

#### **2.2.2.2 *Leaving the parental home***

Transition to adulthood is a critical time in the development of the young people when they start to assume roles and responsibilities for the adults. This will involve roles in parenting and family set up. Leaving the parental home is one of the great indicators of active transitions and hallmark to adulthood (Mulder, 2009). It marks the event of starting to run one’s own household and make one’s own financial decisions (*ibid*, 2009). The deliberate choice by the emerging adults to exit the parental home is influenced by the family structures in place and the relevant support services available (Holdsworth, 2013). The young people in the current culture weigh the prevailing circumstances jointly with the family to decide whether it may be worth (Mulder, 2013). The age and timing for parental home leaving for the youth in most communities tends to assume fluctuations now and again. Decisions to leave or stay in the parental home are also bound up with changing family relations and fluctuating intergenerational support practices (Holdsworth, 2013). In some instances, young people take up responsibilities as parents before they legally marry or get married. There are opportunities which sometimes pause as challenges facing the youth which makes the entire process complicated and hard to explain.

Emerging adulthood is a concept accepted and vastly used worldwide. However, the relevant factors accruing to becoming an adult distinctly differ depending on the region and the way of life of the people. Mahama *et al.* (2018) established that patterns of transitions are never identical for reason of diverse culture and community differences across in varying populations. Whereas Tetens (1777) noted for the first time that a combination of socio-cultural factors and the level of economic zone do affect youth transitions to adulthood, further research has proven that differences in the way various cultures perceive emerging adulthood is based on aspects of age, gender, nationality, ethnical background, socio-economic status/background

and religious affiliations of the people (Arnett, 1994, Magnusson and Stattin, 1998; Reifman *et al.*, 2007).

Most African cultures are impacted by the socio-economic and demographic factors which impede swift transitioning to adulthood. For instance, practices in some African cultures encourage extended residence in the parental home and a delay in marriage which in turn leads to a delay in childbearing as observed by Carrà *et al.* (2014), Cook and Furstenberg (2002), and Macek *et al.* (2007), just to mention a few. In other cultures, however, there is an emphasis on completing education, moving out, and getting married quickly (Nelson *et al.*, 2004; Arnett, 2006). The first half of the twentieth century is different when compared to the current years of the late teens and twenties which are marked by prolonged education, an increase in the age of marriage and arrival of the firstchild. Further, there are great variations and instability in home-leaving and obtaining full-time employment (Arnett, 2000). Arnett (2000) declared that emerging adulthood really only exists,

“in cultures that postpone the entry into adult roles and responsibilities until well past the late teens” (p. 478).

Other important cultural factors that shape the extent to which young people experience an emerging adulthood in Africa include religious affiliation and geographical orientation in terms of rural versus urban orientation (Arnett, 2004). The community under study is one such setting whose youth are spread across vast rural and urban areas with their lives adjusted to suit the values embraced by this community.

Parenting is key in this whole process and may influence early or late leaving of the youth. Goldscheider and Goldscheider (1993) were keen to note the relationship between poor academic motivations, aspirations and achievements and leaving the parental home. There is a growing difficulty in overcoming these challenges even though parental resources and intergenerational support remain to be significant factors in the whole process (McKee, 2012). Several researchers agree that parents and peers impact the young peoples' attitude in leaving their parental home (e.g., Montemayor, 1982; Sebald, 1986; Cooney and Mortimer, 1999). Changing life patterns in the household and the general family structure at childhood affects the decisions the young people make in their choice to leave the parental home (Goldscheider and Goldscheider, 1994). This situation is a pointer to the foreseen need to establish a firm and safe grounding for the youth at the initial growing stage while they are still young to enable them to make wise decisions at the point of leaving the parental home. This will help to form

lasting family relationships for their stability and success. It has also been established that the young peoples' response to problematic relationships resulting from unstable family structures has roots in the earlier family development that gave way for a speedy search for independence through marriage and family life (Aquilino, 1991).

To understand this phenomenon, it is vital to comprehend the reasons that prompt the youth to leave their parental home. Gierveld *et al.* (1991) outlines these reasons in the following manner: leaving home to “*complete education*”, leaving home to “*start living with a partner*”, and leaving home to “*gain more autonomy and independence*”. All the three reasons given above are relevant to the hypotheses of the study in seeking to address the impact of YEDF for the emerging youth as they decide to leave their parental home, “*complete education*”, “*get married*” and “*become independent*”. Although education and independence are key reasons in parental home leaving, most emerging adults may leave their homes to settle with a partner.

### ***2.2.2.3 Obtaining full-employment and establishing a social network***

Employability is the propensity of graduates to secure a job and progress in their career, it is about developing attributes, techniques, or experience for life (Harvey, 2005). The socio-economic status of any individual is linked to the “*socio-economic life cycle*” which shows the relationship between *family background, finishing school, getting full time employment, leaving the parental home, and establishing a family* (Featherman and Sørensen, 1982). One of the key indicators of active transitioning to adulthood is obtaining full-time employment. This is a major achievement that facilitates related transitions like finishing education, leaving the parental home, establishing a family, and getting the first baby (Arnett, 2001). Any firm family foundation needs to work alongside a well-controlled socio-economic status. The value of income/employment cannot be underestimated for reason that it affects the entire emotional and psychological well-being of emerging adults (Desimone-Luis *et al.*, 1979). Young people prepare themselves for full-time employment by participating in the educational program which gives them a chance in the labor market. The different events in the life of the youth as they transition to adulthood such as leaving the parental home, starting a family, and becoming parents are strongly linked to the economic stability realized by obtaining full-time employment.

The series and sequencing of events which defined emerging adulthood and the achievement of the markers of adulthood in the 1950s and 1980s may not be fully applicable in the contemporary times. These socio-demographic markers of adulthood have been deemed by the young people as being unattainable and not relevant in the current age (Wright, 2023). So much has changed and life tends to be defined by chance, lack, uncertainty and the political circumstances of the time. Today the young people take quite some time to finish education and employability is no longer a guarantee for the highly educated who may never secure permanent jobs in this life. Current research indicates a sharp increase in enrolment in higher institutions of learning across the developing and the developed world. A good example is in the UK whose rate of enrolment in higher education increased from 8.4% in 1970 to 37.5% in 2022 ( Duffin, 2022, Bolton, 2024, Yoon, 2023).

Obtaining a permanent job was almost the order of the day in ages past probably because of the demographics of population which was not as high as in the current times. Today there are frequent changes on employment and *'job-hopping'* both in the Developed and the less developing countries. A good example is in the US where between ages 18 to 24 the young people will engage 6 different jobs and change jobs 5 times at ages 25 to 34 (Bureau of Labor Statistics, 2023). In the contemporary situation, it has also become very difficult for the youth to attain *"financial independence"* even in the most developed economies. Research has established that since the Great Depression, the US has reported the highest number of emerging adults living with parents rated at 50% in the year 2020 (Fry *et al.*, 2020).

Existing research has also established a major shift in age at marriage which presents at 35 for men and 33 for women (ONS, 2023a and b). It has also been established that there is a decreasing trend in the overall number of marriages taking place of upto 50% since 1972 in the UK (ONS, 2022). Notably, the journey of the young people towards emerging adulthood has witnessed a major revolution and change with the youth not only in developing countries but also in developed showing less appreciation for the established markers of adulthood.

A study by Wright (2023) established that in the current age emerging adults give less considerations for the socio-demographic milestones of marriage and defines adult status more in terms of career than marriage and parenthood. In this research, the variable on career was endorsed by 58% while marriage and parenthood were endorsed by less than 25%. The research also established that half of emerging adults (aged 18-29 years) considered themselves to have

attained adult status despite the socio-demographic markers of adulthood making stantic occurrences quite late in life. According to Arnett (2011), whereas there are possibilities of features and tendencies of emerging adulthood in less developing countries, the markers occur in respect to specified communities and with regard to the socio-economic status of a person/family. Arnett also established that emerging adulthood can be best understood and appreciated when addressing specific communities.

High rates of unemployment remain to be one of the greatest challenges of Africa's development and yet very little is being done to solve the situation (ILO, 2008). The youth constitute more than 50% of the entire population in sub-Saharan Africa (UN, 2012). These are faced with a big challenge of developing themselves to become employable. Research conducted by world bank foresees an even more pronounced youth bulge between years 2015 and 2035 where there will be half a million more 15-year-olds than the previous year (World Bank, 2014). Hope, 2012 suggests that the total youth unemployment rate in Kenya is above 40 per cent and yet 75 per cent of the young people between ages 15 and 29 are involved in informal work as their primary economic activity.

The situation of unemployment in any economy is linked to various social ills such as criminal activity, drug addiction, drunk driving, psychological disorders, and loss of self-confidence (KIPPRA, 2009). A close look at the progress of youth in employment as revealed by the Ministry of Youth affairs indicate that there are only 125,000 youth in formal employment countrywide amidst Kenya's population of nearly 40 million, yet the majority are graduates (Amimo, 2012). Access to paid employment in new sectors of the formal economy may work by exposing the young people and especially women to new ideas and opportunities that encourage delay in other areas of transition (Singh and Samara, 1996).

In addressing job creation for the youth, the Vision 2030 First Medium Term Plan (MTP) stated that the fast issue in job creation was to check the high unemployment rate and to take care of the increasing number of youths from tertiary institutions who were unable to find job placement. It came up with a proposal to increase employment by creating 3.5 million jobs within the next five years (GoK, 2007).

The age bracket of 18 to 35 is one marked with multitude transitions including school to college, work, and family life. This can either offer opportunities for success or failure but in

many instances, the youth have been trapped in unemployment for a relatively extended period. The seemingly high numbers that have culminated into the youth bulge present a big challenge to the political, social, and economic sectors of the country. Such challenges present as major setbacks in the growth and transition of the youth to adulthood and curtail their opportunities to fend for themselves and become self-dependent. The various developmental tasks in transitioning to adulthood, such as starting a family and becoming parents, are strongly linked to the economic stand and independence achieved through a successful school-to-work transition.

Youth employment outcome has a spillover across society affecting social and political stability and to future generation (Pieters, 2013). Research conducted by Kenya Institute for Public Policy Research and Analysis (KIPPRA) states that high rates of unemployment is one of the major setbacks to development in Africa and thus a major concern to policy makers and other stakeholders in the continent (KIPPRA, 2009). Creation of productive and sustainable employment opportunities remain the core of employment policy interventions in Kenya (Omolo, 2012).

Current patterns of economic growth in developing countries are not leading to the kind of economic, structural transformation that is necessary to ensure that young people easily get absorbed into productive employment (Lin, 2012; Boyden and Dercon, 2012). The issues of the youth and employment in Gatanga sub-county seem to center around poor salaries received by the young people which are a big setback to get them above the poverty line. This clearly paints a picture that there are so many young people who are “*working poor*”. This is a situation where individuals work full-time in agriculture or informal sector and receive very low/poor earnings (UNECA, 2005).

The initiative of the government of Kenya in displaying greater potential to integrate young people in their labor markets through YEDF was a major boost to the jobless youth. This was a timely intervention that was suggestive that although transition patterns may be partially driven by individual goals and preferences, the government can initiate institutions and public policies to help the youth smooth the way through transitions (Biavaschi *et al.*, 2012).

The social network of emerging adulthood varies in terms of structure, size, and the existing relationships and life circumstances in the lives of the young people. For instance, the important

and acceptable character traits of assertiveness, openness, outgoing and social responsibility coupled with a caring attitude are values characterized by any large social network by the youth enhancing relationship satisfaction (Breil *et al.*, 2019 Malcolm *et al.*, 2021; Rollings *et al.*, 2022). The social network of emerging adulthood is equally impacted by life course transitions, inclusive of frequent changes in employment, marriage leaving the parental home which all change or destabilise existing relationships in the youth social network (Schmidt *et al.*, 2022). Youth social networks are equally enforced by obtaining permanent employment which also sustains relationship between existing parties (Huxhold *et al.*, 2022). Schmidt *et al.* (2022) has also established that the youth social network is also deemed to be affected by life events of others. For instance in a situation where other members of the network marry elsewhere and relocate, it automatically follows that they have less time to spend together, this curtails existing relationships.

#### **2.2.2.4 Starting a family**

The researcher of this study is keen to appreciate foundational studies that gave important grounding to the meaning of establishing a family. Notably, the contribution of Nock (1998) is key in his identification of the seven dimensions of marriage which include the following: “Voluntary entry into marriage, mature in age, marriage should be heterosexual, the head of the family is the husband, marriage is monogamous, parenting is a key feature of marriage, there are clearly defined distinct gender roles in marriage.”

In considering the institution of marriage and family life, the role of gender cannot be underestimated. This research replicates and builds on previous research and relevant literature which has shown that marriage, employment, and issues of contraception/fertility are greatly influenced by sex roles (Rindfuss and Bumpass, 1978, Modell *et al.*, 1976). In their study, Waite *et al.* (1986) established that traditionally oriented women were quick to get into marriage, were less likely to be employed full-time, were quite unlikely to use contraception and were most likely to bear more children. The family is viewed on the marriage of two biological-parent family as the gold standard (Brown, 2010). There seems to be lack of precision in the determination of the age at which family formation takes place for reason of too many pre-marital unions which are neither recognized by the family, the church nor the state. Completion of education and the arrival of the first child keeps changing with time. With the emergence of unstable family structures, the effects spill over to the youth on transition

who are forced to shoulder family responsibilities at a tender age. There are emerging paradigm shifts in the way people view and define marriage and the family. Today, many people decide to marry and not get children while divorce and singleness are acceptable ways of defining the current family (Thornton and Freedman, 1982). Originally marriage was meant to play the important role of fulfillment of oneself, companionship and love making (Wyatt, 1999, Coontz, 2000). The study's hypotheses predict that starting a family and the general family structure processes impact the transition of the youth to motherhood and fatherhood depending on funding levels. Despite all these thoughts and considerations, the role of schooling cannot be underestimated. It seems to have a strong effect on marriage in the sense that the age at highest educational achievement tends to determine the timing to get married and start a family.

Following this background, early marriage and parenthood is problematic for the obvious reasons that it easily graduates to unstable unions. (Manning *et al.*, 2004). In the contemporary society, there are many teenage mothers who emerge from family backgrounds of mothers who began parenting at teenage (Pope and Mueller, 1976). The abrupt decisions by the young people to get into marriage or cohabit may end up in long term undesired consequences or total failure unlike older ages of above 28 (Aquilino, 1991). Starting a family requires a long-term financial commitment which is generally lacking among the youth (Manning and Smock, 2000). Fragile families play a big role in enhancing young people's choices in relation to family formation and the subsequent transition to adulthood as observed by Hofferth and Goldscheider (2010). The immediate effects realized through this kind of a situation and more especially among women include higher rates of premarital intercourse and cohabitation (Albrecht and Teachman, 2003). Early sex play among the youth has a tendency of yielding single-parent families.

Poor foundations in family formation result in unstable family structures with characteristics such as those of single mothers or cohabiting households. Current research is indicative of several resultant effects of unstable family structures, they include behavioral and emotional instability which manifests in delinquent behavior (Brown, 2004; Artis, 2007), cases of school drop-out and unemployment (Boyle *et al.*, 2002); poor health among the youth (Rhee, 2008), and the use and abuse of drugs (Wagner *et al.*, 2007). High divorce rates existing in the current generation is one of the effects of fragile families yielding widespread concern on the impact of family structure on transition to adulthood. Divorce is by nature psychologically torturing and marks the starting point of change that's long term and stressful (McLanahan, 1985).

### 2.2.3 Emerging adulthood theory

Emerging adulthood theory was the initiative and invention of Arnett to try and fill the gap of youth transitions that had not been addressed by existing theories of the time (Arnett, 2015). He declares that emerging adulthood is theoretically and empirically distinct from adolescents and young adulthood (Arnett, 2015). He further presumes that emerging adulthood has a general positive outlook in considering the experiences of most people (Arnett, 2007). Since its invention in a study conducted in the United States, emerging adulthood has cut across both the developing and developed countries alike and is now an acceptable phenomenon globally (*ibid*, 2007). Arnett (2000) proposed the term “*emerging adulthood*” for the period from late adolescence through the mid - to late 20s. This theory has become an important aspect of research evidenced in its integration in a wide range of disciplines inclusive of psychiatry, sociology, journalism, pediatrics, philosophy, education, social work, nursing, health sciences, anthropology, geography, human development, psychology and law (Arnett, 2007). He invented five distinguishing features relevant to United States which are characteristic of emerging adulthood and are important and necessary proof to show that one is at the transitioning stage to adulthood. These features include the following:

- the age of identity exploration
- the age of experimentation/possibilities
- the age of negativity/instability
- the age of self – focused and
- the age of feeling in-between

The following is a brief description of these characteristics:

**Identity Exploration** is a common characteristic of youth on transition to adulthood. Emerging adulthood ranges from age 18 to late 20s which is a period in time when identity exploration peaks (Arnett, 2015). Arnett calls it a period of exploration in *love* and *work* (*ibid*, 2015). It involves features such as finding out who you are, separating from parents, defining yourself, planning for the future, seeking a sense of meanings, deciding your own beliefs and values and learning to think for yourself (Arnett, 2006, 2015). The young people get pre-occupied with seeking adventures in relationships, attempting sexual and romantic experiences as they seek to discover their personal identities through love relationships which sometimes may become experimental on who is the right/best partner for them. The same thing happens with job

placement, emerging adults will frequently try one job after another in seeking to discover what is really best for them.

There is the great interplay between transient and interplay explorations in emerging adulthood. Arnett (2015) shows the great advantage which accompanies the young people in America right from high school where they engage temporary job placements in service stores, hotels and others to save a few coins to sustain leisure. This is a great privilege in exploration jobwise which accompanies the young people in developed countries yet not common or unheard of in the developing world like Africa. Experimenting on different types of jobs tends to prepare the youth to answer such daunting questions like: “What type of job makes me happy and whole? What time of the day can I work best- night or daytime? What type of skills and training do I need to prepare me for the job I love and value most?” (*ibid*, 2015).

Emerging adulthood presents as the peak phase for many issues that will affect the young people in adulthood inclusive of unacceptable behaviors in communities such as binge drinking, illegal drug use, and risky sexual behavior (Arnett, 2000, 2005; Schulenberg and Zarrett, 2006). This is a phase in life when the young people have either cleared with tertiary education or they are at the finish point. The tendency to want to plan for the future, find a wife they love and marry sets in. They no longer wish to stay with their parents after encountering their first love and have a tendency of seeking to do what they feel best suits them. It’s a time of exploring into a new phase in life.

This category of the youth tend to have generally few roles, responsibilities and obligations as compared to the time when they were children and adolescents. Their lives were structured and ordered by parents and other adults unlike this phase where they advance to prioritise exploration, work and family on their own (Arnett, 2007). All they do with the money they obtain is leisure thus they uphold the term which describes their life best – *YOLO*, meaning *You Only Live Once* (Arnett, 2015).

**Experimentation/Possibilities** is characterized by changing choices and attempting issues, possibilities and exploration by the young people. Repeated experimentation and open choices coupled with trying out new things becomes the order of the day. The youth are engraved with great potential at their disposal to do a variety of things. Exploring into family life having watched the life of their parents presents with great vigor to want to do even better through

frequent experimentation but sometimes they fail to measure up to this standard. The possibility to succeed or fail is all pre-determined by the choices they make at this stage and time weighs them out. This presents as a time of possibilities because the young people have totally no idea of what the future holds for them for instance divorce, childlessness, polygamy, joblessness, incurable diseases, prison, family squabbles and the list is endless.

Arnett (2015) declared;

*“the dreary dead-end jobs, the bitter divorces, the disappointing disrespectful children that some of them will find experiencing in the years to come, none of them imagines that this is what the future holds”.*

At this point in time emerging adulthood also presents like a phase in growth coupled with great unparalleled opportunities, privileges and also a “*time for change*” (Arnett, 2007). The family of upbringing may have done it the wrong way in failing in many aspects for example drugs and substance abuse, incomplete education, child abuse and molesting, domestic violence and others. Emerging adults now have the opportunity to change all these by finishing education, marrying the right way, purposing to check domestic violence, not engaging drugs at all – the age has vast opportunities for the young people to change their lives in profound ways and not to allow their interrupted past dictate their future.

Emerging adulthood presents with a window of hope especially for those who have had a painful destructive upbringing. In his study, Arnett (2015) decrees that,

*“Regardless of their family background, emerging adults carry their family influences with them when they leave home and the extent to which they can change what they have become by the end of adolescence is not unlimited”.*

Whereas the chances of escape from grounding weighty issues like domestic violence and drug abuse have minimal chances of escape, at this point in life, the young people can choose to change.

Experimentation/Possibilities is also characterised by the so called slow-track and fast-track emerging adults. “***Slow-track***” is a characteristic common in emerging adults from strong socio-economic parental background. It entails a slow but sure way of experimenting with the available opportunities with resources at hand while embracing a strong positive outlook at the future (Patiniotis and Holdsworth, 2005). The young people take enough time to go through education until the completion stage at a strong tertiary level for example Masters or PhD. They

equally take time to find the right job placement and finally a lengthy period to unhurriedly find the right partner and settle down in a stable marriage. Many times these youth tend to settle for spouses who have undertaken a prolonged pathway to adulthood like them and have cultivated the necessary acceptable marital values to enhance stable marriages. In most instances, “*Slow-track*” emerges as a result of a strong parental educational and socio-economic background (Bynner, 2005).

The researcher of this study cites an interesting story captured in an American popular media titled “*They Just Won’t Grow Up*” on emerging adulthood dubbed “*Failure to Launch*”. In this story, a young man completely refuses to grow up into transition and assumption of adult roles. His concerned parents are compelled to bring on board a beautiful charming and beautiful young woman to coax him out of his parental home (Levine, 2005). This story clearly shows that although the young people may be excited about growing up into adulthood, becoming independent and self sufficient, they still detest the accompanying roles of marriage, parenthood, and full-time job placement in the light of heated constraints and limitations accruing to these privileges, what is commonly referred to as “*quarterlife crisis*,” (Arnett, 2015). There is high probability of the roles and obligations of adulthood to sustain through life, for instance the burdensome bills and sustained life heavy budgets. This is sometimes the fear and pain that emerging adults may not want to stomach and thus the fear of entry into adult life (Arnett, 2007).

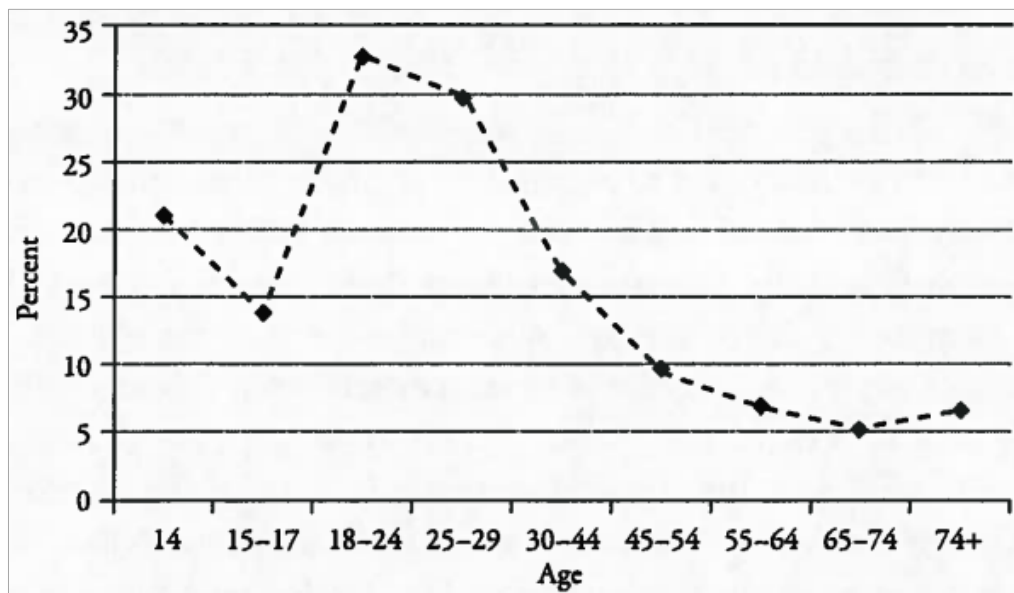
“*Fast-track*”, is a characteristic of many emerging adults both from developing and developed countries. One common denominator accruing to this category is that these young people emerge from a weak/unstable educational and socio-economic background and may only attain the basic primary and high school education. These tend to quickly plunge into the job market without specialized training and quickly slide in and out of marital relationships (Maguire and Maguire, 1997). Existing research indicate that parental education and socio-economic background play a role in youth transitional trajectories and there is almost a noticeable relationship between educational attainment and transition to marriage of emerging adults. These are those that go through a series of marital misfortunes and experiences in sort of a cycle of events. They get married in sort of a cohabitation union then realise they cant cope although. They then dissolve the union and seek out ways of finding other partners (Mooyaart and Liefbroer, 2016)

**Negativity/Instability** presents with feelings of confusion, feeling restricted and stressed out. This is also a phase of instability, high pressure, unpredictability and many worries. In the current age, life course transitions and trajectories have become unpredictable and precarious due to the prevailing socio-economic conditions. The self-driven determination to safely graduate into adulthood puts pressure on the young people to experiment with various things before finally settling down (Arnett, 2015). A few who may not make it to tertiary level of education may venture pre-maturely into the job market without specialized training. They keep experimenting from one job to another with enough worries given that its also a time to separate from parents. A recent study by ONS (2023a) suggests that many young people revert to staying with their parents even after tertiary education implying instability in youth transition to adulthood. The tertiary institutions equally presents with instability for the young people. They are confused on which area to specialize in which may lead them to keep moving from one course to another. This may impact their lives negatively.

Planning is one area which frequently presents with major instabilities. Emerging adults are one group of youth whose plans are prone to revisions time and again. Most of the love relationships established at this stage avail to nothing but many times amount to misery with the birth of children out of the wed lock or venereal diseases or relationship squabbles. It is a time when the insecurities of adolescence exit the stage as the young people gain entry into the instabilities and anxieties of transitioning to adulthood (*ibid*, 2015).

Emerging adults are faced with the highest rates of frequent residential changes and instability than any age group (Arnett, 2000). Its basically a repetitive game of getting back to parent's custody and out again at the end or start of another period in life for instance from school to college or a marriage/cohabitation deal gone sour (Goldscheider and Goldscheider, 1994). Movement is normally provoked by many factors and forces. It is normally a common character of emerging adults who have finished tertiary education and have obtained part time jobs to stay in a common house especially in town and pull resources and pay up bills. These will stay together until they discover the weaknesses of each other which they cannot condone then part ways and look for alternative residence. Arnett (2015) also shows that cohabitation is another factor which will make the youth leave their parental home and stay in a marital arrangement until there is disagreement. In essence, starting from age 18 upwards, there is high tendency of the youth to keep moving from one residence to another and these tend to settle only in early

adulthood when time dictates a “*must transition to the next phase of life*”. Figure 1 shows a typical residential instability in emerging adulthood from U.S. Census Bureau (2011).



**Figure 1:** Residential instability in emerging adulthood. *Source: U.S. Census Bureau (2011)*

Given that this is also a time of exploration into love making and marriage, the young people tend to engage multiple relationships resulting into sexual activities. Negative instability sets in as they are deemed to realise that they made a mess. Sometimes pregnancy and related complications are inevitable coupled with the unprectability of the future not knowing whether the person one is cohabitating with is the right person. If so, is she free from venereal disease? The daunting worry that if this person is infected, what disease is he/she carrying? How many other men/women has this person cohabited with and what infections were they carrying? Does it mean am now Human immunodeficiency virus (HIV) positive? Can I trust this person or I move out and plan my life better? If I move out, I still have the disease anyway, then why not just stay and cope? It is a time of self focus coupled with tough decisions and choices to make These are more than enough worries for the young people. This period equally presents as a time of anxiety, fear, confusion and uneasiness because the lives of emerging adults are unsettled and unpredictable for reasons of lack of confidence on transitions through the next life course as observed by Arnett, 2015.

**Self – Focused** is a characteristic linked to personal freedom, self responsibility, optimism, independence, self-sufficiency and self focus (Arnett, 2015). In the years gone by (1950s), the

young people were more self-focused on securing a job, becoming a spouse, a parent and assuming early responsibility which were noted to be great adult role achievements (Arnett, 2015). Today, emerging adults view marriage, home and children as perils, burdens and pitfalls to be avoided at all costs (*ibid*, 2015). It becomes undoubtedly realistic to emerging adults that being free in a free world is an important need in growth and development. Directing their attention to their personal needs and joys and the responsibility attached to meet these needs is fulfilling. For instance they may want to marry but advance education so that they can get better jobs, be independent and sustain marriage with or without the help of their spouses. This entails self sufficiency, independence and a positive outlook at the future. Being realistic that a husband/wife can leave you or even die in which case you should be able to move on with life. Therefore focusing on personal interests is vital for lifecourse transitioning of the young people.

It has become clear that life always pushes one to the next phase of transitioning even against personal will. Immediately after college or even before, the young people always see the need to move on and be independent and most especially when there is availability of some form of funding which unfortunately is unheard of in developing countries like Kenya. Most marriages take place at this stage both in Africa and the developed world. Marriage comes along with enough struggles and responsibilities. One becomes totally committed to his/her family where he/she is governed by a new set of obligations, authority, decisions and activities in the home.

There are decisions important decisions on when to get a baby, what job is convenient to do alongside family commitments, what food to eat, what family member to stay with and others. All these decisions need to be made by emerging adults at this point. They become completely self focused in everything. There are equally tough challenging life course decisions that emerge at this early tender stage. They involve issues like what country to move to for those married internationally, the challenges of living in a new strange culture because some cultures and religions condon polygamy and marriage of close kins like blood sisters and aunties. These are tough decisions to consider especially if they are already engraved in the life of one party like the husband who is deemed to have the final say in almost all communities and cultures internationally – “*tough choices indeed*”.

**Feeling "In-Between"** is a phase in the life of the young people realized between adolescence and early adulthood. At the adolescence stage, the young people are totally dependent on

parents as they engage high school education while at emerging adulthood they engage tertiary education, marriage and leave parental home to become independent (Arnett, 2015). It is a feeling that one has attained adult status in some way but not in others, it is gradually attaining the adult status and sometimes the young people may fail to understand whether they have reached full adulthood. Research by Arnett (2000) declared that emerging adults are a young generation poised between two stages of transitioning, in other words they are “*hanging in the middle way.*” They have slowly exited the joys and restrictions of adolescence and are headed for the needful tough roles, responsibilities and obligations of entry into early adulthood. There is a significant leaning on the family of upbringing even though these emerging adults have left the parental home as noted by Padilla-Walker *et al.* (2012).

In his research, Arnett (1997) sought to understand the perceptions of emerging adults regarding the issue of attaining adulthood and asked the participants this question, “*Do you feel you have reached adulthood?*” They were to respond ‘yes’, ‘no’, to the said question (see Table 2). Ideally, most young people in their late teens and late 20s felt they had exited adolescence but not yet attained adulthood, they had a feeling of “*in-between*” status. Research by Arnett (1997) has indicated that the “*big three*” top criteria of attaining adulthood in most communities in America and and the entire world include the following:

1. Accept responsibility for yourself,
2. Make independent decisions and
3. Become financially independent.

Existing research however indicates that among the research cohorts undertaken by Arnett, the young people who had attained full-time job placement and also married felt they had attained adulthood (Arnett, 1997). His findings also reveal that in the same age category of emerging adulthood, African-American and Latino race-ethnicity gave a resounding “yes” to this question meaning they already perceived they had attained adult status.

**Table 2:** The five features of emerging adulthood. *Source: Arnett (2015)*

<b>Feature of Emerging Adulthood</b>	<b>%</b>
<b><i>Identity explorations</i></b> This is a time of my life for finding out who I really am.	77
<b><i>Instability</i></b> This time of my life is full of changes.	83
<b><i>Self-Focus</i></b> This is time of my life for focusing on myself.	69

<b><i>Feeling In-Between</i></b>	
Do you feel that you have reached adulthood?	
No	5
In some ways yes, in some ways no.	45
Yes	50
<b><i>Possibilities</i></b>	
At this time of my life, it still seems like anything is possible.	82

In conclusion, research has identified five hallmarks that distinguish between a successful and unsuccessful transition, these include the following:

1. Individuals perceive the transition as an opportunity for growth;
2. Individuals use healthy coping skills during the transition to embrace transitional activities rather than avoid them;
3. Individuals believe they have the support they need to move through the transition successfully;
4. Individuals access resources during the transition to get information, assistance, and support;
5. Individuals emerge from the transition having grown in personally significant ways (Schreiner *et al.*, 2012, p. 4)

These are moments of growth for emerging adults who are willing to pay the price to “*thrive*” successfully through the next life course. It basically means the young people are engaged socially, intellectually, and emotionally to capture and greet the next phase in life with determination to learn and grow (Tagg, 2003).

#### **2.2.4 A critique of emerging adulthood theory**

Emerging adulthood theory has attracted a good number of critiques who unfortunately assume a desecrating view based on reasons that have been argued below. The theory has been criticized and even given a lesser rank as a mere “*metanarrative*” on the grounds that it assumes a general view on all social classes and needs to be revised (Co<sup>^</sup>te’ and Bynner, 2008).

It is deemed to have a “*conceptual inconsistency*” it has been established that Arnett (Author of emerging adulthood theory) assumes a deliberate pattern in cases where his developmental assertions fail to work and shifts to using his theory concept as a means of describing a period of transitions with the backing of demographic features and characteristics inclusive of frequent length estimates of the so called “*stage*” in terms of demographic averages such as the period between finishing tertiary education and obtaining full-time employment (Co<sup>^</sup>te’, 2014).

Arnett is criticized and faulted for conducting a research interview which his critics suspect was *non-random*. It consisted of 300 Americans of ages 18-29 yet if this be the case, then the research is scientifically unauthentic. His method of extracting the five features of emerging adulthood are also questionable because he fails to put forth a proper explanation of the methodology he used in the entire process (Arnett, 2000, 2004).

The emerging finding and reality that follows current research that Arnett's theory of emerging adulthood *does not apparently apply to all countries and cultures*, a revelation which is admitted in good faith by the author who declares openly that his formulation and research is not culturally and globally universal (Arnett, 2015). He decrees that his study findings are based on emerging adults of recent cohort and yet fails to rightfully identify and place the cohort.

Arnett is criticized for failing to give *substantial proof of what "develops"* in what he has called the *"developmental-stage"* in his definition of emerging adulthood. He tends to lay emphasis on changes in the living conditions but fails to categorically clarify what develops in the young people at this particular point in life (Hendry and Kloep 2010)

Schoon and Schulenberg (2013) have criticized Arnett's theory which they say tends to isolate the young people who choose a different path for instance societal and community norms and values that define transitions which have nothing to do with the five features of Arnett's transitional theory. Co'te' (2014, p 180) declared the following:

a more reasonable approach would be to admit that only a subset of young people fit Arnett's *metanarrative*, whereas others are experiencing a prolonged transition to adulthood for other reasons and with other consequences; and yet others are experiencing no such prolongation, either demographically or subjectively.

Arnett's discovery and formulation of *"a new, universal life stage"* where he bases the foundation of the five features of emerging adulthood (Schoon and Schulenberg, 2013) has *invited numerous dissenting views for lack of Confirmatory Factor Analysis*. The discovery is deemed to lack factorial validity, because factorial invariance was not tested and established among an outstanding majority of emerging adults with desired values like financial independence and full-time job placement (Co'te', 2014). In his study, he operationalises social

class based on the parental education of the father which he uses as a covariate (Arnett, 2001). The education of the father is rated as a weak determinant of any socio-economic status of a given youth and he also does not present an elaborate validity of the five features of emerging adulthood placement (Côté, 2014).

### **2.3 Youth enterprise development fund**

Family stability and the socioeconomic well-being of its members tend to depend more on income levels generated than any other thing. A family's income level tends to be the major driving force through which the family structure impacts the achievement and adjustment of emerging adults (McLanahan, 1985). In his study, Lopoo (2014) established that any disruption in a family's funds/economic well-being affects emerging adults with lasting effects across major life transitions including educational attainment, marriage and the ultimate income and employment courses of adulthood. YEDF was formed in the year 2006 by the government of Kenya to counter the huge unemployment problem among the youth (YEDF, 2012). The Fund's vision is anchored on three main pillars of economic, social, and political governance (*ibid* 2012). YEDF has its foundation on the social pillar and aims at investing in the Kenyan youth to sustain life by engaging a variety of social welfare projects. The operational structure and key objectives of YEDF include providing loans for on-lending to youth owned enterprises, facilitating investment in micro, small and medium enterprises and is also very instrumental in advancing loans to youths with disabilities who form part of the minority group in Gatanga sub-county. Female youths are also highly recognized by YEDF as a section of the vulnerable minority group. This is one aspect of YEDF that makes the fund outstanding in recognizing the minority vulnerable groups of youths alongside the others and serving them equally.

Gender parities and differences are founded on social orientation of the youth, and they define how individuals on transition to adulthood are socialized into being masculine or feminine (Cobb, 2010). Traditionally, men were given priority in work as high-income earners (*ibid* 2010), on the other hand women settled for intimate relationships and development of the family (Marttinen and Salmela-Aro, 2012). A company that discriminates directly or indirectly against disabled people, women, historically disadvantaged groups, minorities, and people with different sexual orientations or other minority groups will be curtailing the potential of

available talent (Tarrington *et al.*, 2009). YEDF has made a major difference in curbing this gap.

A major barrier for the youth to take up jobs after school is the lack of experience at work. It is thus important to engage schemes of service which combine both work experience and study programs in helping the youth to make a smoother transition from school to work, YEDF engages this kind of strategy. The deliberate inclusion of funding projects which support the youths gain work experience typically provides the young people with the opportunity to train with hands on job and gain experience in a genuine work setting where they are best talented. Financial literacy is very important to the youth because it helps accomplish the goals that lead to the path of financial independence and for the financial wellbeing of the young people as they transition toward adulthood (Huston, 2012).

It is important that policymakers (the government included) pay attention to regulatory frameworks to incorporate allowances for youth to operate savings accounts independently. Research indicates that higher impacts on youth development stem from youth-operated accounts rather than adult-operated accounts on behalf of youth (Elliott and Beverly, 2011; Friedline, 2014). YEDF lays stress on group account managed by three signatories, this has many times led to fraudulence activities, dishonesty, and unfaithfulness among the members. In addition, it renders YEDF financial management to be very difficult especially in areas where banking facilities are inaccessible.

## **2.4 Policy and legislation**

The policy framework and foundational principles underlying the constitution and the National Youth policy in Kenya provides a holistic approach towards youth empowerment and the government's commitments to create an enabling environment for the youth to fully achieve their aspirations (KNYP, 2006). The policy lays interest on the importance of the youth in the development and integration of the country and endeavors to provide avenues and opportunities to exploit youth talent and potential. Its definition of the youth as persons of the age bracket of 15 to 30 years considers the physical, psychological, cultural, social, biological, and political definitions of the term (KNYP, 2006). The setbacks hindering the youth progress continue to receive growing attention by the government of Kenya. The youth policy identifies several priority areas. The youth policy priority areas relevant to this study include *education, training,*

*employment, marriage, and family formation*. A detailed description of these priority areas is given below.

#### **2.4.1 Education and training**

There is a strong relationship between a child's progress and final completion of studies in tertiary institution and the economic stability/funding at family level (Cavanagh *et al.*, 2006). The National youth policy recognises that there is high drop-out rate at all levels in Kenyan schools for reason of poverty and lack of re-admission program for teenage mothers. However, the policy fails to put into account a series of underlying background characteristics that cause drop-out and find ways to combat the situation. Kenyan educational system is basically exam centered and does not provide the needful skills for critical thinking and self-employment. Existing research points out that children from poor socioeconomic backgrounds have limited chances of success in secondary school and significantly fewer chances to progress to tertiary level despite giving control on academic attainment and psychological factors (Schnabel *et al.*, 2002).

Kenya experiences massive drop-out at all levels of education, a crisis with serious implications to the whole country. Reynolds and Rose (2009) examined this situation and concluded that it leads to poor health of the victims. Further research shows that victims of drop-out have a tendency of participating in criminal activities including drug addiction, drunk driving, and family feuds (Sweeten, 2006). These fraudulent activities have been captured in the study's analysis tool (Arnett, 2001 and 2003). It may also be true that majority of the young people who engage these practices don't live to establish stable families and careers. For purposes of this study, the "*establishment of a stable family and career by the funded youth*" have been explored to establish the underlying factors that facilitate or impede stability when rated against government fund (YEDF).

#### **2.4.2 Youth and employment**

The youth policy categorically states that the young people have a right to a good job/employment. However, their dreams are curtailed by corruption, nepotism, and lack of experience (KNYP, 2006). There are vast studies addressing the situation of youth unemployment and the implications thereof. Research conducted by UN emphasizes the great challenge of youth unemployment in the world (UNFPA, 2014). On the other hand, Mortimer

*et al.* (2008) argues that stability at employment is considered the most important factor of transitioning to adulthood in comparison to all the other factors. The crisis in Kenya is one of many unemployed youths especially from colleges and universities flooding the countries already packed market. The youth in failing to access places where they can find information on opportunities for employment are faced with a higher risk of exclusion and a greater vulnerability to plunge into criminal activities (Booyens and Crause, 2012). The youth have found themselves tarmacking in distress at the increasingly lengthy transitions from school to work which in many instances avail to nothing (Hamilton and Hamilton, 2006). They never have a “*time of sufficiency*” *per se* (Arnett, 2007).

The policy of youth employment encourages youth participation in entrepreneurship, talent development and other aspects which create opportunities and setbacks within which they can reap self-employment. The government has set policies to increase youth employment through the introduction of vision 2030 flagship projects and programs (GoK, 2007). An integrated approach to give priority to programs geared towards job placement for the young people saw the emergence of YEDF among the priority programs on the youth policy. The study provides a unique approach and opportunity to establish the impact of YEDF on youth transition to adulthood. This is for reason of desiring to establish the behavior of the heterogeneous population whose findings have been captured in data collection and analysis of this research.

### **2.4.3 Marriage and family formation**

The Kenyan constitution in conjunction with the youth policy recognizes the importance of marriage and establishment of family. Existing literature point out that children who are raised in a marital union of two biological parents stand a higher chance of excelling well academically, psychologically, and socially (Amato, 2000, McLanahan and Sandefur, 1994). As a basic social unit, the structure and functioning of any family will eventually shape the roles and responsibilities of children to adulthood (Sroufe and Fleeson, 1988). Boyle *et al.* (2007) contend that low levels of family functioning are associated with lower educational attainment and employment. There are a variety of mediating factors to the youth when it comes to marriage and family life some of which have been highlighted above. The researcher draws from the works of Forste and Jarvis (2007) who contend that the young persons in stable career will transition faster to residential parenthood while those pursuing tertiary education will delay. A close replication of Forste and Jarvis confirm that there is a correlation between youth

transitions from education to employment and the transition from the family of origin to the independent household which basically form the key elements for the transition to adulthood (Benson, 2014).

## THEORETICAL FRAMEWORK

### 3.1 Introduction

A theory is a notion that premises or declares the relationship between elements or variables of interest to the researcher and tries to establish the empirical data expected by making sense of it (Dubin, 1978). The goal of any analysis is grounded on the dividing wall between functionalism and the way it is explained or interpreted (Burrell and Morgan, 1979). Functionalism entails the specifications of data collection, analysis, and interpretation. It is premised on the fact that research done by an independent body or a separate group of people under similar prevailing circumstances addressing almost similar research topic, would yield similar results or obtain minimal differences. Emerging adulthood theory has been adopted in this study and a brief description is provided below.

### 3.2 Application of emerging adulthood theory

The study is keen to appreciate the works and contribution of various writers in the thematic development and theoretical grounding of emerging adulthood theory. Levinson (1978) concentrated on ages 17 – 33 (the novice phase) and shows that this is a distinct period for the young people characterized by transitioning to adulthood to gain stability in life structures of love and employment. The psycho-social stages of growth and development as proposed by Erikson (1950) were important in laying foundation for emerging adults. He invented an in between period of development in emerging adults called *institutionalized moratoria*, which is aimed at revealing the inner identity of one as he/she practices with a variety of roles without engaging major commitments (Erikson, 1980). However, his works fail to address the current developmental trends among the youth. Ages 18-29 mark the developmental period of emerging adulthood and is associated with intensive and irresponsible sexual behavior (Arnett, 2000). It has also been recommended that Erikson's psychosocial stages of development should not be pegged to only specific ages but rather realities that assume relevance in the entire life course of emerging adults (Gilleard and Higgs, 2016). McCourt (2004) noted that previous research highly esteems the great contribution of Arnett on the thematic grounding and interpretation of emerging adulthood (Arnett, 2000). Emerging adulthood is the period of life that offers the most opportunity for identity explorations in the areas of love, work, and world views. (Erikson, 1968; Rindfuss, 1991). Perhaps it is difficult for young people to feel they

have reached adulthood before they have established a stable residence, finished school, settled into a career, and married (Arnett, 1998). Emerging adulthood is a period characteristic of major changes in the social lives of the young people, biologically and even in the cognitive aspects (Arnett, 2004)

The study has adopted *Arnett's* model of “*emerging adulthood*” (Arnett, 2000) wherein the researcher can investigate the perceived interaction between YEDF and the above factors in relation to youth transitions to adulthood. Rindfuss (1991) called the period from ages 18 to 30 “demographically dense” because of the many demographic transitions that take place during that time. Arnett (2000) describes transition into adult roles as a distinct period in the life course characterized by change and exploration of possible life directions. He clearly identifies significant themes characteristic of emerging adulthood that ostensibly makes the developmental period very important. These are identified as follows; age of identity explorations, age of instability, age of self-focus, age of feeling in-between and that of future possibilities (Arnett, 2004).

Identity explorations is a time the youth experience pursuits in the realm of love, work, and world views (Arnett, 2004). Age of instability is characteristic of adventures in love, work, self-identity, advance in education and change of residential status (Arnett, 2007). The youth on transition to adulthood have a character of leaving the parental home and getting back again up to three/four times before they finally stabilize (Goldscheider and Goldscheider, 1994). Research has shown that the youths whose life is characterized by these series of events in movement tend to identify with the age of negativity/instability (Elm and Schwartz, 2006). The age of possibilities (negativity/instability) is a package encapsulated with good and bad, fears and open doors, experiences in excitement and setbacks where the young people can choose (Reifman *et al.*, 2007).

The age of self-focus presents with a zeal to gain greater understanding of oneself and develop skills and competencies crucial for attaining adult status. It is highly associated with the female gender (Arnett, 2007). The age of feeling “in-between” refers to a period when emerging adults are poised between two civilizations. They are off the carder of adolescents and not yet attained adult status. The age of possibilities is a period of new experiences in life irrespective of academic achievements and include financial independence, career excitement and aspirations in love making (Arnett, 2004). This period may be characterized by a reverse of events in the

sense that those without stable funding tend to be more focused with a positive outlook on the future (Arnett, 2000).

### **3.2.1 Residential status**

Arnett's theory identifies the age at parental home leaving as 18 or 19. He lays emphasis on taking into consideration the character qualities most important to becoming self-sufficient, accepting responsibility for oneself, and making independent decisions at this stage in time" (Arnett, 2000). Further research has established that house establishment outside the home set-up is relative. For example (Padilla-Walker *et al.*, 2012) maintains that emerging adults build houses elsewhere but continue to depend on parents for financial, social, and psychological well-being. Arnett presents clear-cut differences associated with emerging adults in comparison to adolescents and adults. He declares that this age group is a lengthy transition to adulthood but not yet attained full status (Arnett, 2004) His approach in discussing youth transitioning is very relevant to this research and his theoretical framework was used to identify research questions used in this study. As noted earlier, the study seeks to examine the contribution of YEDF in home/house establishment by the youth.

There is the challenge of some youth choosing to remain at home, further research cited by Arnett points out that emerging adults who remain at home tend to be happier with their living situations than those who have left home; they continue to rely on their parents as a source of support and comfort, but they also tend to have a great deal of autonomy with their parent's households (Chisholm and Hurrelmann, 1995). Establishing frequent contact with parents by emerging adults still living at home, yields poor relationship with parents with poor psychological adjustment (Dubas and Petersen, 1996; O'Connor *et al.*, 1996).

### **3.2.2 Career establishment**

In emerging adulthood, the concept of employment and the career establishment presented by Arnett interrelate very well with this research. Concerning money issues, he argues that "only after character qualities have reached fruition and financial independence has been attained do emerging adults experience a subjective change in their developmental status" (Arnett, 1998). He emphasizes on the financial stability and self-sufficiency before or during transitioning to adulthood. He thus points out the importance of career establishment for any youth on transition. This is a critical factor captured in the objectives of the study and states thus: To

*“investigate the role of YEDF in establishing career and social network of the youth funded by YEDF”*. Consequently, the author’s presentation of risk factors in career establishment is an idea which cannot be overlooked in considering its relevance to the study.

### **3.2.3 Establishing a family**

The study highlights proximate causes and mechanisms of intervention in family establishment through the theoretical framework of emerging adulthood (Arnett, 2000). The research however highly appreciates the contributions of early theories and models on marriage and family establishment. Becker (1981) for example points out that it all starts with a “marital search” for a potential spouse to assess the “gains” or “losses” of starting a family with them which ends up in what he calls the “marriage market”. He further identifies the factors responsible for early marriage among emerging youth and mentions them as *“low parental income”, “low levels of parental education”, “poor employment status of the mother”* and *“unstable family structure”*. These insights provide a clear understanding and interpretation that family characteristics do affect transitioning among emerging adults.

Arnett (2000) reaffirms that in emerging adulthood, explorations in love become more intimate and serious and dating is more likely to take place in couples whose focus is more on exploring the potential for emotional and physical intimacy. He also points out the role of financial independence and stability in starting a family. His entire theoretical framework and presentation of ideas and opinions is holistic and lays emphasis on factual issues affecting marriage and family life. In reference to the objectives of the study, the researcher has sought to determine the *“role of YEDF in establishing a family by the funded youth”*.

Establishing a family and the type of structure the family adopts is of vital importance to emerging adults. It tends to influence the decisions and timing the youth undertakes in living the parental home and setting up a family. Further research points out the possible outcome of youths who emerge from unstable families. In his study, Aquilino (1990) established that the youth who hailed from adopted families, stepparent, single-parent families, and those who found themselves in non-parental living circumstances had a higher probability to leave their parental homes early and start their own families. Sometimes living with a stepparent or no parent at all can contribute to the youth marrying and getting their first child as early as age 22 (Michael and Tuma, 1985)

### **3.2.4 Educational choices and experiences**

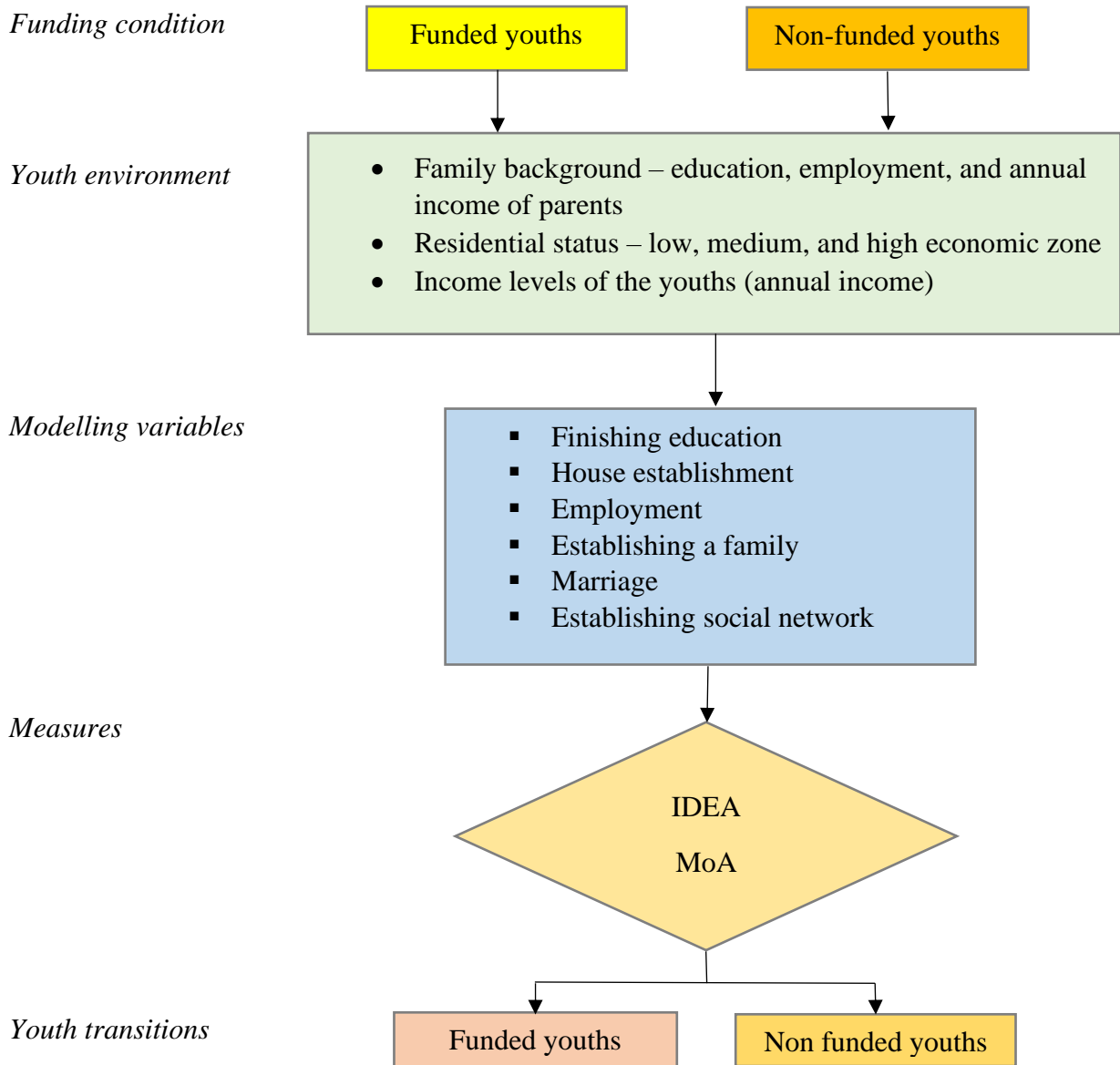
Central to the emerging adulthood theoretical model is the recognition that the education of the young people on transition is the single deciding factor on their fate in adulthood. Chisholm and Hurrelmann (1995) contend that during youth transitions, education and training are the two crucial factors in providing the young people with a firm foundation for their incomes and occupational achievements for the remainder of their adult work lives. There is also evidence that higher education promotes explorations and reconsiderations of world views (Pascarella and Terenzini, 1991). The theory offers a clear understanding of the perceived relationship between the youth educational choices and financial implications by focusing on the results. Consequently, it is notable that emerging adults who do not attend college are as likely as college students to indicate that deciding on their own beliefs and values is an essential criterion for attaining adult status (Arnett, 1997). In this respect, Arnett's theoretical framework of emerging adulthood displays similarities with the research study. The study has utilized this theory as an integral part of the research objectives which sought to *“investigate the role of YEDF in the tertiary educational aspect of the youth who received this funding”*.

### **3.3 Conceptual framework for the study**

From the general theoretical framework(s) on youth transition and considering objectives of this study, a tailored conceptual model applied in the study is developed as shown in Figure 2. Two groups of youths based on funding condition are considered in this study (funded and non-funded). The youth environmental conditions are considered for both groups, these include, family background (such as education, employment, and annual income of parents), residential status depending on where the youths live (these include low, medium, and high economic zones), and income levels of the youths (such as annual income).

Modelling is then carried out based on various modelling variables such as finishing education, house establishment, employment, establishing a family, marriage and establishing social network. Dimensions of Emerging Adulthood (IDEA) and Markers of Adulthood (MoA) measures/scales are used to analyze responses from the two groups of youths using statistical techniques to determine level of approval and differences on the assessments. Finally, the results based on the responses of the funded and non-funded participants are subjected to the

study hypothesis to rate the level of approval on the four hypothesized issues by funded and non-funded youths.



**Figure 2:** Conceptual model for emerging adulthood tailored to the current study.

The impact of YEDF on youth transitions to adulthood in this study is measured through the Markers of Adulthood (MoA) through inference. The four factors in the objective (tertiary education/finishing education, home/house establishment/marriage, establishing career and eastablishing social network) and other behavioural issues related to youth transition to

adulthood are investigated through 20 MoA items as indicated in the questionnaire in appendix B. For example, questions related to *tertiary education or finishing education* include, finishing education, and avoiding illegal drugs. Questions related to *home or house establishment or marriage* include, making independent decisions, establishing equal relationship with parents, being no longer living in parents household, being capable of financially supporting a family, being capable of caring for children, ability to have have good control of emotions, using contraception, being committed to long-term love relationship, being capable of supporting parents financially, having at least one child, being married, responsibility for one's actions, and avoiding becoming drunk. Questions related to *establishing career or employment* include, making independent decisions, being financially independent, being employed full time, being settled into a long-term career, responsibility for one's actions, avoiding illegal drugs, and avoiding becoming drunk. Questions related to *establishing social network include* include, making independent decisions, avoiding drunk driving, developing greater consideration for others, ability to have have good control of emotions, being capable of supporting parents financially, responsibility for one's actions, avoiding illegal drugs and avoiding becoming drunk.

In addition the impact of YEDF on youth transitions to adulthood is also measured through the Inventory of Dimensions of Emerging Adulthood ((IDEA) through inference. The four factors in the objective (tertiary education/finishing education, home/house establishment/marriage, establishing career and establishing social network) and other behavioural issues related to youth transition to adulthood are investigated through 31 IDEA items as indicated in the questionnaire in the appendix B. For example, questions related to *tertiary education or finishing education* include; time of many possibilities, exploration, time of feeling stressed out, time of instability, time of high pressure, time of open choices, time of unpredictability, time of many worries, time of defining yourself, time of planning for the future, time of learning to think for yourself and time of gradually becoming adult. Questions related to *home or house establishment or marriage* include; time of many possibilities, time of confusion, time of experimentation, time of personal freedom, time of feeling restricted, time of responsibility for yourself, time of feeling stressed out, time of instability, time of optimism, time of high pressure, time of settling down, time of responsibility for others, time of independence, time of open choices, time of unpredictability, time of commitments to others, time of many worries, time of trying out new things, time of focusing on yourself, time of separating from parents, time of defining yourself, time of planning for the future, time of deciding your own beliefs

and values, time of learning to think for yourself, time of feeling an adult in some ways but not others, time of gradually becoming adult, and time of being not sure whether you have reached full adulthood. Questions related to *establishing career or employment* include; time of many possibilities, time of exploration, time of confusion, time of experimentation, time of responsibility for yourself, time of feeling stressed out, time of instability, time of optimism, time of high pressure, time of finding out who you are, time of settling down, time of responsibility for others, time of independence, time of open choices, time of unpredictability, time of self-sufficiency, time of many worries, time of trying out new things, time of focusing on yourself, time of defining yourself, time of planning for the future and time of deciding your own beliefs and values. Questions related to *establishing social network include* include, time of making independent decisions, time of many possibilities, time of exploration, time of experimentation, time of personal freedom, time of optimism, time of high pressure, time of responsibility for others, time of independence, time of open choices, time of unpredictability, time of commitments to others, time of many worries, time of trying out new things, time of planning for the future, and time of seeking a sense of meanings.

In terms of analysis, perceptions of emerging adults on transitioning to adulthood were investigated by using the Markers of Adulthood (MoA) scale encompassing a list of developmental items or milestones accruing to adulthood. The 20 MoA items are grouped into four groups. They include *Relational maturity* which include committed to long-term love relationship, establishing equal relationship with parents, always to have good control of your emotions and develop greater consideration for others. *Role transitions* includes the following items; no longer living in parent's house, finished with education, getting married, arrival of the first child, settling into a long-term career and being employed full time. *Norm compliance* include the following items; avoidance of becoming drunk, avoiding illegal drugs, use of contraception and avoidance of drunk driving. *Independence sub-scale* include financial independence, making independent decisions, becoming capable of supporting a family financially, becoming capable of caring for children, accepting responsibility for your actions and the ultimate capability of supporting parents financially.

Similarly, perceptions of emerging adults on transitioning to adulthood were investigated by using the Inventory of Dimensions of Emerging Adulthood (IDEA) scale encompassing a list of developmental items or milestones accruing to adulthood. The 31 IDEA items are grouped into six groups. They include, *Identity Exploration* sub-scale which include the following

items; time of finding out who you are, time of separating from parents, time of defining yourself, time of planning for the future, time of seeking a sense of meanings, time of deciding your own beliefs and values and time of learning to think for yourself, ***Experimentation/Possibilities*** sub-scale consisting of the following items; time of many possibilities, time of exploration, time of experimentation, time of open choices and time of trying out new thing. The third sub-scale under IDEA is ***Negativity/Instability*** which includes the following items; time of confusion, time of feeling restricted, time of feeling stressed out, time of instability, time of high pressure, time of unpredictability and time of many worries. The other sub-scale is ***Other – Focused*** which consists of time of settling down, time of responsibility for others and time of commitments to others. There is also the ***Self – Focused*** sub-scale consisting of time of personal freedom, time of responsibility for yourself, time of optimism, time of independence, time of self-sufficiency and time of focusing on yourself. The final sub-scale is that of ***Feeling "In-Between."*** It consists of the following items; time of feeling an adult in some ways but not others, time of gradually becoming adult and time of being not sure whether you have reached full adulthood.

## METHODOLOGY

### 4.1 Introduction and study context

Babbie and Mouton (2007), define methodology as an approach that a researcher uses in conducting a study. Methodologies are those that explicate and define problems worth investigating. They establish what constitutes a researchable problem; testable hypotheses; how to frame a problem in such a way that it can be investigated using particular designs and procedures; and how to select and develop appropriate means of collecting data (Creswell and Tashakkori 2007, Teddlie and Tashakkori, 2009). This chapter discusses the methodology used to achieve the objectives of the study. The chapter begins with a brief description of the study area, followed by a discussion of the research design, sampling population and procedure of data collection, data measures, ethical considerations, data verification and data analysis. The chapter concludes with a discussion on the pilot study as part of the research design. It should be noted that this research engaged a pilot study before the main study as proposed by Mugenda and Mugenda (1999).

### 4.2 Study area

Gatanga sub-county (Figure 3) is a district in the central part of Kenya with a population of 115,094. It is predominantly, a rural set-up covering an area of 312.43 km<sup>2</sup> which is predominantly hilly escapement (Kaane, 2014). The sub-county has poor transport and communication network, it is also hilly with a few rivers in place. The major economic activity



Figure 3: Area of study.

of Gatanga people is agriculture and business. The sub-county has no major town but served by a nearby town called Thika. The vast experiences of young persons funded by YEDF in different communities of this county largely define their growth and transition to adulthood. The timely engagement of YEDF gives the young persons the opportunity to work, generate income and put profits to useful ends.

### **4.3 Research design**

Bless *et al.* (2006) defines *research design* as “a specification of the most adequate operations to be performed in order to test a specific hypothesis under given conditions”. In other words, a research design outlines decision regarding a topic to be studied among a particular population using specific research methods for whatever purpose is to be achieved (Babbie and Mouton, 2007). Similarly, Abutabenjeh and Jaradat (2018) define research design as “a comprehensive planning process used to collect and analyze data in order to increase the understanding of a given topic.” A research design must capture and address the following three processes: (1) the data collection process, (2) the instrument development process, and (3) the sampling process (Bhattacharjee, 2012).. There is a need to understand and interpret the research process given that the term appears many times in the explanation of a research design. The research process highlights the significant steps which need to be taken into account and revisited prior to undertaking a research. Saunders *et al.* (2003) has smartly captured this in their presentation of the *research process onion* using onion layers to interpret the research process. In this study components of research design have been presented in various sections to enable comprehensive coverage. For example, Population and sampling (section 4.4), Data measures (section 4.5), Data verification (section 4.7) and Data analysis (section 4.8)

This research adopted a quantitative approach which involved a questionnaire survey tool with needful data that was analyzed quantitatively. Interviews were conducted at specified venues with a selected participants who completed the questionnaire. The research questions were geared towards examining and explaining the relationship between YEDF and the four dependent variables (education, marriage, level of economic development and personal income). Details of specific design components used in this study are provided in the subsequent sections.

This study adopted a quantitative research design because it deals with statistical analysis and numerical data to provide quantitative information (Lund, 2005; Thiétart, 2007). The study also maintains a scientific paradigm ontologically and objectively with quantitative data collected analyzed and interpreted using quantitative methods to explain social constructs (Shah and Corley, 2006). The researcher of the study was keen to use the statistical data as an important tool in time and resource management on her side (Bryman, 2001). This enabled her to use numbers and percentages to generate and compute results through SPSS (Connolly, 2007). This is one advantage of quantitative analysis.

Quantitative research method was also convenient for this research because of its nature of generalization. This research method enabled the research findings and interpretation of one area to be assumed as true in reflecting a picture of another area under the same community (Cohen and Morrison, 2011). For example, Gatanga sub-county has three clear -cut economic regions/zones. It was assumed that experiences of the participants of one area in the low economic zone like poor infrastructure and lack of banking facilities was the same as those in the adjacent area in the same zone. This was manageable and time saving on the part of the researcher.

Another reason why the study adopted a quantitative method was because it forms a good foundation for subsequent qualitative research method if necessary. It provides clues for qualitative research such as unclear results or outlier results that require further probing based on individual experiences through qualitative method. It becomes very difficult to conduct qualitative research without this foundation. This research method was also convenient because the researcher needed only to follow through the specifications of the study hypothesis, aim, objectives and research questions for her to establish and generate study findings (Litchman, 2013).

On the other hand, the study experienced a number of setbacks as a result of adopting a quantitative research method. These included the following: The dehumanizing aspect of “*researcher detachment*” which made the researcher assume the position of a total “*foreigner, stranger or observer.*” (Cohen, 2011). Given that the researcher neither spoke nor understood the local language, which is widely spoken by some participants, she had to totally rely on the research assistants in a few instances. This culminated into a situation of detachment and

helplessness as she was not able to follow through or even establish a relationship with the participants (Johnson and Christensen, 2012).

Social research may be seen as investigating scientifically where people's thoughts and experiences are most important to establish a given truth and possibly devise proper solutions on the way forward. This definition points to the truth that any research must yield quality results. Unfortunately, quantitative research is pegged to linearity of events without the input of the participants who are normally the most important in any research. The researcher of this study identified the topic (problem statement) of research without the participants' input notwithstanding the fact that to these community, another social issue could have proved to be weightier and more urgent than the impact of YEDF on youth transitions. The research hypotheses, questions, aim, and objectives were all the invention of the researcher (Bryman, 2012). Finally, the results, discussion and suggestions for further study were all the work and thoughts of the researcher directed towards supporting or rejecting the set hypotheses. Shank and Brown (2007) declared that "in quantitative research, variables are used to extract meanings instead of patterns."

The researcher was particularly interested in this area which is just one among 210 sub-counties in Kenya. Gatanga sub-county is rated overall best by YEDF management in terms of group formation, project development and management and loan repayment by the youth. It is therefore the outstanding choice for analyzing the effect of YEDF on youth transition. The sub-county has three clear-cut regional representation of high, medium, and low economic development. The interest of this study is to show a picture of the behavior and effects on youth transitioning under different economic environments, family characteristics, educational factors, youth circumstances and experiences with the government fund (YEDF).

## **4.4 Population and sampling**

### **4.4.1 Study population**

A population is any set of persons or objects that possesses at least one common characteristic (Busha and Harter, 1980). The research respondents for the study were drawn from youth groups in Gatanga sub-county. The sub-county has vast youth populations concentrated in "*high economic development*". This region is naturally rich in agriculture with the existence of tea and coffee plantations and factories, high rainfall throughout the year in its mountainous

escapement where the main dam serving the city of Nairobi is constructed. It has a relatively better road network and other infrastructural facilities and thus many youths find the region pleasant to stay. The region with “*average economic development*” has one advantage of being adjacent to the main town serving in the area. However, this town falls outside Gatanga sub-county. The region has no town of its own with less infrastructure. It is home for quite a number of youths despite the wanting situations around. The final region is that with “*low economic development*”. The area is majorly dry with poor agriculture, poor infrastructure, very few schools and colleges and no banking system. So many youths reside in this area and thus it provides a good number of youth groups to serve in the study population. Its worth noting that there could be a mixed-neighbourhood effect to these categorizations as observed by Sampson *et al.* (2015). These effects are beyond the scope of the current study.

#### **4.4.2 Sampling technique and procedure**

A sample is a smaller group or sub-group obtained from the accessible population which is carefully selected to be representative of the whole population with the relevant characteristics (Mugenda and Mugenda, 1999). Several researchers agree on the definition of sampling to imply taking a portion or a smaller number of units of a population as representative or having characteristics of the total population (see for example, Descombe, 2008, DePoy and Gilson 2008). The two basic connotations here as reiterated by Graziano and Raulin (2000) are to be found in sample representativeness and its relationship to the general population.

The study adopted a “*proportionate stratified random sampling technique*” to ensure consistent proportionate quantities. de Vos *et al.* (2011) define random sampling as the method of drawing a sample of a population so that all possible samples of fixed size  $n$  have the same probability of being selected. Stratified random sampling is specifically suitable for this research for reason of its heterogeneous populations as it ensures the inclusion of small sub-groups. The youth population was divided into three strata (high, medium, and low economic regions) to ensure homogeneity. For this study, the population consisted of two samples: funded and non-funded youth. The procedure adopted in selecting funded and non-funded youth is presented in the following sub-sections.

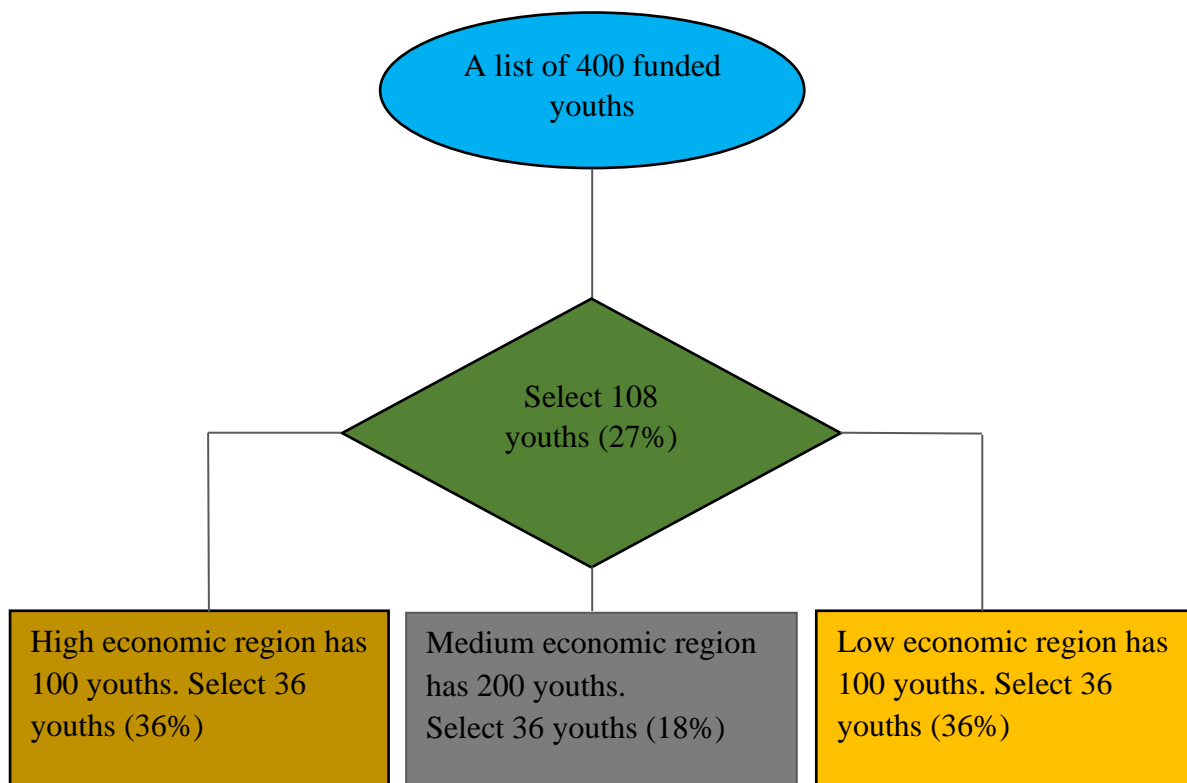
##### **4.4.2.1 Selection of funded youths for the main study**

The researcher followed the steps below to establish a representative sample for the funded youth for the main study:

**Step 1:** Identification of the research population as per the list of registered youth groups in the sub-county. This was made possible by the provision of a list of an estimated 400 youths drawn from groups funded by YEDF. This list was made available by the Ministry of Social Services entrusted with the mandate to register all youth groups in the sub-county.

**Step 2:** The researcher stratified the population into high, medium, and low economic regions. This translated into 100, 200, and 100 youth groups in high, medium, and low economic regions respectively. This procedure is illustrated in Figure 4.

**Step 3:** Thirty-six youths (18 male and 18 female) were randomly picked from 100 youths (50 male and 50 female) in the high economic region, thirty-six youths (18 male and 18 female) were randomly picked from 200 youths (100 male and 100 female) in the medium economic region while another thirty-six youths (18 male and 18 female) were randomly picked from 100 youths (50 male and 50 female) in the low economic region.



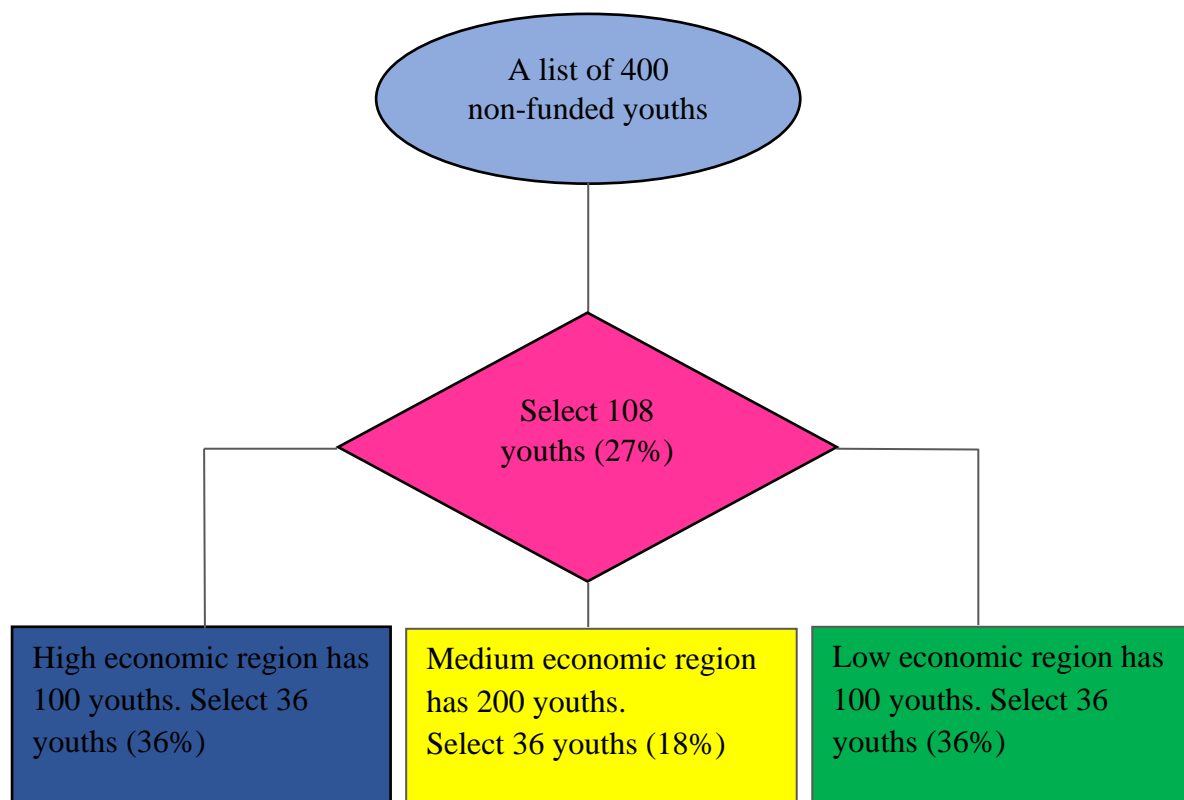
**Figure 4:** Stratified sampling procedure for funded youth.

#### 4.4.2.2 Selection of non-funded youths for the main study

Identification of the study sample for the non-funded youths followed the steps below:

**Step 1:** An estimated number of 400 non-funded youths were selected across Gatanga sub-county. The sub-county consists of many youths who are not in youth groups and never been funded by YEDF. For the sake of this study, the researcher was interested in the youths living within the vicinity of the funded groups for reason of time saving during data collection. Out of the 400 youths, 108 were chosen for further stratification, this translates to 27% of the total non-funded youth population.

**Step 2:** This stage involved stratification of the youth population to suit the regional categorization of high, medium, and low economic regions. Thus 100 non-funded youths were selected from high economic region, 200 from medium and 100 from low economic region. Further selection in respect to the regions was done to give a non-funded youth population of 36 per region as shown in Figure 5.



**Figure 5:** Stratified sampling procedure for non-funded youth.

**Step 3:** A list of male and female youths was compiled at this level to enhance random selection with respect to regional specifications of high, average, and low economic development. This enabled the researcher to have a representative sample with equal representation of males and females, which were helpful in comparing different cases of youth. Teddlie and Tashakkori (2009) show that gender sensitivity is very important in conducting research because there is a notable significance in the way male and female experience and perceive life as they transition to adulthood. Each of these regions comprised of 36 non-funded youth randomly selected from the given number of youths in the region.

## **4.5 Data measures**

### **4.5.1 Data collection measures and instrument**

Data collection is a process of acquiring data and it involves the relationship between a population, elements, and a sample (Leedy and Ormrod, 2005). The study adopted the use of questionnaires as the main instrument to administer data collection. According to Mugenda and Mugenda (1999) questionnaires give detailed answers to complex problems, and they have a relatively easy and cost-effective way in which they are constructed and administered.

The study drew on a large multi-institutional sample of emerging adulthood from the works of Arnett through his invention of the Markers of Adulthood (MoA) and the Inventory of the Dimensions of Emerging Adulthood (IDEA) scales (Reifman *et al.*, 2007). The MoA and IDEA are important and necessary scales in the assessment of emerging adulthood related issues. These scales are used in the study to measure and rate the level of education, employment, transitions into marriage, personal income, and economic status by the funded and non-funded youth against the proposed MoA and IDEA scales/sub-scales. For purposes of identification and understanding of the features of development in emerging adults, Arnett (1994, 2001 and 2003) developed the two scales to measure the psychometric attributes of the young people.

### **Psychometric Properties of MoA and IDEA**

Since its invention in 1994 (Arnett, 1994), the MoA scale has been significant in studying the youth transition to adulthood across cultures for reason of its uniqueness and comprehensibility (Mahama *et al.*, 2018; Badger, *et al.*, 2006). The items presented by Arnett are based on psychological, anthropological, and sociological assessments of youth transitions to adulthood,

and were carefully arranged in sub-scales depending on their theoretical association (Arnett, 1998; 2001)The initial scale for MoA ranged between 38-40 items. Since its origin, the MoA scale has recently been revised and updated by Norman *et al.* (2021). Earlier on, Fosse *et al.* (2015) was keen to build on the MoA scale by reducing the items to 20 as portrayed on the research questionnaire (appendix B). Four primary factors were deduced to the following sub-scales: “*role transitions*”, “*norm compliance*”, “*relational maturity*”, and “*independence*” (Fosse *et al.*, 2015). Participants of the research were required to respond on a 4-point Likert-type scale to rate the strength of each marker from 1 (strongly disagree) to 4 (strongly agree) in the assessment of both inventories of MoA and IDEA. This revealed their degree of acceptance in considering various statements about a 5-year period in life. Other studies (e.g., Grahe *et al.*, 2018; Beckert *et al.*, 2020; Vleioras, 2021; Wider *et al.*, 2021) have categorized this 4-point likert-type scale as 1 (not at all important) to 4 (very important).

Since its inception, the MoA scale has been a landmark for studying the transition to adulthood in various cultures due to its uniqueness and comprehensibility (Mahama *et al.*, 2018; Badger, *et al.*, 2006). With continued use, however, researchers raised some concerns about the applicability and validity of the measure. First published in 1994 (Arnett, 1994), the MoA may require novel items to measure new trends in the transition to adulthood, particularly as it is often used across cultures. Further, the items fostered by Arnett are based on psychological, anthropological, and sociological assessments of the transition to adulthood, and were arranged in sub-scales based on their theoretical association (Arnett, 1998; 2001) rather than statistical analyses. These sub-scales make sense theoretically, but do not meet minimum statistical reliability for analysis. Over the last two decades (cf. Badger *et al.*, 2006; Faas *et al.*, 2019; Fosse, *et al.*, 2015; see Table 1) researchers explored the transition to adulthood and related milestones to update the MoA scale and determine a framework that incorporates valid, reliable sub-scales.

The IDEA scale defines adulthood differently. Its basis is on the internal psychological qualities and was used to rate endorsement levels of participants. The first invention of IDEA was composed of a 31- item inventory alongside six sub-scales namely: “*identity exploration*”, “*experimentation/Possibilities*”, “*negativity/instability*”, “*other-focused*”, “*self-focused*” and “*feeling in-between*” (Reifman *et al.*, 2007). Besides completing the two inventories of MoA and IDEA, participants of the study were also required to complete a few questions on demographic information and YEDF related (see appendix B).

Organization of the items on the MoA and IDEA items was done to capture the frequencies for the various items and group them into sub-scales. The arrangement and grouping of these items were based on the conceptual theoretical framework of the existing research (Arnett, 1998, 2001). These two measuring scales have demonstrated validity, and reliability in capturing testable variables in emerging adulthood in previous studies. This was followed by an analysis of each sub-scale to assess the views of the participants.

The questionnaire consisted of three sections. Section 1 covered the descriptive data followed by questions on markers of adulthood (MoA) and inventory of the dimensions of emerging adulthood (IDEA). The IDEA and MoA scales provided the primary measuring instruments for transitioning. A total of 40 items were available on the MoA scale. These captured testable markers of transitioning. A set of 20 questions comprised of a variety of items to enable the participant to indicate their conceptions in rating each individual marker of transition. The criterion used was rated on a 4-point Likert-type scale to rate the strength of each marker and indicate the relevant scores from 1 (strongly disagree), 2 (somewhat disagree), 3 (somewhat agree) and 4 (strongly agree). A summary of the MoA markers was standardized into four theoretically derived factor sub-scales (Arnett 1994, 1997) to include *Rational Maturity*, *Role Transitions*, *Norm Compliance*, and *Independence*.

*Rational Maturity* is deemed to be very important facet of transitioning supported by both emerging adults and parents (Nelson *et al.*, 2007). It was invented by Badger *et al.* (2006) through effective factor analysis (EFA) and comprises of family-oriented factors. The place of “*be committed to long-term love relationship*”, “*always have good control of emotions*” and others is key to establishing stable families embraced by all.

*Role transitions* is a selection of items traditionally merged as pointers to adulthood (Arnett, 1997) for example “*be married*” and “*have at least one child*”.

*Norm compliance* was an invention of Nelson *et al.* (2007) through his research and EFA analysis and findings. He links items geared towards avoiding public disorder like “*avoid becoming drunk*” and “*avoid drunk driving*” together.

*Independence* sub-scale was coined by Fosse *et al.* (2016). He grouped together items associated with self-sustenance and financial stability for example “make independent decisions” and “be financially independent.”

For the sake of analysis of this research, the participants’ responses were grouped into two; *somewhat agree* and *strongly agree* were interpreted to mean agree, while *strongly disagree* and *somewhat disagree* were interpreted to mean disagree.

These quantitative predictors, known as covariates (also concomitant or control variables), represent sources of variance that are thought to influence the dependent variable, but have not been controlled by the experimental procedures. ANCOVA determines the covariation (correlation) between the covariate(s) and the dependent variable and then removes that variance associated with the covariate(s) from the dependent variable scores, prior to determining whether the differences between the experimental condition (dependent variable score) means are significant.

#### **4.5.2. Actual field process**

The study was conducted under very tough and strenuous conditions of CORONA virus pandemic. In June 2021, I travelled from South Africa to Kenya to conduct the intended research. I decided to commute daily from Nairobi to Gatanga since it is only an hour’s drive. Given that I had worked in Gatanga for 12 years, I was familiar with most youth officers and social development officers. This made my work easy because I did not have to engage physical meetings through scheduled appointments to acquire the needful information and documentation. I managed to submit my research permit and requests online whose results I obtained within a day.

The first step was to obtain a list of funded and non-funded youth groups and youths from Social Development Department. This was followed by a stratified random selection of 108 funded and 108 non-funded youths. Having accomplished this task, I contacted Sub-County Officers in the study area to inform them about my intention to conduct the research. I then booked research venues at the Sub-County offices due to availability of security for participants during the COVID-19 restrictions. I then contacted the youth leaders to assemble the selected participants at the nearest Sub-County offices at different dates.

Upon commencement of my research on a Monday morning, I received word from the group leaders that ten group members had tested positive for COVID-19 virus and so the rest of the group was on quarantine. I had to cancel the appointment and quickly tried to negotiate on moving forward the second group to fill my questionnaires. This was settled but had to take two days for reason that I could not reach the venue on time due to the hilly/mountainous escapement. It took quite some time to climb ladders and at some point, the police officer had to literally carry me on his shoulders to help me cross a major stream which was a big nightmare to me. This was the only route to one of the data collection venues, so I had no other alternatives. Finally, I arrived at the research venue but was dirty with muddy clothes. To my surprise, the participants were excited at this and exclaimed in Swahili language “*tutajuaje wewe ni mmoja wetu usipopata hiyo sahihi!*” “*How will we know you are one of us unless you get that noticeable signature!*” The participants took literally ten minutes laughing and cheering up at this. At some point, they forgot the COVID-19 protocols, pulled down their masks and exchanged handshakes due to excitement. The government officer (chief) quickly asked those who shook hands to sanitize and put on their masks properly.

I began by greeting the people in their local Kikuyu language and the response was overwhelming. Next, I introduced the two research officers to run through the questionnaire in Kikuyu language before they settled down to fill. The role of the participant as the expert was clearly illustrated recognized and emphasized throughout the research period (Liamputtong, 2007). The officers inquired if there were any questions and quickly five hands went up. These were the issues:

- Is there any compensation for filling the questionnaire since we are jobless and in abject poverty?
- Are there opportunities for positions of “*research assistant*” job at any remuneration offered? We have graduates here who have been on tarmac for five years and would be glad to help you.
- “We applaud you our youth officer for pursuing PhD in South Africa, however what are the benefits of education since the educated don’t live up to our cultural expectations. He echoed the Swahili saying “*muacha mila ni mtumwa*” which is interpreted to mean any person who discards his cultural believes and has no regard for them is colonized.

- What are the benefits of this research to this community because so many researchers like you come here even from NGOs, promising us heaven on earth and disappear within the thin air?
- Can we invite you to talk to our children in schools to motivate them on the value of education because a big number of them don't value education for reason that the drug dealers earn more money than the educated?

These were very important questions to kick start and shape my research. I began by being thankful to the participants for the positive attendance and even for endeavoring to learn more about the intended research. I invited one of the research assistants to tackle question one while I handled the rest. I was not shocked at the way the participants perceived education alongside other issues because I have lived and worked in this community for quite some time. I have frequently interacted with community members (the youth, adults, the old and the leadership) on a weekly basis. This gave me the opportunity to use the right wording for my speech which was a mixture of Swahili and Kikuyu words for a better understanding.

My second visitation was on one and one basis specifically dedicated to those participants who made special requests for me to visit them because they were not able to attend the scheduled meetings. Some had small babies while others were busy working on the farms. I visited them and at certain times joined up with them in digging just but a small portion of land before settling down with them to complete the questionnaire. I remember helping a participant who was from the well carrying water and a baby on her back all through to her home just to get the needful information from her. The two research assistants headed to other areas while I did this.

I was particularly impressed by members of a particular youth group who had taken up poultry farming as an income generating project with YEDF funding. They have developed and are now rearing hundreds of chickens. They have taken up tenders in Nairobi with major hotels where they supply chicken meat weekly. The project has educated five of the group members from high school to university amongst which three are employed by the government. The group was given second and third funding by the ministry. They have purchased a taxi and put it on road to do taxi business. This was a success story and so amazing. I was convinced that with hard work and great determination, the young people can get far. The group leaders shared

how the members wake up at 4.00 am daily to ensure deliveries arrive safely in Nairobi from Gatanga.

My other visit was done a week later with the two research assistants. We took our visit far and wide to the rear ends of the sub-county. We spend six hours travelling to this area and paid vast amounts of money on public transport. We went through areas with very poor transport network and at some point, we had to get out and push the taxi. At other times we had to come out of the taxi and wait while somebody travelled on bicycle to buy petrol for the taxi. Upon arrival we quickly noticed the area was less developed (No banking facilities, no supermarkets, few learning institutions, poor transport and infrastructural facilities, no water and electricity. The basic means of transport is “*boda boda*” (people carrying men and goods on bicycles at a fee).

We had to quickly change our program and conduct the meeting at the very church premises the people had chosen to assemble. We spent three days at the site since we realized it would not be economical for us to commute to this area daily. Surprisingly, we learnt through our conversation that despite the wanting and challenging situations in this area, the community members were hardworking and zealous for development. Vast groups have been funded by YEDF and the very vulnerable groups we thought could not do well were up to the mark working hard and paying up their loans on monthly basis. Our general assessment was that this area must have been a big booster in rating Gatanga sub-county as the best in loan repayment countrywide. It was indeed amazing to learn that people working under very difficult situations are making it to the top and we were left speechless in our research.

We took a “*boda boda*” and visited with a few learning institutions in the area. It was indeed amazing that the senior classes rate so well at national level with low school drop-out. Some primary schools have poor facilities with children learning under trees but still they make it to very good national schools in the country. Given that we had interest in the tertiary educational aspect of emerging adults, we visited two technical institutions and yes true to the peoples’ say, the young people are engaged in putting their hands and minds to practical lessons like carpentry, beauty and hair dressing, mechanical engineering, agriculture, and other small-scale businesses.

One of the hypotheses for this study states that “*participating in the YEDF programme has a positive impact on the educational attainment of youth, which in turn has a positive impact on*

*their transition to adulthood.*” I was therefore interested in getting first-hand information on progress of students at one of the youth polytechnics in the study area. At this point we established that there was only 5% drop-out at the technical college and youth polytechnic. The reason given was that most students are passionate about what they are doing and can directly venture into self-employment upon completion especially if some form of funding is availed. We visited a few beauty salons and other small-scale businesses owned by graduates of the same institutions now being funded by YEDF. We got to fill more of our questionnaires at this point especially in establishing that a few of these young people had been invited but did not turn up at the meeting. It became clear to me why this was so but still we achieved our goal in taking time to talk to the young people in depth and in getting to know that they were able to access YEDF from the youth ministry.

Up to this point we had totally adjusted to the way of life of the people of Gatanga. We got so used to *boda boda* form of transport to the extent that it became our preferred mode given the easy access and availability. The community was happy to learn that the researcher who has been in South Africa for a sometime appreciates the way life in this community and lives it like one of them. We interacted with so many youth leaders managing the group affairs of the funded and non-funded members. One outstanding cry was on the unavailability of banking services in the area which had kind of crippled/stagnated the young peoples’ vision and development.

#### **4.6 Ethical considerations**

The words of de Vos *et al.* (1998) define ethical standards as “a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioral expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students”. Ethical considerations and standards are important in the protection of the participants and are a requirement in all social research (Punch, 2005). For purposes of the current study, the following six ethical principles are considered.

##### ***Informed consent and Voluntary participation***

For purposes of clarity and understanding, the researcher of the study sought to find out the cultural, religious, gender, and other differences existing among the people of Gatanga that

needed to be respected (e.g., Creswell, 2013). All participants were served with basic information pertaining the study. The researcher prepared consent forms for the participants to ascertain their participation at will. According to (Rubin and Babbie, 2008) nobody should participate in a study through coercion.

### ***Avoidance of harm***

The researcher took into serious account the aspects of physical and psychological harm in relation to the participants. Given that the study touched on sensitive issues such as education, unemployment and marriage, the researcher foresaw a situation of discomfort and emotional torture in answering some questions. Through signing of the consent letter, the respondent was at liberty to answer the questions he/she chose to and free to withdraw his/her services at any time.

To counter the issue of physical harm, arrangements were made to conduct meetings at the County office public premises in all sub-locations. These premises are well equipped with security and police protection and are within reach to most people in the sub-location.

### ***Anonymity, privacy and confidentiality***

The study aimed at concealing the names and identity of all the participants and research venues. This ensured that personal details of the participants remained unknown. According to Babbie (1995), “a respondent may be considered anonymous when the researcher cannot identify a given response with a related respondent”. The participants were asked to use pseudonyms during the interview process. This ensured that they remained anonymous during the write- up process. Rubin and Babbie (2008) consents that the researcher must make sure that the responses of the participants are not linked to their names or identity.

### ***Reflexivity***

Reflexivity is the ability to formulate an integrated understanding of one’s own cognitive world, influence, or role in a set of human relations (de Vos *et al.*, 2005). Reflexivity may also refer to the researchers’ reflection about how their biases, values, and personal background, such as gender, history, culture, and socioeconomic status, shape their interpretations formed during a study (Creswell, 2014). The researcher of the current study has confidence and familiarity in the study area by virtue of having worked in the sub-county for twelve years. This worked for her advantage as she understands the culture, norms, and values of the people

in Gatanga sub-county. She thus approached this research objectively and without undue influence on the participants.

#### ***No deception of the participants***

The researcher resorted to give sufficient information to the respondent about her personal background and the objectives of the research.

#### ***Co-operation with other stakeholders***

The researcher obtained ethical clearance from the Faculty of Humanities at the University of Cape Town before actual data collection. Further clearance was obtained from the National Commission for Science, Technology, and Innovation (NACOSTI) in Kenya, which has jurisdiction to provide research clearance and licenses in Kenya. The researcher contacted all the relevant stakeholders in the sub-county before embarking on the research. She did not experience problems regarding to this because most of these people were government officers she had worked with for a long time. They easily consented to have her conduct the intended research.

### **4.7 Data verification**

Data verification is a process of ensuring that the data collected is valid (Tutty *et al.*, 1996). This can be ascertained by ensuring that the data collected is complete, correct, and compliant. The researcher of the study verified the data at two levels: field procedure and data analysis procedure.

Field procedure was conducted with the assistance of the two research assistants who hail from the area of study and understand the local language, the questions were clearly explained during data collection. The respondents filled in the questionnaire followed by an interview session with the researcher/assistants. During the filling of the questionnaire and interview session, the researcher/assistants checked data conformity by ensuring reasonable data range and consistency of responses from the respondents. More clarity from the respondents was sought in case of major variance between filled data by the respondent and interview data. To cater for possible outliers, the number of respondents was increased by 10%.

Pre-processing data validation procedure involved data tabulation and pre-analysis using statistical techniques to determine outliers if any. The detected outliers were removed from the data sample before the final processing.

#### **4.8 Data analysis**

The researcher used SPSS computer software for data analysis. SPSS software was found to be convenient to the researcher because of familiarity, ease of analysis and data interpretation. Coding and editing of questionnaires were done to detect any existing errors and omissions before and after the pilot study. Further refinement of coding was done after the pilot study.

Both descriptive and inferential statistical analysis were conducted. Basic statistics were used to describe the sample population. Analysis of variance (ANOVA) and analysis of covariance (ANCOVA) were used to estimate the differences in the responses between funded and non-funded youth. The statistical analysis for ANOVA and ANCOVA were conducted using F- test to establish the significance of MoA and IDEA items in relation to government fund (YEDF). To detect emerging differences between the funded and non-funded respondents on a specific item, a one-way analysis of variance (ANOVA) test was conducted.

Significant difference for funded and non-funded participants was taken at  $p \leq 0.05$  for all the MoA and IDEA variables. The study conducted a rotated component matrix to generate standardized factor loadings for MoA and IDEA factors. Principal component analysis was utilized on MoA and IDEA to test and establish alternative structures with YEDF to extract new clusters for the community under study.

Analysis of variance (ANOVA) was developed in 1918 by sir Ronald Fisher (Stevens, 1999). It is a statistical tool used in analysis which separates the total variance in a dataset into systematic errors and random errors, where error is a factor of observational or experimental process (Fadeyi, 2021). ANOVA models are widely used in social sciences to test hypotheses about population means and variances (Elmore and Woehlke, 1988; Halpin and Halpin, 1988; Lane, 2019, Gamst *et al.*, 2008; Howell, 2011; Methods, 2020). It provides conclusion on the level of differences between groups of sample population under study. ANOVA is applicable in the analysis of ordinal scale data such as Likert scales (Nanna and Sawilowsky, 1998; Leys and Schumann, 2010). It is worth noting that both MoA and IDEA items are assessed based on a

Likert scale, hence appropriateness of the use of ANOVA in this study. Several authors agree that ranking of scores removes noise and increases the statistical power of a test (Blair *et al.*, 1980; Blair and Higgins, 1985; Sawilowsky, 1993). One-way analysis of variance (ANOVA) is one of the most common statistical techniques to test the equality of means in educational and behavioral research (Kieffer *et al.*, 2001). ANOVA and ANCOVA statistical procedures are derived from the general linear model. ANOVA is designed to produce results that are both statistically robust and powerful when specific mathematical conditions/assumptions are present.

The three basic assumptions for ANOVA are normality distribution (normal distribution of residuals), two or more samples are independent (hence independence of errors) and equality of the error variances (hence equal variances between groups). *F*-test is not considered robust when the basic assumptions for ANOVA are violated, especially if the sample sizes are not equal. The current study has used equal sample size for funded and non-funded youths to ensure equality of sample sizes. Previous studies have demonstrated that *F*-test can yield statistically acceptable results if the group sample sizes are kept constant (e.g., Horsnell, 1953; Box, 1954; Scheffé, 1959). It is worth noting that empirical evidence show that not all ANOVA assumptions/conditions are always met (Blanca *et al.*, 2013; Ruscio and Roche, 2012). *F* statistic (Equation 1) is equal to the mean square total (*MST*) divided by the mean square error (*MSE*) which is equivalent to the systematic error divided by the random error (Fadeyi (2021).

$$F = \frac{MST}{MSE} \approx \frac{\text{systematic error}}{\text{random error}} \quad (1)$$

*F* – values range from 0 to positive infinity and it depends on a pair of degrees of freedom (*df*), i.e., *df* for the numerator and *df* for the denominator. The ANOVA *F*-test allows the comparison of groups of observations to determine the between sample errors and within samples errors.

On the other hand, analysis of covariance (ANCOVA) is designed to produce results that are both statistically robust and powerful when specific mathematical conditions/assumptions are present. These assumptions are highlighted by Huitema (2011) as follows: independent residuals, mean zero residuals regardless of the grouping variable or the level of the covariate, normality distribution of the residuals, equality of the the variance of the residuals regardless

of the grouping of variable or covariate, and assumption of fixed variable and covariate measured without error/s. Analysis of covariance (ANCOVA) is widely applied in psychology and social sciences (Elmore and Woehlke, 1988). ANCOVA is similar to ANOVA except the introduction of covariance and covariate. Covariates are comitant/control variables that influence the dependent variable but without control by the experimental procedures.

In addition, the study employed the Keiser Meyer – Olkin (KMO) to determine thoroughness and appropriateness in data factor analysis. Research has indicated that “a value of 0 Keiser ratings show that the sum total of partial correlations is high in comparison to the sum of correlations indicating inappropriateness” (Field, 2005). For a study to yield distinct and reliable results, “the KMO value needs to be relatively close to 1 which shows that the total sum of partial correlations is not large in comparison to the sum of correlations” (Hair *et al.*, 2006).

The eigenvalue was used alongside the above analysis to determine the optimum number of factors to be considered. The eigenvalue measures the variance in the sense that “if the eigenvalue is large, it suggests a large proportion of variance in the data yet if it is small, its significance is less important. A good eigenvalue ( $> 1$ ) is considered to possess an interpretable factor (Hair *et al.*, 2006).

A further method that was used to determine the optimum number of factors for consideration was the cumulative percentage of variance using varimax (orthogonal) rotation. Factors which loaded on more than one factor grouping were grouped based on the loading strength. The same procedure was conducted for both MoA and IDEA items.

## **4.9 Pilot study**

### **4.9.1 Introduction**

The researcher conducted a pilot study before embarking on the main study to enhance reliability and validity of the research instrument (e.g., Mugenda and Mugenda, 2003). They propose that a pilot study of at least 10% of the target population should be used for this purpose. This was observed by selecting 24 participants for pilot study given that the main study consisted of 216 participants. It should be noted that participants who participated in the pilot study did not participate in the main study. Polland, 2005, cites the aim of pilot testing as

the determination of the accuracy and consistency of the instruments before they are used for actual data collection. A pilot study is also important for reason that it is an opportunity for researchers and assistants to notice non-verbal behavior (on the part of the participants) that may possibly signify discomfort or wording of the questions (Welman *et al.*, 2009).

The pilot study consisted of 24 participants (12 funded and 12 non-funded) derived from three economic zones (high, medium, and low). Participants from each economic zone consisted of 2 male and 2 female for funded and non-funded translating into 4 participants per economic zone for funded and non-funded participants. Both the funded and non-funded respondents were required to be at the age of early adulthood to give their experiences in transitioning to adulthood. The entire process was done electronically because of the COVID-19 pandemic restrictions and the frequent lockdowns in Kenya and South Africa in 2020. There was also a travel ban that totally prevented entry into the country of research (Kenya) most especially on counties bordering Nairobi city with major cessation notice issued to these counties. Gatanga is one such county.

#### **4.9.2 Highlights of the pilot study**

##### **Misinterpretation of questions and incomplete questionnaire**

The researcher noted a few questions that were misinterpreted by most participants, especially the questions on demographic identity. This led to their giving wrong information in the pilot study questionnaire that failed to reflect their true status. For example, Question 5a asked participants to indicate their marital status by selecting any of the following six choices; 1. Single 2. Married 3. Divorced/separated 4. Cohabiting 5. Widow/widower 6. Other, specify. Participants found difficulty in interpreting *cohabitation*, *marriage*, and *separation*. The researcher contacted one of the participants to understand the source of confusion. This participant explained that the community in Gatanga does not seem to understand the meaning of the words “*separated*” and “*cohabiting*”. They understand the term “*divorce*” but it is highly disregarded and rarely used. It’s one that is rarely practiced and even mentioned in public or private talk given the magnitude and impact of sadness that it causes in the society. The practice is done by few people but those involved are referred to as main husband/wife succeeded by junior husband/wife.

Vast marriages in the community seem to have begun at a point of cohabitation and finally graduated to stable lasting marriages. These are the words of one participant when contacted by the researcher to comment on cohabitation:

“Although the term “*cohabitation*” is taken to mean “*not legally married*”, here most stable marriages begin at that point. Some “*legally*” acceptable unions with marriage certificates end up in divorce and suffering of those involved especially the children. For that reason, we have chosen not to embrace the true meaning of “*cohabitation*”. If you retain it on the main study questionnaire, you will have that question not answered by many.”

There seemed to be a general sense of acceptance on the practice of *cohabitation* in the community under study as noted in the study by Cherlin (2009). This shaped the researcher’s way of fashioning relevant questions and communication in the main study. For example, the multiple choices in question 5a were redesigned in the questionnaire for the main study as follows: 1. *Single* 2. *Married* 3. *Divorced* 4. *Other, specify*.

A few questionnaires were left incomplete and could not be used by the researcher. These gave the emergence of new complication in reselecting new participants randomly and doing fresh follow-up on these. Some participants do not possess phones, others had changed phone numbers and could not be reached, still others live in areas without electricity and so they do not have electric power to charge phones. Some others do not have the required internet connectivity to fill the online questionnaire, thus a whole series of complications and rigorous exercise by the researcher.

### **Non-responsive participants and unbalanced representation**

The researcher established that there were several participants who were not responding positively to fill the questionnaire. With much effort to follow up still a recognizable percentage did not respond citing reasons such as lack of time, internet connectivity, cellular data, and difficulty in interpretation of the questions. In addition, there emerged a major imbalance in zonal representation of gender. Initially, the researcher had settled for four participants (two males and two females). However, upon forwarding the online questionnaires to many selected participants, the researcher was getting feedback from four males and no female in an economic zone. Sometimes, she would get three females and one male thus major gaps remained to be

filled. However, the researcher continued the process until the required number for each economic zone (high, medium, and low) was achieved, ensuring no gaps in the data. This meant that incomplete online questionnaire was not used in the preliminary analysis. These issues led the researcher to conclude that the best way to proceed with data collection for the main study was to give it a face-to-face approach with the participants.

### **Data coding and analysis tests**

After ensuring full data collection as pre-designed, the researcher embarked on pre-analysis of collected data to test analysis instrument. This was achieved by coding collected data in SPSS. There were no major issues in the coding of the collected data. Frequencies and measures for MoA and IDEA items were reasonable. Statistical analysis using analysis of variance (ANOVA) and analysis of covariance (ANCOVA) for both MoA and IDEA items were logical except the normal deficiencies due to the small number of participants at the pilot study stage. Further analysis was successfully conducted using standardized factor loading and exploratory factor analysis (EFA) for both MoA and IDEA items. The preliminary analysis results indicated that the data analysis tool was effective.

### **4.9.3 Concluding remarks on the pilot study**

The pilot study helped identify unclear/ambiguous questions in the pilot study questionnaire, mostly in the identity inventory section. These were resolved by redesigning identified questions in the questionnaire for the main study. The pilot study also helped the researcher to identify areas where there were non-responsive participants and unbalanced representation. The areas with non-responsive participants and unbalanced representation lie in low and medium economic zones. This was expected as these areas lie in remote regions with low to no internet connectivity. These areas have very poor transport network, and the general infrastructure is wanting. These are vast regions that needed proper preparation by the researcher given the timely clue presented by the pilot study.

The researcher planned to cover these areas during data collection for the main study. The provincial administration was contacted to help get some participants who could not be easily reached. Other participants could only be found on specific days and key among these was on a Sunday after church service. Thus, the researcher had to strategize to cover these areas. In the event of total failure to get some members, replacement was the only alternative. On the

other hand, there were no issues with the analysis tool provided data gaps/incomplete questionnaire and unbalanced representation issues were sorted. With this outcome from the pilot study, the researcher prepared to embark on the main study by engaging the participants physically.

## PRESENTATION OF RESULTS AND DISCUSSION

### 5.1 Layout of results

Several statistical analyses conducted have generated numerous tables, figures and statistics. However, to ensure simplified representation of results, few figures and summarized tables have been derived from SPSS outputs. This means only synthesized key results are presented in the body of the thesis to provide easier correlation, interpretation and understanding of results, instead of the numerous preliminary SPSS tables of results. In addition, selected detailed SPSS tables are provided in the appendix A. Double representation of results is avoided as much as possible, for example only a table or a figure is used to represent a set of results, not both. Key results are provided in the following order.

**Demographic profile of the respondents:** these include graphical presentation of personal and parental information of the participants such as age, personal income, and marital status, family size, level of education, financial support and parental grants, parental education, parental occupation and YEDF loan (see section 5.2). In addition, more detailed data on funded and non-funded participants are provided in appendix A (see Tables 12–17).

**Frequencies and measures for MoA and IDEA:** these include level of endorsement of markers of adulthood (MoA) and inventory of the dimensions of emerging adulthood (IDEA) rating scales by the participants (funded and non-funded youths).

**ANOVA and ANCOVA analyses:** these include statistical analysis results for analysis of variance (ANOVA) and analysis of covariance (ANCOVA) using F- test, to establish the significance of MoA and IDEA items as rated by the participants (funded and non-funded youths). It is worth noting that although several ANOVA and ANCOVA tests were conducted, only *p*-values indicating level of similarities or differences between funded and non-funded youths are provided in a summarized form to enable easier interpretation of results. ANCOVA is used to study the relationship between YEDF and other categorical variables (education, marriage, economic development, and personal income). More detailed tables of statistics are provided in appendix A (see Tables 18–21).

**Standardized factor loading for MoA and IDEA sub-scales:** these include results for factor loading for MoA and IDEA based on a rotated component matrix.

**Exploratory factor analysis for MoA and IDEA:** these include results on distinct sub-scale groupings for both MoA and IDEA as observed from the participants' responses. These results indicate if the sub-scales align in similar manner as those proposed by Arnett (2001), or they assume a different grouping. The study further explains the key reasons behind the behaviour of the sub-scales.

## **5.2 Demographic profile of the respondents**

### *Age variation, personal income, and family*

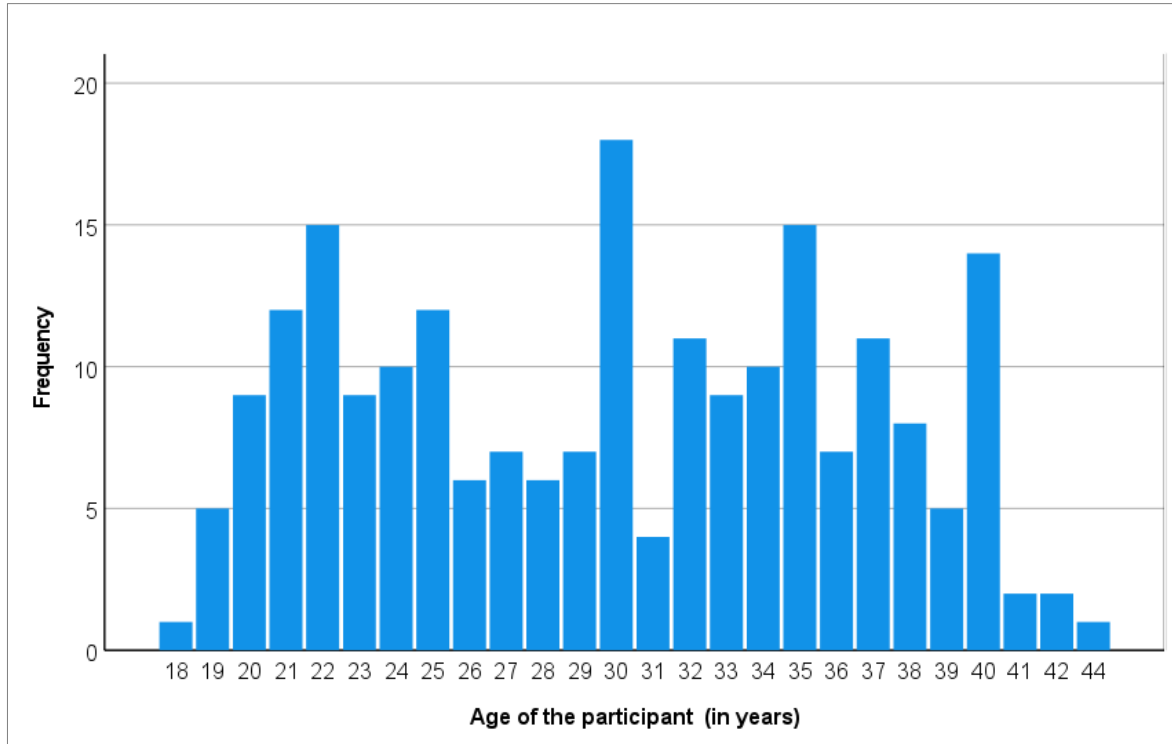
Research has proved that emerging adults who are nurtured by two biological parents united in marriage are most likely to fare well in many life courses including finishing school, obtaining employment and settling down in family life unlike those who are raised by divorced, separated or cohabiting parents (Amato, 2000). Further research has indicated that:

there is a growing polarization of fast versus slow transition prevalences, with those from less privileged backgrounds making the transition to employment and parenthood earlier than others, potentially due to insufficient resources to take advantage of educational opportunities and to support an extended period of education (Schoon and Schulenberg, 2013, p. 55).

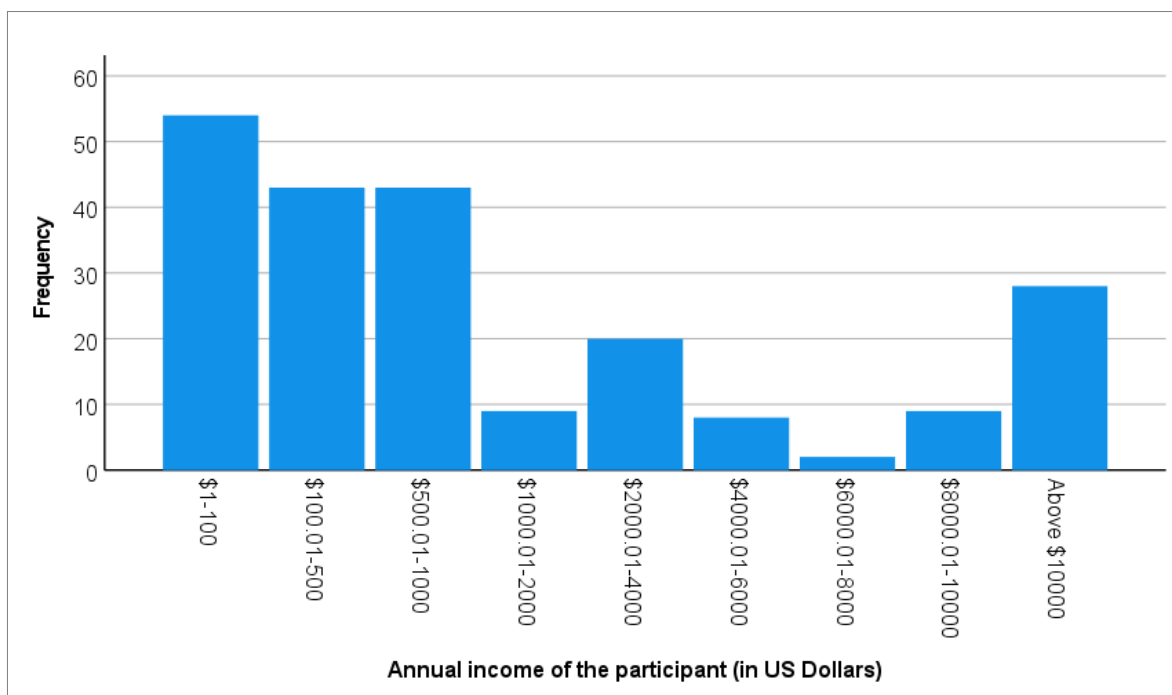
Emerging adults are a category of the young people who experience extreme financial strains which pose a major threat to attaining adult roles and responsibilities and could impact greatly on the age of transitioning (Mortimer, 2012). Many times income levels of a person will determine his/her age to finish education and enter marital life. Today education is costly and this impacts heavily on the youth hailing from financially weak and disadvantaged families. This study has captured key demographic details on age, family income and transition through marriage which are useful in assessing life course transitions in the community under study (see Figures 6 to 16 and Tables 12 to 17 in appendix A).

According to the participants' responses, the age variation ranged from 18 to 44 (Figure 6), with a mean of 30 and standard deviation of  $\pm 7$ . The annual personal income for most of the participants was \$1-100, accounting for 25%, followed by \$100-500 and \$500-1000 (each at

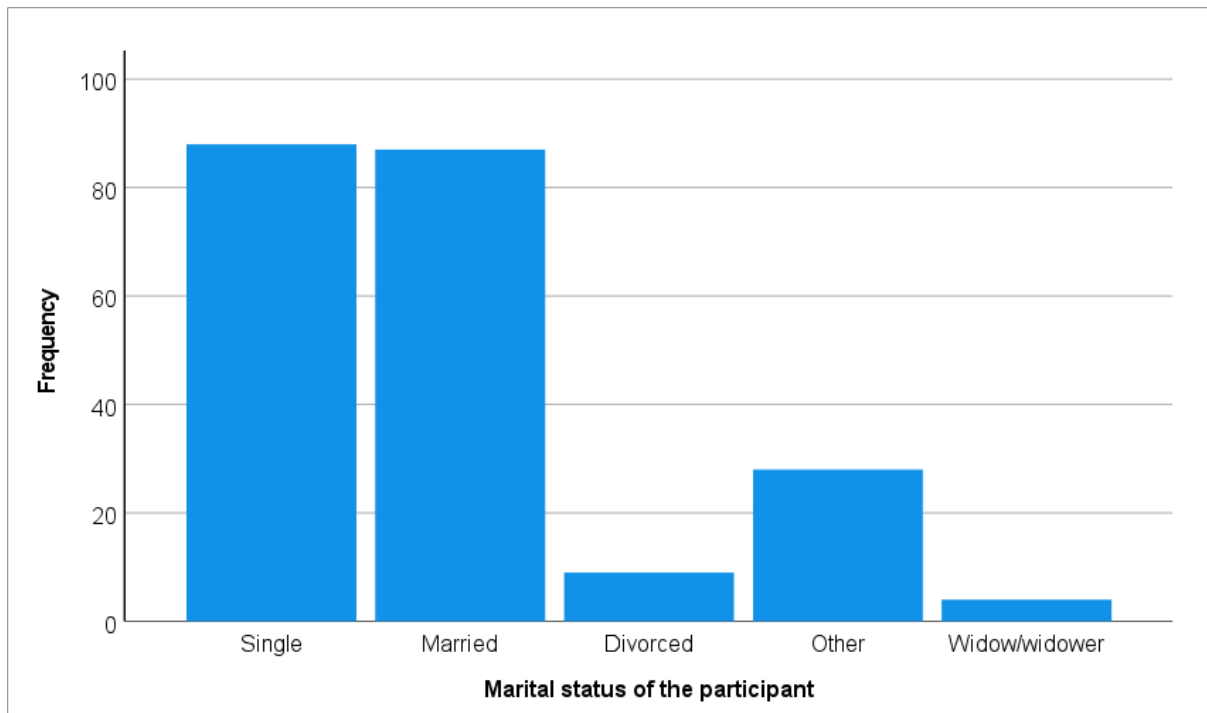
19.9%), above \$10000 (13%), \$2000-4000 (9.3%), \$1000-2000 and \$8000-10000 (each at 4.2%), \$4000-6000 (3.7%), and finally \$6000-8000 at 0.9% (Figure 7). A total of 40.7% of the participants were single while 40.3% were married. Another 13% were cohabiting while 4.2% were divorced and 1.9% of the participants were widowed (Figure 8).



**Figure 6:** Participants' age in years.



**Figure 7:** Participants' income per year in US Dollars.



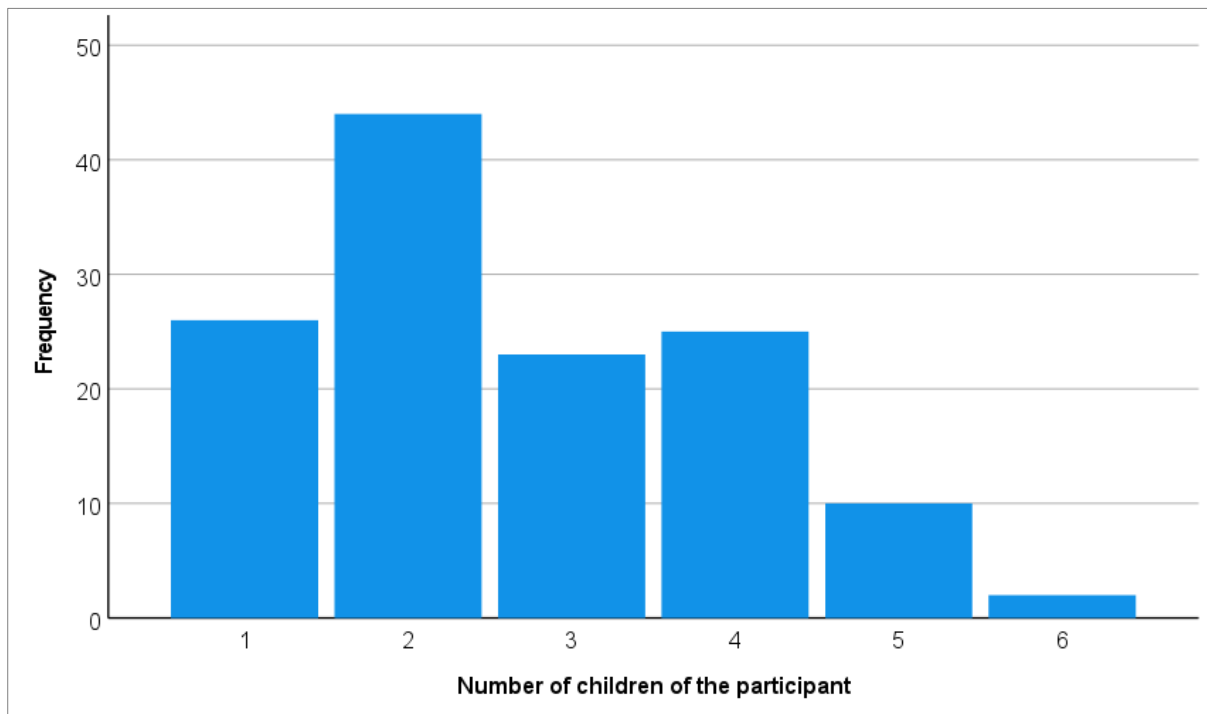
**Figure 8:** Participants' marital status.

It has been established that many times, life courses are defined by the family structure. McLanahan (1988) shows that the youth who live with lone-parents stand a greater probability of becoming lone-parents and are also deemed to experience separation or divorce (Wallerstein and Blakeslee, 1989). On the other hand, Manning and Brown (2006) established that cohabiting biological youth if not financed in some ways are more likely to emerge poor into adulthood compared to the married youth. A total of 21.8% of the participants were staying alone, 19.4% were staying with parents while 2.4% were staying with friends. It is worth noting that 56.4% of the participants did not indicate whom they were staying with, hence a graphical representation would be misleading.

### ***Participant's family size and level of education***

Chance and opportunity are greatly associated with the socio-economic status of emerging adults with those at the bottom missing out on the pleasures of employment and education (Furstenberg, 2008). In the community under study, most participants (57%) had at least one child while 43% did not have. Among those who had children, 54% had at least two children, 44% had between three to five children, only 2% had between six to seven children (Figure 9). It should be noted that Figure 9 only represents family size for 57% of the participants as 43%

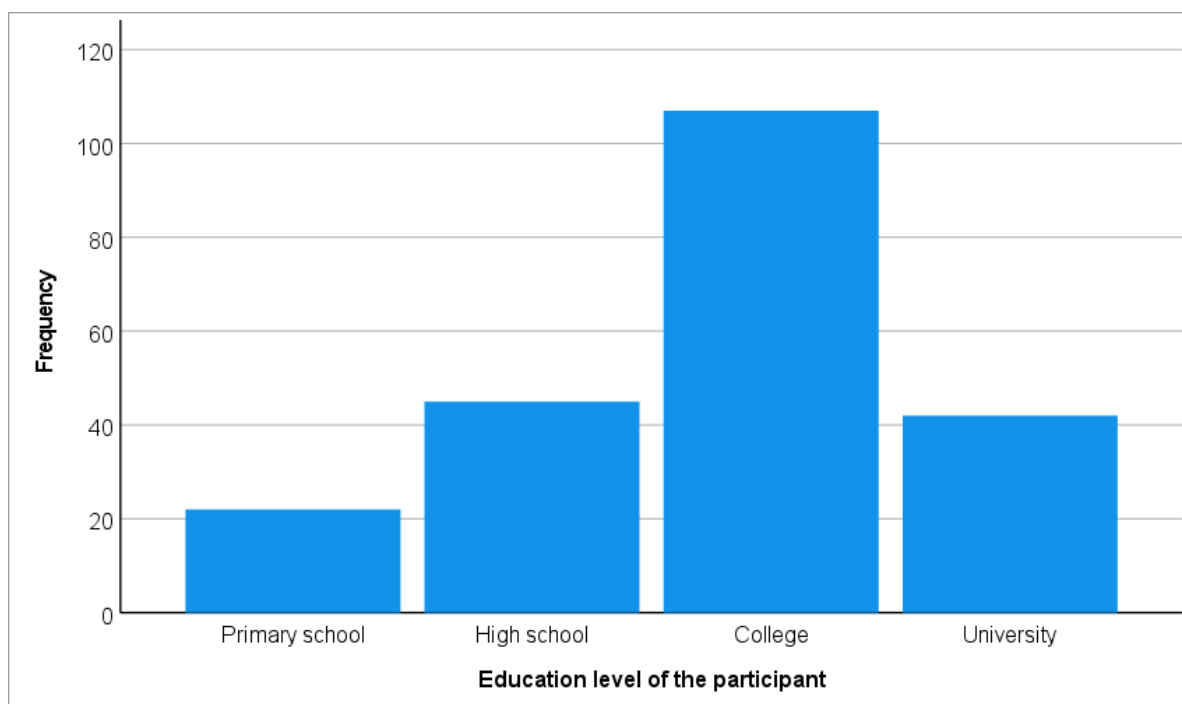
did not indicate the size of their families. Also 65.7% of the participants hailed from rural settings while only 34.3% came from urban settings.



**Figure 9:** Family size for the participants who indicated their number of children.

The study of Hindin and Fatusi (2009) show that education is a basic community need which prepares emerging adults for a fruitful life and has a greater potential to impact fruitful transitions to major life courses. Whereas education may have a few setbacks like negative peer influence and delayed marriage and childbirth, it enables the young people to successfully compete for the available opportunities to secure good jobs, establish stable networks and families (*ibid*, 2009).

The highest number of participants attained college education (49.5%), followed by High school (20.8%), university (19.4%) and finally primary school at 10.2% (Figure 10). In their study, Hendry and Kloep (2010) affirmed that even if emerging adults fail to attain college education the school environment provides the needful setting for love and relationship, good role models and the needful skills for self-employment.



**Figure 10:** Participants’ level of education.

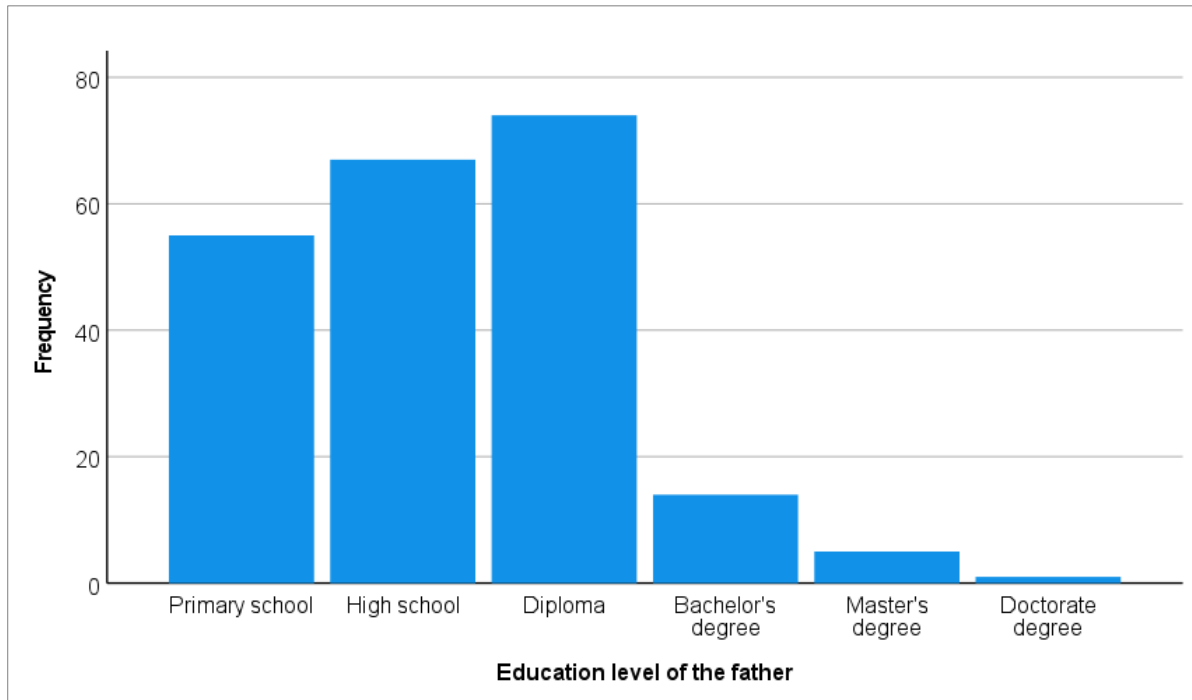
### ***Financial support and parental grants***

Most participants (79.2%) were educated by financial support of parents followed by 8.8% supported by commercial bank loans, 7.8% by government financial aid while 4.2% of the participants were supported by government bursary. Very few participants (8.8%) had parents on government grants in comparison to 91.2% without grants. The study findings also revealed that only 9.7% of the participants’ parents received grants (7.4% old age grant, 0.9% disabled persons’ grant and 1.4% other forms of grants), while 90.3% of the participants’ parents did not receive any form of grants.

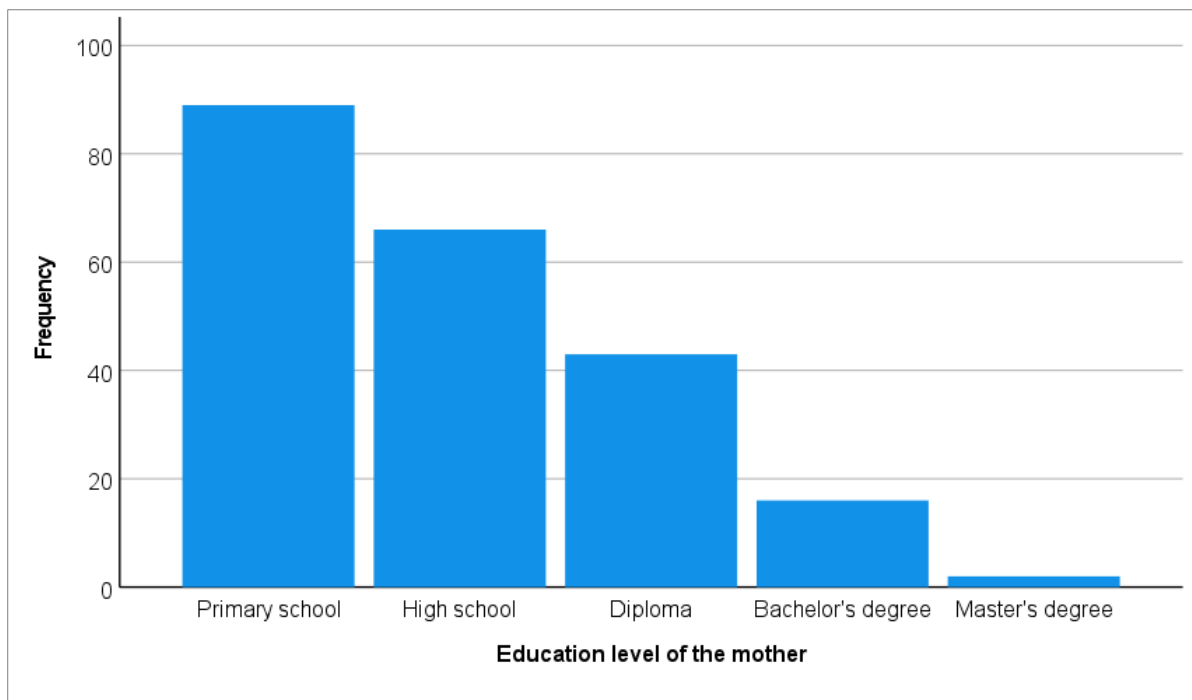
### ***Parental education***

The education and financial status of parents have been identified to predict adult life courses of the young people especially their completion of school (Guldi *et al.*, 2007). World Bank (2006) established the vast benefits of parental education on youth transitions inclusive of education, lasting marriage, general health, fertility, and childbearing. In view of this, the study registered a high number of participants with fathers who had attained a diploma qualification (34.3%). This was followed by high school at 31% and primary school at 25.5%, Bachelors’ degree (6.5%) and Masters (2.3%). Only 0.5% of the participants’ fathers attained Doctorate degree (Figure 11). On the other hand, majority mothers of the participants attained primary

school education (41.2%) while 30.6% attained high school education. Those with diploma were 19.9%, Bachelor's degree (7.4%) and 0.9% attained Masters' degree (Figure 12). Researchers point out the possible link between parents' level of education and that of the children inclusive of school persistence and retention (Song *et al.*, 2012; Thompson and McLanahan, 2012).



**Figure 11:** Participants' fathers' level of education.



**Figure 12:** Participants' mothers' level of education.

### ***Parental occupation***

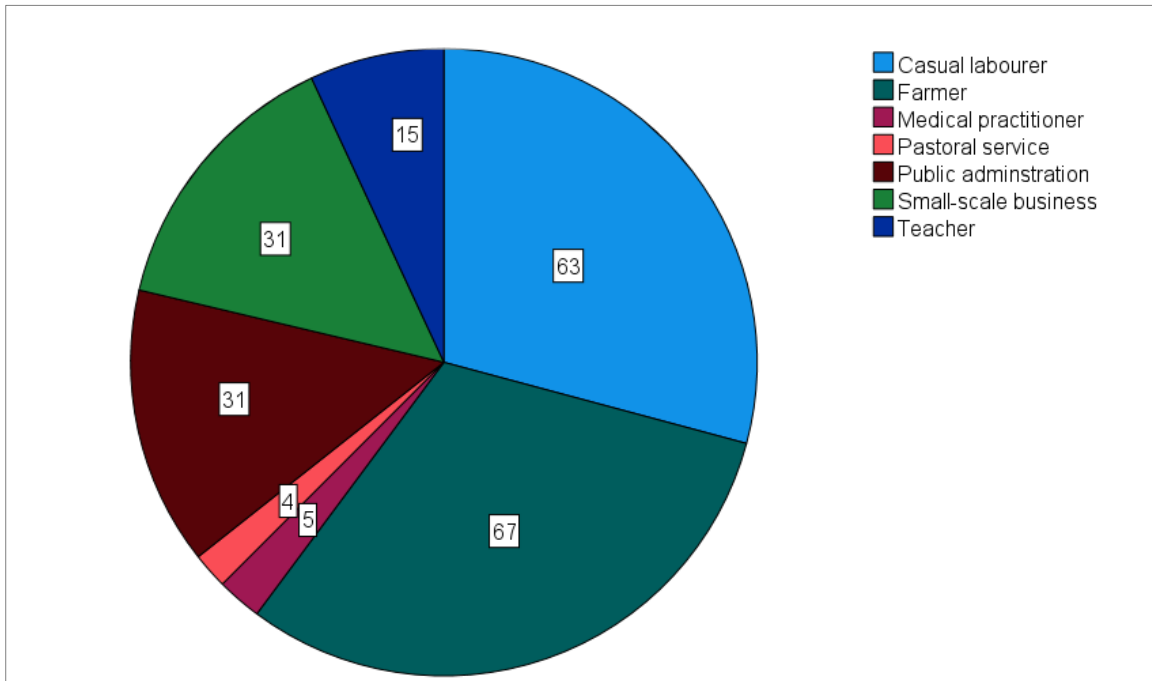
Existing research has recognized the key role of economic resources in facilitating and mediating issues at family level and educational attainments for emerging adults (Hampten-Thompson, 2009, 2013). The general understanding here is that the education status of the parents and their employment/income levels will affect the transition of emerging adults at one point in their lives (Park, 2013). In this study, the dominant occupation of participants' fathers was farming at 31.0% or 67 participants (Figure 13). This was followed by casual laborers which enhanced the services of bicycle repairers, *boda boda* (use of bicycles to carry people/luggage at a fee), cooks, drivers, electrical services, food vendors, grounds men, herding, masonry/carpentry, touts, motor mechanics, hustlers, street vendors, tea picking and watchmen at 29.2%. Public administrators and small-scale business ranked third with a rating of 14.4%. The other occupations included medical practitioners (2.3%), teachers (6.9%) and pastoral service at 1.8%.

Similarly, the dominating career for mothers was farming at 41.7% or 51 participants (Figure 14). This was followed by housewife at 21.8% and small-scale business (fruit and vegetable seller, saloon, street vendor and tailoring) at 17.6%. Casual laborers inclusive of birth attendants, cateress, cleaners, cooks, domestic workers, food vendors, green grocers, hairdressers, hotel attendants, domestic workers, hustlers, and tea pickers ranked fourth with a rating of 14.8% and teaching (20.8%). Public Administration including the services of accountants, agricultural officers, bankers, chief, clerk, engineer, government officers, librarian, police service, secretarial and social workers assumed the fifth rank with a rating of 9.3%. The other occupations included teaching (6.9%), medical practitioners (3.2%) and pastoral services at 2.8% (Figure 14).

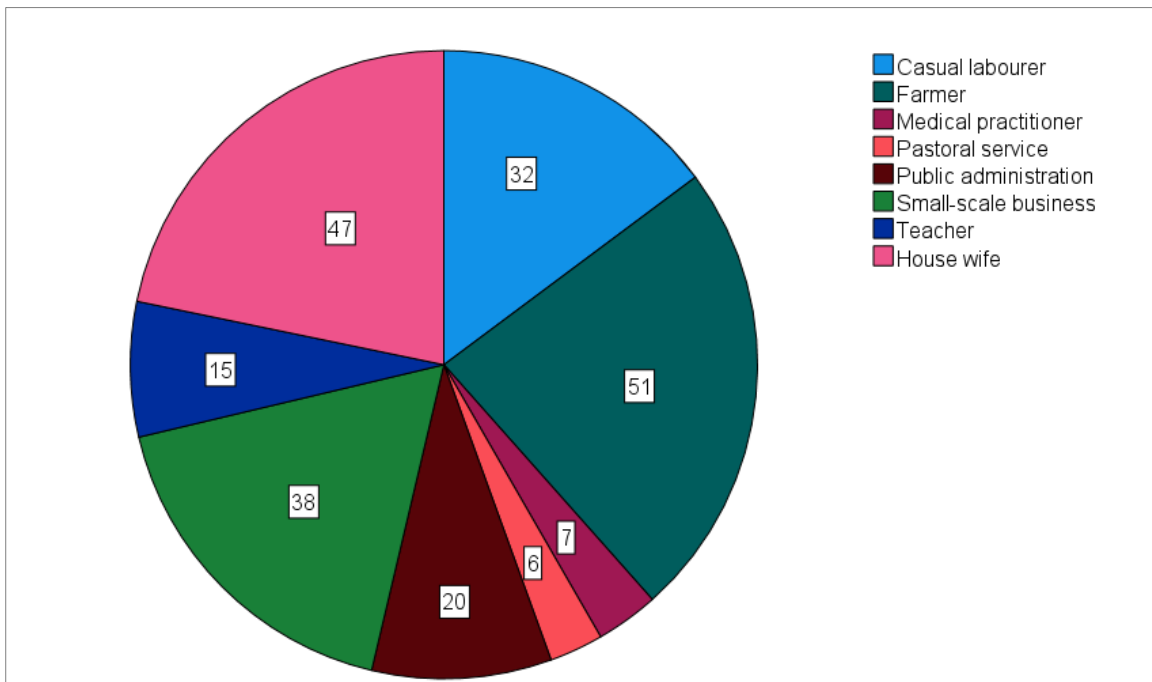
### ***General income levels***

The combined annual income for parents rated highest in the range of \$100-500, accounting for 25.5%, followed by \$1-100 at 23.1%, \$500-1000 (20.4%), above \$10000 (14.8%), \$4000-6000 (4.6%), \$2000-4000 (4.2%), \$8000-10000 (3.7%), \$1000-2000 (2.8%), and \$6000-8000 at 0.9% as shown in Figure 15. The highest annual income for most participants was \$ 1-100 accounting for 25%, followed by \$100-500 and \$500-1000 (each at 19.9%), above \$10000 at

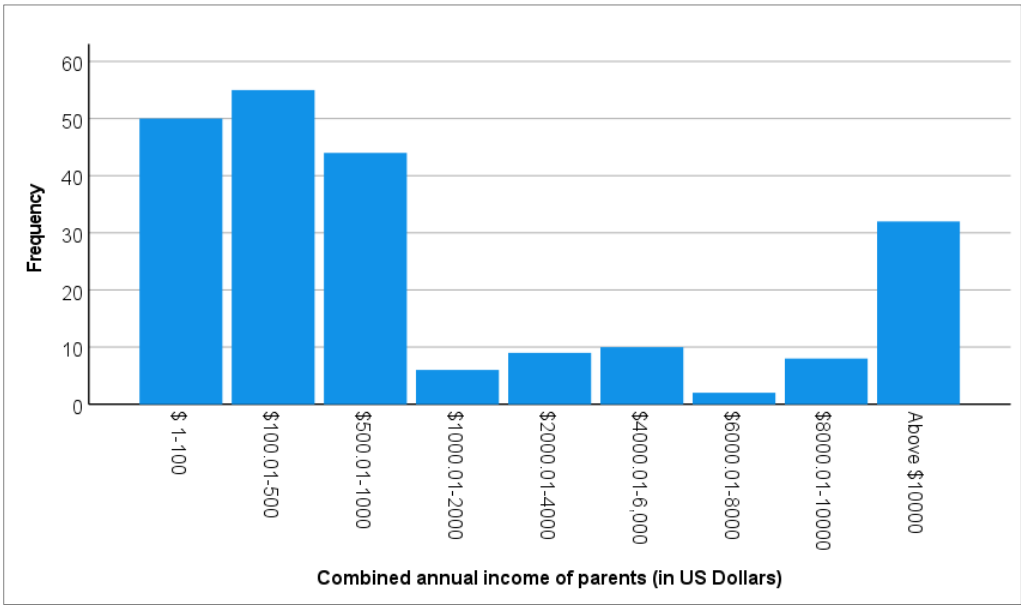
13%, \$2000-4000 at 9.3%, \$1000-2000 and \$8000-10000 (each at 4.2%), \$4000-6000 (3.7%) and \$6000-8000 at 0.9% (Figure 16).



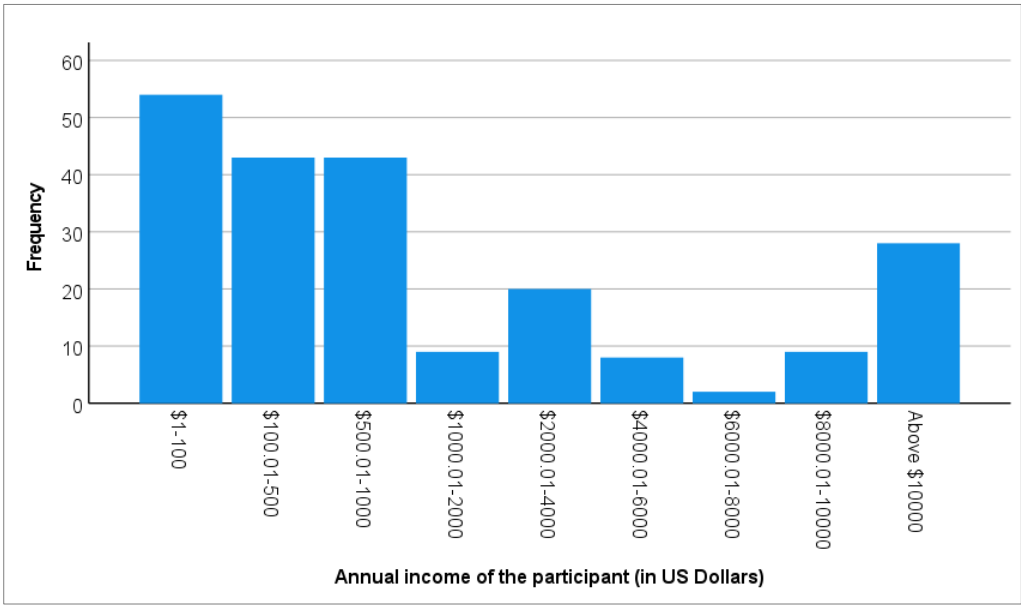
**Figure 13:** Participants' fathers' career (values on the pie chart represent actual count).



**Figure 14:** Participants' mothers' career (values on the pie chart represent actual count).



**Figure 15:** Participants’ parents’ combined income per year in US Dollars.



**Figure 16:** Participants’ income per year in US Dollars.

***YEDF loan***

A total of 50% of the participants received YEDF loan while another 50% were not funded. Out of the group that received funding, many participants (75%) were funded once, followed by two times at 20.4%, three times (1.4%) while only 1.9% of the funded participants received

funding four times and above. Most of the funded participants (33.3%) had a good repayment history, followed by very good repayment history at 28.7%, poor repayment history at 16.7%, while 21.3% of the funded participants had not paid back any portion of the YEDF loan.

### **5.3 Frequencies and measures for MoA**

At a general level, Markers of adulthood (MoA) items were fairly endorsed by both the funded and the non-funded participants as portrayed on Table 3. The general endorsement level (*somewhat agree* and *strongly agree*) was rated above a mean of 30% for all sub-scales. Notably, the endorsement for rational maturity and independence maintained a significant pattern with outstanding support across both the funded and the non-funded. The mean ratings for the two sub-scales were rated above 60%. A total of seven items received high endorsement by the funded participants including: “develop greater consideration for others” (85.2%), “establish equal relationship with parents” (75%), “always have good control of emotions” (75%), “make independent decisions” (81.5%), “be financially independent” (63.9%), “be capable of caring for children” (63.9%) and “accept responsibility for his/her actions” (77.8%) The first three items belong to the rational maturity sub-scale while the fourth to seventh items belong to independence sub-scale.

There was notable drop in general endorsement for role transitions and norm compliance for both the funded and non-funded participants. Each of the two sub-scales registered a low mean of below 42% and below. Among the funded youth, low endorsement was registered for the following items: “be settled into a long-term career” (24%) and “avoid drunk driving” (23%). Antisocial behavior like the use of illegal drugs and drunk driving originates from neuro-developmental processes and dysfunctional family background from early childhood, building persistently thereafter until it gains entry into midlife (Moffitt, 2018). The youth in the community under study express confident here that even with painful dysfunctional families, they still manage to transition to adulthood.

The means for MoA endorsement as portrayed in Table 3 show the following results: rational maturity had an average mean of 72% for the funded and 72% for the non-funded. Role transitions had a mean average of 33% (funded) and 35% (non-funded), norm compliance had a mean average of 42% (funded) and 39% (non-funded). Finally, independence had a mean of 63% (funded) and 73% (non-funded). It thus follows that the sub-scale with highest item

loadings based on MoA ratings was rational maturity with a mean of 72% (funded) and independence at 72% (non-funded).

**Table 3:** Descriptive statistics of Markers of Adulthood (MoA). Values outside the brackets refer to responses by funded youth while values in the brackets refer to responses by non-funded youth.

	<b>Mean</b>	<b>Median</b>	<b>SD</b>	<b>% Endorsement</b>
<b>Rational Maturity</b>				
be committed to long-term love relationship	2.6(2.4)	3.0(2.0)	1.1(1.2)	51.9(44.4)
establish equal relationship with parents	3.1(3.2)	3.0(3.5)	1.0(1.0)	75.0(80.6)
always have good control of emotions	3.1(3.2)	3.0(3.0)	1.0(1.0)	75.0(79.6)
develop greater consideration for others	3.3(3.3)	3.0(3.5)	0.9(0.9)	85.2(82.4)
<b>Mean</b>	<b>3.0(3.0)</b>	<b>3.0(3.0)</b>	<b>1.0(1.0)</b>	<b>71.8(71.8)</b>
<b>Role Transitions</b>				
be no longer living in parents' household	2.6(2.7)	3.0(3.0)	1.2(1.2)	53.7(64.8)
have finished with education	2.0(1.9)	2.0(2.0)	1.1(1.1)	30.6(25.9)
employed full time	1.9(2.0)	2.0(1.0)	1.0(1.2)	24.1(32.4)
be settled into a long-term career	2.1(2.1)	2.0(2.0)	1.1(1.2)	32.4(34.3)
have at least one child	2.0(1.9)	2.0(1.5)	1.1(1.0)	27.8(24.1)
be married	1.9(1.9)	2.0(1.5)	1.1(1.1)	26.9(25.9)
<b>Mean</b>	<b>2.1(2.1)</b>	<b>2.2(1.8)</b>	<b>1.1(1.1)</b>	<b>32.6(34.6)</b>
<b>Norm Compliance</b>				
avoid illegal drugs	2.6(2.3)	3.0(2.0)	1.3(1.3)	50.9(41.7)
avoid becoming drunk	2.5(2.4)	2.0(2.0)	1.2(1.1)	47.2(42.6)
avoid drunk driving	2.5(2.8)	2.0(3.0)	1.3(1.3)	47.2(57.4)
use contraception	1.8(1.6)	1.0(1.0)	1.0(0.9)	23.1(15.7)
<b>Mean</b>	<b>2.4(2.3)</b>	<b>2.0(2.0)</b>	<b>1.2(1.3)</b>	<b>42.1(39.4)</b>
<b>Independence</b>				
make independent decisions	3.4(3.6)	4.0(4.0)	1.0(0.8)	81.5(90.7)
be financially independent	2.9(3.0)	3.0(4.0)	1.2(1.2)	63.9(65.7)
capable of financially supporting a family	2.5(3.0)	2.0(3.0)	1.2(1.2)	44.4(69.4)
capable of caring for children	2.9(3.1)	3.0(3.5)	1.2(1.1)	63.9(75.0)
accept responsibility for his/her actions	3.3(3.6)	4.0(4.0)	1.2(0.9)	77.8(89.8)
be capable of supporting parents financially	2.5(2.5)	2.0(2.0)	1.1(1.1)	48.1(47.2)
<b>Mean</b>	<b>2.9(3.1)</b>	<b>3.0(3.4)</b>	<b>1.2(1.1)</b>	<b>63.3(73.0)</b>

**Note:** For each of the sub-scale above, participants were asked to “indicate whether you think each of the following must be achieved before a person can be considered an adult.” The responses were “strongly disagree (1), somewhat disagree (2), somewhat agree (3) and strongly agree (4)” by placing a mark on each item. Endorsement in this case is taken as somewhat agree and strongly agree.

The low endorsement of “*be settled into a long-term career*” in this research is consistent with existing studies. For example, Norman *et al.* (2021) argue that “*be settled into a long-term*

*career*” indicates that the milestones used to define youth transitions to adulthood are subject to change with time for instance jobs are not as readily available now as compared to the time “emerging adulthood theory” was coined. These results also suggest that “*to be settled in long-term career*” is a fundamental achievement in youth transitions to adulthood but is pegged to emerging adults in individualistic and capitalist societies, where these young people esteem themselves highly and separate from the rest of the community (Marginson and Yang, 2022).

#### **5.4 Frequencies and measures for IDEA**

The inventory of the dimensions of emerging adulthood (IDEA) rating scales took the same format as MoA (see Table 4). The measuring items in IDEA are based on individual characteristics which assess personal identification, parental links, and future orientation (Reifman *et al.*, 2007). The combined IDEA factor sub-scales included the following: identity exploration, experimentation/possibilities, negativity/instability, other-focused, self-focused and feeling in-between.

The questionnaire adopted the original IDEA version with 31 items in which the following wording was used, “*Think of this time in your life. “By “time in your life” we refer to the present time, plus the last few years that have gone by, and the next few years to come, as you see them. In short, think of roughly 5-year period, with the present in the middle*” (Reifman *et al.*, 2007). The participants’ views were rated on a 4-point Likert-type scale in the form of “strongly disagree, somewhat disagree, somewhat agree, and strongly agree.

The frequencies on the idea sub-scales seemed to generally receive fair ranking with support across the funded and the non-funded (Table 4). Identity exploration, Experimental/possibilities, other-Focused and self- Focused were the four sub-scales that received high ranking. Notably, the following two items received highest ranking by the funded: “*time of planning for the future*” (87%) and “*time of defining yourself*” (81%) which are both positive indications of funding. Surprisingly, majority non-funded youth also overwhelmingly endorsed “*time of planning for the future*” at 94%. The other item which received highest endorsement by the non- funded is “*time of learning to think for yourself*” (94%). Notably, all the highest-ranking items by both the funded and non-funded participants were drawn from the *identity exploration* sub-scale.

The least endorsed item by both the funded and the non-funded youth was “*time of being not sure whether you have reached full adulthood*” at 32% and 30% respectively. The item was drawn from *Feeling "In-Between"* sub-scale. The negative kind of response received basically from the two groups is significant. This kind of response is indicative that the youth in Gatanga sub-county are well informed about the timing of attaining full adulthood.

**Table 4:** Descriptive statistics of Inventory of Dimensions of Emerging Adulthood (IDEA). Values outside the brackets refer to responses by funded youth while values in the brackets refer to responses by non-funded youth.

	Mean	Median	SD	% Endorsement
<b>Identity Exploration</b>				
time of finding out who you are?	2.9(3.1)	3.0(3.0)	1.0(0.8)	72.2(84.3)
time of separating from parents?	2.9(2.7)	3.0(3.0)	1.1(1.1)	71.3(63.0)
time of defining yourself?	3.2(3.3)	3.0(3.0)	0.9(0.8)	80.6(88.9)
time of planning for the future?	3.3(3.4)	3.0(4.0)	0.9(0.8)	87.0(93.5)
time of seeking a sense of meanings?	3.1(3.4)	3.0(3.0)	1.0(0.7)	77.8(90.7)
time of deciding your own beliefs and values?	3.0(3.4)	3.0(4.0)	1.1(0.7)	74.1(91.7)
time of learning to think for yourself?	3.0(3.4)	3.0(3.5)	1.1(0.7)	73.1(93.5)
<b>Mean</b>	<b>3.1(3.2)</b>	<b>3.0(3.4)</b>	<b>1.0(0.8)</b>	<b>76.6(86.5)</b>
<b>Experimentation/Possibilities</b>				
time of many possibilities?	2.8(2.6)	3.0(3.0)	1.3(1.4)	60.2(56.5)
time of exploration?	2.9(2.8)	3.0(3.0)	1.2(1.2)	63.9(65.7)
time of experimentation?	2.9(3.0)	3.0(3.0)	1.1(1.0)	69.4(74.1)
time of open choices?	2.9(3.3)	3.0(3.0)	1.1(0.8)	69.4(87.0)
time of trying out new things?	2.9(3.3)	3.0(3.0)	1.1(0.8)	69.4(87.0)
<b>Mean</b>	<b>2.9(3.0)</b>	<b>3.0(3.0)</b>	<b>1.2(1.0)</b>	<b>66.5(74.1)</b>
<b>Negativity/Instability</b>				
time of confusion?	2.2(2.0)	2.0(2.0)	1.2(1.1)	34.3(25.9)
time of feeling restricted?	2.2(2.1)	2.0(2.0)	1.1(1.2)	34.3(34.3)
time of feeling stressed out?	2.3(2.2)	2.0(2.0)	1.1(1.1)	33.3(37.0)
time of instability?	2.3(2.3)	2.0(2.0)	1.1(1.1)	38.9(41.7)
time of high pressure?	2.5(2.3)	2.0(2.0)	1.2(1.2)	46.3(39.8)
time of unpredictability?	2.5(2.7)	2.0(3.0)	1.1(1.0)	47.2(61.1)
time of many worries?	2.2(1.9)	2.0(1.0)	1.2(1.1)	35.2(32.4)
<b>Mean</b>	<b>2.3(2.2)</b>	<b>2.0(2.0)</b>	<b>1.1(1.1)</b>	<b>38.5(38.9)</b>
<b>Other - Focused</b>				
time of settling down?	2.6(2.8)	3.0(3.0)	1.2(1.1)	55.6(70.4)
time of responsibility for others?	2.9(3.0)	3.0(3.0)	1.1(0.9)	69.4(77.8)
time of commitments to others?	2.9(3.2)	3.0(3.0)	1.1(0.9)	70.4(83.3)

<b>Mean</b>	<b>2.8(3.0)</b>	<b>3.0(3.0)</b>	<b>1.1(1.0)</b>	<b>65.1(77.2)</b>
<b>Self - Focused</b>				
time of personal freedom?	2.8(3.0)	3.0(3.0)	1.1(1.0)	67.6(76.9)
time of responsibility for yourself?	3.1(3.4)	3.0(4.0)	1.0(0.8)	77.8(89.8)
time of optimism?	3.0(2.9)	3.0(3.0)	1.1(1.0)	72.2(74.1)
time of independence?	2.8(3.1)	3.0(3.0)	1.1(1.0)	65.7(80.6)
time of self-sufficiency?	2.2(2.0)	2.0(1.0)	1.2(1.3)	38.0(38.0)
time of focusing on yourself?	2.9(3.4)	3.0(4.0)	1.1(0.7)	68.5(92.6)
<b>Mean</b>	<b>2.8(3.0)</b>	<b>2.8(3.0)</b>	<b>1.1(1.0)</b>	<b>65.0(75.3)</b>
<b>Feeling "In-Between"</b>				
time of feeling an adult in some ways but not others?	2.4(2.5)	2.0(3.0)	1.1(1.1)	41.7(50.9)
time of gradually becoming adult?	3.0(3.3)	3.0(3.0)	1.1(0.8)	75.0(85.2)
time of being not sure whether you have reached full adulthood?	2.1(2.0)	2.0(2.0)	1.1(1.0)	32.4(29.6)
<b>Mean</b>	<b>2.5(2.6)</b>	<b>2.3(2.7)</b>	<b>1.1(1.0)</b>	<b>49.7(55.2)</b>

**Note:** For each of the sub-scale above, participants were asked to “indicate whether you think each of the following must be achieved before a person can be considered an adult.” The responses were “strongly disagree (1), somewhat disagree (2), somewhat agree (3) and strongly agree (4)” by placing a mark on each item. Endorsement in this case is taken as somewhat agree and strongly agree.

## 5.5 Quantitative statistical analysis

### 5.5.1 ANOVA and ANCOVA test results for MoA

Before carrying out statistical analysis for ANOVA and ANCOVA for MoA items, an internal consistency reliability was conducted using *Cronbach's alpha coefficient* (Cronbach, 1943; Coombs, 1950; Nunnally, 1978). Internal consistency reliability basically rates or evaluates how all the factors/variables relate to each other in a given test. *Cronbach's alpha coefficient* ( $\alpha$ ) is the factor covariance which exclusively ranges between zero (lowest internal consistency reliability) to one (highest internal consistency reliability) and measures the degree of variability shared across factors. The overall internal consistency (Table 11 in appendix A) for all 20 MoA items considered together showed high reliability ( $\alpha = 0.86$ ). The four sub-scales showed varying reliability in the following order; “*Relational Maturity*” ( $\alpha = 0.62$ ), “*Norm Compliance*” ( $\alpha = 0.69$ ), “*Role Transitions*” ( $\alpha = 0.75$ ) and “*Independence*” ( $\alpha = 0.77$ ). These results indicate that ANOVA and ANCOVA can be used to analyse collected MoA data in this study, although two sub-scales have  $\alpha < 0.70$ . Some studies show that lower  $\alpha$  values ( $> 0.45$ ) may be acceptable (Taber, 2018; van Griethuijsen *et al.*, 2015; Tuan *et al.*, 2005).

The statistical analysis for ANOVA and ANCOVA were conducted using  $F$ -test to establish the significance of MoA items in relation to YEDF and thus the transition to adulthood. To detect emerging differences between the funded and non-funded respondents on a specific item, a one-way analysis of variance (ANOVA) test was conducted (Tables 5 and 18 in appendix A). Significant differences ( $p \leq 0.05$ ) were observed in only one item (*capable of financially supporting a family*) under *independence sub-scale* with  $F(1, 214) = 8.125, p = 0.005$  and  $\eta^2 = 0.037$ . Some varying levels of differences were also observed in all other MoA factors. However, very minimal but insignificant differences were observed in “*be settled into long term career*” ( $p=0.854$ ), and “*be married*” ( $p=0.952$ ) under *Role Transitions sub-scale*. Further findings show that “*develop greater consideration for others*” under *Rational Maturity sub-scale* also registered minimum differences ( $p=0.881$ ) in both the funded and non-funded participants’ responses.

In addition, analysis of covariance (ANCOVA) was conducted with education, marriage, level of economic development and personal income as correlates to determine their effect when linked to YEDF (Tables 5 and 20 (a and b) in appendix A). Only marriage and participant’s personal income showed significant impacts. In particular, significant differences ( $p \leq 0.05$ ) were observed in one item “*avoid illegal drugs*” under *Norm Compliance sub-scale* when *marriage* and *personal income* were used as covariates to YEDF, with  $F(1, 213) = 4.082, p = 0.045$  and  $\eta^2 = 0.019$ , and  $F(1, 213) = 4.949, p = 0.027$  and  $\eta^2 = 0.023$ , respectively. Similar observations were made on one item under *Independence sub-scale* “*accept responsibility for actions*” when *marriage* and *level of economic zone* were used as correlates to YEDF, with  $F(1, 213) = 4.059, p = 0.045$  and  $\eta^2 = 0.019$ , and  $F(1, 213) = 3.895, p = 0.050$  and  $\eta^2 = 0.018$ , respectively. Further, significant differences were observed on one item under *Independence sub-scale* “*capable of financially supporting a family*” when *education, marriage, level of economic zone* and *personal income* were used as correlates to YEDF, with  $F(1, 213) = 8.143, p = 0.005$  and  $\eta^2 = 0.037$ ;  $F(1, 213) = 7.357, p = 0.007$  and  $\eta^2 = 0.033$ ;  $F(1, 213) = 8.758, p = 0.003$  and  $\eta^2 = 0.039$ ; and  $F(1, 213) = 6.234, p = 0.013$  and  $\eta^2 = 0.028$ , respectively.

A high reduction in  $p$ -values (indicating an increase in the difference in the responses between the funded and non-funded youth) were observed when marriage was used as a correlate with YEDF at -24% for “*be capable of supporting parents financially*” and “*be no longer living in parents’ household*” at -23%. However, most reductions in  $p$ -values were observed when

personal income was used as a covariate (Tables 5 and 20b in appendix A). For example the use of personal income reduces  $p$ -values by -46% for “avoid becoming drunk”, -41% for “be capable of supporting parents financially” and -22% for “be no longer living in parents’ household”. On the other hand, a high increment in  $p$ -value (indicating a decrease in the difference between the funded and non-funded youth) when personal income was used as a correlate with YEDF at 20% for “avoid drunk driving” under Norm-Compliance sub-scale.

**Table 5:**  $p$ -values for ANOVA test on YEDF and  $p$ -values for ANCOVA tests using other dependent variables (education-Ed, marriage-Marr, economic development-Econ, and personal income-Pin) as correlates for MoA.

MoA sub-scale	ANOVA	ANCOVA				% Effect on YEDF $p$ -values			
	YEDF	With Ed.	With Marr.	With Econ.	With Pin.	Ed.	Marr.	Econ.	Pin.
<b>Rational Maturity</b>									
be committed to long-term love relationship	0.443	0.445	0.260	0.433	0.321	0.2	-18.3	-1.0	-12.2
establish equal relationship with parents	0.376	0.378	0.372	0.370	0.397	0.2	-0.4	-0.6	2.1
always have good control of emotions	0.592	0.588	0.671	0.584	0.731	-0.4	7.9	-0.8	13.9
develop greater consideration for others	<b>0.881</b>	0.881	0.849	0.878	0.720	0.0	-3.2	-0.3	-16.1
<b>Role Transitions</b>									
be no longer living in parents’ household	0.534	0.538	0.302	0.534	0.317	0.4	<b>-23.2</b>	0.0	<b>-21.7</b>
have finished with education	0.620	0.621	0.585	0.621	0.492	0.1	-3.5	0.1	-12.8
employed full time	0.278	0.280	0.270	0.275	0.375	0.2	-0.8	-0.3	9.7
be settled into a long-term career	<b>0.854</b>	0.856	0.765	0.854	0.676	0.2	-8.9	0.0	-17.8
have at least one child	0.341	0.341	0.375	0.342	0.431	0.0	3.4	0.1	9.0
be married	<b>0.952</b>	0.950	0.974	0.952	0.796	-0.2	2.2	0.0	-15.6
<b>Norm Compliance</b>									
avoid illegal drugs	0.116	0.116	<b>0.045</b>	0.114	<b>0.027</b>	0.0	-7.1	-0.2	-8.9
avoid becoming drunk	0.685	0.688	0.519	0.682	0.228	0.3	-16.6	-0.3	<b>-45.7</b>
avoid drunk driving	0.087	0.085	0.170	0.085	0.288	-0.2	8.3	-0.2	<b>20.1</b>
use contraception	0.114	0.115	0.069	0.114	0.118	0.1	-4.5	0.0	0.4
<b>Independence</b>									
make independent decisions	0.093	0.093	0.068	0.080	0.159	0.0	-2.5	-1.3	6.6
be financially independent	0.520	0.523	0.579	0.511	0.574	0.3	5.9	-0.9	5.4

capable of financially supporting a family	<b>0.005</b>	<b>0.005</b>	<b>0.007</b>	<b>0.003</b>	<b>0.013</b>	0.0	0.2	-0.2	0.8
capable of caring for children	0.137	0.134	0.182	0.133	0.225	-0.3	4.5	-0.4	8.8
accept responsibility for actions	0.059	0.058	<b>0.045</b>	<b>0.050</b>	0.118	-0.1	-1.4	-0.9	5.9
be capable of supporting parents financially	0.709	0.714	0.465	0.708	0.303	0.5	<b>-24.4</b>	-0.1	<b>-40.6</b>

Similarly, a high reduction in  $p$ -values (indicating an increase in the difference between the funded and non-funded youth) was observed in three factors when personal income was used as a correlate with YEDF. These factors include the following; “*be capable of supporting parents financially*” at -41%, “*be no longer living in parents’ household*” at -22% and “*avoid drunk driving*” at -20%. On the other hand, a high increment in  $p$ -value (indicating a decrease in the difference between the funded and non-funded youth) when personal income was used as a correlate with YEDF at 46% for “*avoid drunk driving*” under Norm-Compliance sub-scale. Padilla-Walker *et al.* (2010) observed that emerging adults who fail to comply to the laid down norms and values in the community by “becoming drunk” and failing to “avoid drunk driving”, end up affecting their relationship with family and parents.

These results contrast previous research which established that marriage was least endorsed among the factors which define emerging adulthood in the milestones of adulthood scale (Bao *et al.*, 2023; Kuang *et al.*, 2023; Obidoa *et al.*, 2018). Research has also indicated that one’s social convoy changes according to the life events of his peers. For instance, if most of the youth in a given cohort marry and have children, the rest will feel the pressure to do the same thing (Schmidt *et al.*, 2022). This happens irrespective of funding for the young people.

### 5.5.2 ANOVA and ANCOVA test results for IDEA

Before carrying out statistical analysis for ANOVA and ANCOVA for IDEA items, an internal consistency reliability was conducted using *Cronbach’s alpha coefficient* ( $\alpha$ ). The overall internal consistency (Table 11 in appendix A) for all 31 IDEA items considered together showed high reliability ( $\alpha = 0.84$ ). The six sub-scales also showed varying reliability in the following order; *feeling “in-between”* ( $\alpha = 0.53$ ), followed by “*Other-Focused*” ( $\alpha = 0.64$ ), “*Self-Focused*” ( $\alpha = 0.66$ ), “*Experimentation/Possibilities*” ( $\alpha = 0.70$ ), “*Negativity/Instability*” ( $\alpha = 0.73$ ), and “*Identity Exploration*” ( $\alpha = 0.82$ ). These results indicate that ANOVA and ANCOVA can be used to analyse collected IDEA data in this study, although three sub-scales

have  $\alpha < 0.70$ . The lowest  $\alpha$  (0.53) observed in this study for the sub-scale *feeling “in-between”* may not be strange. Faas *et al.* (2020) obtained similar results when analysing psychometric properties of MoA and IDEA. Specifically, they (*ibid*, 2020) obtained *Cronbach’s alpha coefficient* of 0.32 for the IDEA sub-scale *feeling “in-between”*. Furthermore, some authors have observed that lower  $\alpha$  values ( $>4.5$ ) may be acceptable (Taber, 2018; van Griethuijsen *et al.*, 2015; Tuan *et al.*, 2005).

The statistical analysis for ANOVA and ANCOVA were conducted using *F*-test to establish the significance of IDEA items in relation to YEDF and thus the transition to adulthood (Tables 6 and 19 in appendix A). To detect emerging differences between the funded and non-funded respondents on a specific item, a one-way analysis of variance (ANOVA) test was conducted. Significant differences ( $p \leq 0.05$ ) were observed in six IDEA items, namely: three items under Identity Exploration sub-scale, “*time of deciding your own beliefs and values*” [ $F(1, 214) = 12.265, p = <.001$  and  $\eta^2 = 0.054$ ], “*time of learning to think for yourself*” [ $F(1, 214) = 13.031, p = <.001$  and  $\eta^2 = 0.057$ ] and “*time of seeking a sense of meanings*” [ $F(1, 214) = 5.572, p = 0.019$  and  $\eta^2 = 0.025$ ]; two items under Experimentation/Possibilities sub-scale, “*time of open choices*” [ $F(1, 214) = 8.338, p = 0.004$  and  $\eta^2 = 0.038$ ] and “*time of trying out new things*” [ $F(1, 214) = 6.299, p = 0.013$  and  $\eta^2 = 0.029$ ]; and one item under Self-Focused sub-scale, “*time of focusing on yourself*” [ $F(1, 214) = 17.843, p = <.001$  and  $\eta^2 = 0.077$ ]. Some varying levels of differences were also observed in all other IDEA items. However, very minimal but insignificant differences were observed in “*time of feeling stressed out*” ( $p=0.854$ ) under Negativity/Instability sub-scale, “*time of responsibility for others*” ( $p=0.792$ ) under Other-Focused sub-scale, “*time of responsibility for yourself*” ( $p=0.085$ ) under Self-Focused sub-scale, and “*time of optimism*” ( $p=0.844$ ) under Self-Focused sub-scale.

In addition, analysis of covariance (ANCOVA) was conducted with education, marriage, level of economic zone and personal income as correlates to determine their impact when linked with YEDF (Tables 6 and 21 (a and b) in appendix A). All the four hypothesized factors (education, marriage, economic zone, and personal income) showed significant impacts on a number of MoA and IDEA items when used as correlates to YEDF. Education as correlate to YEDF: significant differences were observed in three items under Identity Exploration sub-scale “*time of deciding your own beliefs and values*” [ $F(1, 213) = 12.202, p = <.001$  and  $\eta^2 = 0.054$ ], “*time of learning to think for yourself*” [ $F(1, 213) = 12.966, p = <.001$  and  $\eta^2 =$

0.057] and “*time of seeking a sense of meanings*” [ $F(1, 213) = 5.612, p = 0.019$  and  $\eta^2 = 0.026$ ]; two items under Experimentation/Possibilities sub-scale “*time of open choices*” [ $F(1, 213) = 8.340, p = 0.004$  and  $\eta^2 = 0.038$ ] and “*time of trying out new things*” [ $F(1, 213) = 6.433, p = 0.012$  and  $\eta^2 = 0.029$ ]; and 1 item under Self-Focused sub-scale “*time of focusing on yourself*” [ $F(1, 213) = 17.839, p = <.001$  and  $\eta^2 = 0.077$ ].

Marriage as correlate to YEDF: significant differences were observed in three items under Identity Exploration sub-scale “*time of deciding your own beliefs and values*” [ $F(1, 213) = 12.264, p = <.001$  and  $\eta^2 = 0.054$ ], “*time of learning to think for yourself*” [ $F(1, 213) = 13.299, p = <.001$  and  $\eta^2 = 0.059$ ] and “*time of seeking a sense of meanings*” [ $F(1, 213) = 5.706, p = 0.018$  and  $\eta^2 = 0.026$ ]; two items under Experimentation/Possibilities sub-scale “*time of open choices*” [ $F(1, 213) = 8.485, p = 0.004$  and  $\eta^2 = 0.038$ ] and “*time of trying out new things*” [ $F(1, 213) = 5.727, p = 0.018$  and  $\eta^2 = 0.026$ ]; one item under Self-Focused sub-scale “*time of focusing on yourself*” [ $F(1, 213) = 17.965, p = <.001$  and  $\eta^2 = 0.078$ ]; and one item under Other-Focused sub-scale “*time of settling down*” [ $F(1, 213) = 4.294, p = <.039$  and  $\eta^2 = 0.020$ ].

Economic zone as correlate to YEDF: significant differences were observed in three items under Identity Exploration sub-scale “*time of deciding your own beliefs and values*” [ $F(1, 213) = 12.935, p = <.001$  and  $\eta^2 = 0.057$ ], “*time of learning to think for yourself*” [ $F(1, 213) = 13.180, p = <.001$  and  $\eta^2 = 0.058$ ] and “*time of seeking a sense of meanings*” [ $F(1, 213) = 5.896, p = 0.016$  and  $\eta^2 = 0.027$ ]; two items under Experimentation/Possibilities sub-scale “*time of open choices*” [ $F(1, 213) = 8.423, p = 0.004$  and  $\eta^2 = 0.038$ ] and “*time of trying out new things*” [ $F(1, 213) = 6.322, p = 0.013$  and  $\eta^2 = 0.029$ ]; and one item under Self-Focused sub-scale “*time of focusing on yourself*” [ $F(1, 213) = 18.177, p = <.001$  and  $\eta^2 = 0.079$ ].

Personal income as correlate to YEDF: significant differences were observed in three items under Identity Exploration sub-scale “*time of deciding your own beliefs and values*” [ $F(1, 213) = 12.428, p = <.001$  and  $\eta^2 = 0.055$ ], “*time of learning to think for yourself*” [ $F(1, 213) = 13.527, p = <.001$  and  $\eta^2 = 0.060$ ] and “*time of seeking a sense of meanings*” [ $F(1, 213) = 4.824, p = 0.029$  and  $\eta^2 = 0.022$ ]; two items under Experimentation/Possibilities sub-scale “*time of open choices*” [ $F(1, 213) = 8.832, p = 0.003$  and  $\eta^2 = 0.040$ ] and “*time of trying out new things*” [ $F(1, 213) = 5.000, p = 0.026$  and  $\eta^2 = 0.023$ ]; one item under

Negativity/Instability sub-scale “*time of many worries*” [ $F(1, 213) = 3.871, p = <.050$  and  $\eta^2 = 0.018$ ]; and one item under Self-Focused “*time of focusing on yourself*” [ $F(1, 213) = 14.262, p = <.001$  and  $\eta^2 = 0.063$ ].

It is worth noting that significant effects on YEDF  $p$ -values were only observed when marriage and personal income were used as correlates on YEDF (see Table 6). A high reduction in  $p$ -values (indicating an increase in the difference between the funded and non-funded youth) were observed when marriage was used as a correlate with YEDF at -22% for “*time of responsibility for others*” under *Other-Focused* sub-scale. On the other hand, a high increment in  $p$ -value (indicating a decrease in the difference between the funded and non-funded youth) was observed when marriage was used as a correlate with YEDF at 28% for “*time of responsibility for others*” under *Other-Focused* sub-scale.

Unlike marriage, a high reduction in  $p$ -values (indicating an increase in the difference between the funded and non-funded youth) were observed in several variables when personal income was used as a correlate with YEDF. These included: “*time of instability*” at -48%, “*time of responsibility for others*” (-33%), “*time of feeling stressed out*” (-28%) and “*time of feeling restricted*” (-26%). In contrast, seven variables revealed an increase in  $p$ -values indicating a decrease in difference between the funded and non-funded participants, these included; “*time of feeling an adult in some ways but not others*” at +38 “*time of defining yourself*” (+34%), “*time of unpredictability*” (+30%) “*time of exploration*” (+29%), “*time of self-sufficiency*” (+29%), “*time of many possibilities*” (+28%) and “*time of separating from parents*” at +25%.

**Table 6:**  $p$ -values for ANOVA test on YEDF and  $p$ -values for ANCOVA tests using other dependent variables (education-Ed, marriage-Marr, economic development-Econ, and personal income-Pin) as correlates for IDEA.

	ANOVA	ANCOVA				% effect on YEDF $p$ -values			
	YEDF	With Ed.	With Marr.	With Econ.	With Pin.	Ed.	Marr.	Econ.	Pin.
<b>Identity Exploration</b>									
time of finding out who you are?	0.121	0.122	0.111	0.118	0.172	0.1	-1.0	-0.3	5.1
time of separating from parents?	0.191	0.189	0.308	0.187	0.442	-0.2	11.7	-0.4	<b>25.1</b>
time of defining yourself?	0.536	0.539	0.528	0.531	0.875	0.3	-0.8	-0.5	<b>33.9</b>
time of planning for the future?	0.218	0.215	0.247	0.215	0.330	-0.3	2.9	-0.3	11.2
time of seeking a sense of meanings?	<b>0.019</b>	<b>0.019</b>	<b>0.018</b>	<b>0.016</b>	<b>0.029</b>	0.0	-0.1	-0.3	1.0
time of deciding your own beliefs and values?	<b>&lt;.001</b>	<b>&lt;.001</b>	<b>&lt;.001</b>	<b>&lt;.001</b>	<b>&lt;.001</b>	-	-	-	-

time of learning to think for yourself?	<.001	<.001	<.001	<.001	<.001	-	-	-	-
<b>Experimentation/Possibilities</b>									
time of many possibilities?	0.396	0.398	0.321	0.391	0.680	0.2	-7.5	-0.5	<b>28.4</b>
time of exploration?	0.570	0.572	0.576	0.571	0.864	0.2	0.6	0.1	<b>29.4</b>
time of experimentation?	0.377	0.380	0.448	0.366	0.464	0.3	7.1	-1.1	8.7
time of open choices?	<b>0.004</b>	<b>0.004</b>	<b>0.004</b>	<b>0.004</b>	<b>0.003</b>	0.0	0.0	0.0	-0.1
time of trying out new things?	<b>0.013</b>	<b>0.012</b>	<b>0.018</b>	<b>0.013</b>	<b>0.026</b>	-0.1	0.5	0.0	1.3
<b>Negativity/Instability</b>									
time of confusion?	0.123	0.119	0.097	0.123	0.052	-0.4	-2.6	0.0	-7.1
time of feeling restricted?	0.514	0.515	0.460	0.514	0.257	0.1	-5.4	0.0	<b>-25.7</b>
time of feeling stressed out?	<b>0.854</b>	0.854	0.770	0.854	0.570	0.0	-8.4	0.0	<b>-28.4</b>
time of instability?	<b>1.000</b>	0.990	0.984	1.000	0.518	-1.0	-1.6	0.0	<b>-48.2</b>
time of high pressure?	0.230	0.229	0.201	0.231	0.188	-0.1	-2.9	0.1	-4.2
time of unpredictability?	0.194	0.196	0.202	0.195	0.495	0.2	0.8	0.1	<b>30.1</b>
time of many worries?	0.099	0.100	0.121	0.098	<b>0.050</b>	0.1	2.2	-0.1	-4.9
<b>Other - Focused</b>									
time of settling down?	0.072	0.073	<b>0.039</b>	0.071	0.051	0.1	-3.3	-0.1	-2.1
time of responsibility for others?	<b>0.792</b>	0.793	0.573	0.792	0.467	0.1	<b>-21.9</b>	0.0	<b>-32.5</b>
time of commitments to others?	0.114	0.115	0.076	0.115	0.114	0.1	-3.8	0.1	0.0
<b>Self - Focused</b>									
time of personal freedom?	0.259	0.260	0.317	0.257	0.257	0.1	5.8	-0.2	-0.2
time of responsibility for yourself?	0.085	0.085	0.101	0.085	0.138	0.0	1.6	0.0	5.3
time of optimism?	<b>0.844</b>	0.849	0.784	0.843	0.837	0.5	-6.0	-0.1	-0.7
time of independence?	0.055	0.055	0.051	0.055	<b>0.033</b>	0.0	-0.4	0.0	-2.2
time of self-sufficiency?	0.386	0.385	0.443	0.385	0.674	-0.1	5.7	-0.1	<b>28.8</b>
time of focusing on yourself?	<.001	<.001	<.001	<.001	<.001	-	-	-	-
<b>Feeling "In-Between"</b>									
time of feeling an adult in some ways but not others?	0.439	0.440	0.716	0.440	0.821	0.1	<b>27.7</b>	0.1	<b>38.2</b>
time of gradually becoming adult?	0.056	0.057	0.058	0.055	0.096	0.1	0.2	-0.1	4.0
time of being not sure whether you have reached full adulthood?	0.702	0.698	0.656	0.702	0.674	-0.4	-4.6	0.0	-2.8

## 5.6 Standardized factor loading results

### 5.6.1 Standardized factor loading based on MoA sub-scale

Following a rotated component matrix on MoA, the study obtained results for standardized factor loading as portrayed in Table 7. Rational maturity sub-scale had only one item (*Develop greater consideration for others*) with high factor loading ( $\geq .70$ ) at 0.7. Role transitions had four items, namely: *employed full time* (0.72), *“be settled into long term career”* (0.71) *“have at least one child”* (0.79) and *“be married”* (0.77). Norm compliance had two items; *“avoid illegal drugs”* (0.70) and *“avoid becoming drunk”* (0.71). The final sub-scale (independence) loaded four factors on the scale of six. These included the following: *“make independent decisions”* at 0.79, *“be financially independent”* (0.70), *“accept responsibility for actions”* (0.80), and *capable of supporting parents financially”* (0.70).

### 5.6.2 Standardized factor loading based on IDEA sub-scale

The results for standardized factor loading based on IDEA items are given in Table 8. Identity exploration sub-scale had six items with high factor loading ( $\geq .70$ ), they included *“time of separating from parents”* (0.70), *“time of defining yourself”* (0.80), *“time of planning for the future”* (0.75), *“time of seeking a sense of meanings”* (0.82), *“time of deciding your own beliefs and values”* (0.76) and *“time of learning to think for yourself”* (0.70). Experimentation/Possibilities sub-scale had two items with high factor loading ( $\geq .70$ ); *“time of exploration”* (0.73) and *“time of experimentation”* (0.79). Negativity/Instability had three items on the scale of six, namely: *“time of feeling stressed out”* (0.71), *time of instability”* (0.75) and *“time of unpredictability”* (0.79). Other – Focused had two items, namely: *“time of personal freedom”* and *“time of self-sufficiency”* (0.78). The final sub-scale (Feeling "In-Between") had only one item with high factor loading thus *“time of feeling an adult in some ways but not others”* at 0.77.

**Table 7:** Standardized factor loading based on MoA sub-scale.

Item Name	Factor Loading
<b>Rational Maturity</b>	
be committed to long-term love relationship	0.53
establish equal relationship with parents	0.65
always have good control of emotions	0.57
develop greater consideration for others	0.69
<b>Role Transitions</b>	

be no longer living in parents' household	0.44
have finished with education	0.63
employed full time	0.72
be settled into a long-term career	0.71
have at least one child	0.79
be married	0.77
<b>Norm Compliance</b>	
avoid illegal drugs	0.70
avoid becoming drunk	0.71
avoid drunk driving	0.56
use contraception	0.58
<b>Independence</b>	
make independent decisions	0.79
be financially independent	0.67
capable of financially supporting a family	0.50
capable of caring for children	0.55
accept responsibility for actions	0.80
be capable of supporting parents financially	0.68

**Table 8:** Standardized factor loading based on IDEA sub-scale.

<b>Item Name</b>	<b>Factor Loading</b>
<b>Identity Exploration</b>	
time of finding out who you are	0.45
time of separating from parents	0.70
time of defining yourself	0.80
time of planning for the future	0.75
time of seeking a sense of meanings	0.82
time of deciding your own beliefs and values	0.76
time of learning to think for yourself	0.70
<b>Experimentation/Possibilities</b>	
time of many possibilities	0.66
time of exploration	0.73
time of experimentation	0.79
time of open choices	0.57
time of trying out new things	0.61
<b>Negativity/Instability</b>	
time of confusion	0.50
time of feeling restricted	0.55
time of feeling stressed out?	0.71

time of instability	0.75
time of high pressure	0.66
time of unpredictability	0.79
time of many worries	0.63
<b>Other – Focused</b>	
time of settling down	0.63
time of responsibility for others	0.74
time of commitments to others	0.65
<b>Self – Focused</b>	
time of personal freedom	0.79
time of responsibility for yourself	0.38
time of optimism	0.58
time of independence	0.65
time of self-sufficiency	0.78
time of focusing on yourself	0.65
<b>Feeling "In-Between"</b>	
time of feeling an adult in some ways but not others	0.77
time of gradually becoming adult	0.475
time of being not sure whether you have reached full adulthood	0.695

## 5.7 Exploratory factor analysis

Assessment was done on the MoA and IDEA factors to establish sub-scale reliability. The researcher conducted several PCAs to reveal possible differences that could occur among possible models. Five rotations were conducted on equamax, varimax, promax, quartimax and direct oblimin. EFA was conducted by a varimax rotation which revealed the highest total variance with the greatest reliable sub-scales.

According to Hair *et al.* (2006), “Exploratory factor analysis (EFA) is a suitable way to determine whether factor loading of questions on a particular instrument point to a relevant dimension and also assess and determine whether items loaded on more than one factor can be eliminated from the scale”. He reiterates that low factor loadings ( $\leq 0.4$ ) should be dropped together with all the associated items while those with higher factor loadings ( $\geq 0.5$ ) should be maintained for reasons of significance and relevance (Hair *et al.*, 2006). The study utilized principal component analysis on MoA and IDEA to test and establish alternative structures with YEDF to extract new clusters for the community under study. Sample size for EFA is a

major issue that has been studied by many authors without a definite minimum sample size. However, most studies indicate a range of 100 to 200 as a minimum sample size (Gorsuch, 1983; Kline, 1979; Guilford, 1954; Cattell, 1978; Comrey and Lee, 1992; MacCallum and Widaman, 1999). This means the sample size of 216 used in the current study is acceptable at least within the minimum range.

### 5.7.1 EFA results for MoA

Four distinct sub-scales (Table 9) were observed for the community under study, these corresponds with the four theoretical MoA sub-scales proposed by Arnett (1998). However, there is no perfect correspondence in items in each sub-scale as proposed by Arnett. The four groupings with eigenvalue  $>1$  (Figure 17) accounted for 58% of the total variance. In general, the results of the rotational matrix show the varied responses of the people of Gatanga in the way they interpret transitioning to adulthood.

The **first cluster** consisted of seven items; five from Arnett's (1998) theoretical proposal on Independence sub-scale, thus; "*make independent decisions*", "*be financially independent*", "*capable of financially supporting a family*", and "*capable of caring for children*". Two of these were in line with Arnett's theoretical proposal on Rational Maturity sub-scale, they included the following two items; "*establish equal relationship with parents*" and "*develop greater consideration for others*". In enhancing the theoretical framework embraced by the study, the researcher's general assessment of this cluster is that it is leaning towards Independence sub-scale. These items however show the thoughts and conceptions of the people of Gatanga, they would interpret the same to mean "Financial Stability sub-scale". "The socio-economic status and financial stability of emerging adults yields general security and helps the youth cope with adversity while frequent financial strains are a big stress (Acock and Kiecolt, 1989). Emerging adults may sometimes experience strains and struggles in the course of their lengthy, bleak and unpredictable perilous transition to adulthood, however, there is a ray of hope about how these financial struggles will impact their adult lives. Their optimism and determination to gain financial independence is uplifting to other young people (Arnett and Schwab, 2012).

The **second cluster** for the community under study had six items out of which three hailed from the Norm compliance sub-scale (Arnett, 1998). These were: "*avoid illegal drugs*", "*avoid*

*becoming drunk*”, and *“avoid drunk driving”*. The fourth and fifth items *“be committed to long term love relationship”* and *“always have good control of emotions”* were drawn from the Rational Maturity sub-scale. Only one item *“be capable of supporting parents financially”* was drawn from Arnett’s Independence sub-scale (1998). In enhancing the theoretical framework of the study, this cluster is leaning towards Norm Compliance sub-scale. However, the community under study may interpret this cluster to mean “Law Abiding sub-scale”. The first three items are interpreted to mean obedience to the law governing the state and the church which are two important institutions in Gatanga. *“Be committed to long term love relationship”*, *“always have good control of emotions”* and *“be capable of supporting parents financially”* tend to lean both ways in abiding to the state as well as religious rules and regulations.

The **third cluster** consisted of four items out of which three were drawn from Role Transitions sub-scale. These included the following: *“have finished with education”*, *“employed full time”* and *“be settled into a long-term career”*. Only one item *“use contraception”* was drawn from Arnett’s Norm Compliance sub-scale (1998). Spitz and South (1985) tested these factors and found that the women who attained tertiary education had preference for full-time employment while those who did not increased their preference for domestic work. As noted by Schoon and Schulenberg (2013), the outcomes of youth transitions to adulthood are highly depended on the availability of the relevant structures, opportunities and even setbacks but with the backing of funds. Arnett (2004) observed that even among the most advantaged emerging adults who attain high academic status, their extraordinarily high expectations for obtaining full-time employment are dashed through lost hopes and dreams and they are therefore forced to accept the difficult reality of compromising job rewards that don’t match up their academic achievements. It would also be wise to note that the different settings and experiences of emerging adults in seeking to achieve financial stability relevant to the first three items in this cluster are bound to yield varying participant responses.

This third cluster is leaning towards Role Transitions sub-scale. In considering the thoughts of the community under study, this cluster may be interpreted to mean Education and Career Development sub-scale. The community perceives education as an on-going program which may not be fully attained before transitioning to adulthood. In this context, markers of transitioning for young boys involve circumcision, familiarity with various herding tactics, farming of vast tracts of land, a variety of basic handicraft like building traditional houses and

a gradual transition to community defense and leadership roles (Arnot, 2012). This is the equivalent of finishing education and obtaining permanent employment to the community under study.

For the female gender, emerging adults are supposed to have attained menstruation period, ability to fend for themselves through domestic and farming activities (career development), ability to take care of young children and devise solutions for minor problems (*ibid*, 2012). This is a total contradiction of the expectations of *emerging adulthood* theory for life course transitioning of the young people of which *education* and *permanent employment* stand out strong. It's the researcher's belief that changing this attitude on the two observed markers may take time with proper intervention mechanisms in the community under study.

The researcher is positive of the thoughts of Lerner (2002) who observed that definitions of "stages" and "development" are relative. Different cultures and communities have different ways of maturing the young people without engaging them with lasting roles and responsibilities. Erikson (1980) points out that "Societies offer, as individuals require, a more or less sanctioned intermediary period between childhood and adulthood, *institutionalized moratoria*, during which a lasting pattern of *"inner identity"* is scheduled for relative completion". Changing people's attitudes take time. "*Employed full time*" and "*be settled into a long-term career*" are two fluid and apparently difficult variables to attain in considering participant responses. The youth in Gatanga sub-county seem not to consider the "*Use of contraception*" as a marker of transitioning to adulthood.

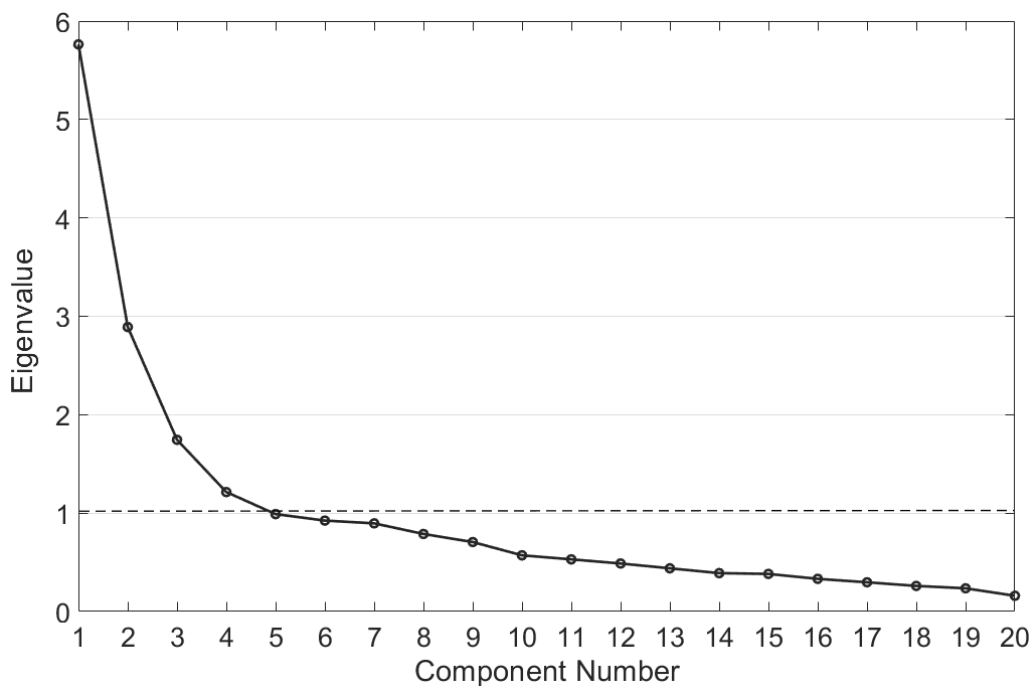
The **fourth cluster** consisted of three items. All these were drawn from the Role Transitions sub-scale. They included the following: "*be no longer living in parents' household*", "*have at least one child*" and "*be married*". Based on the presentation of these results, this cluster is leaning towards Role Transitions sub-scale. Based on the researcher's experience of the community under study, this grouping may be referred to as "Family Formation".

It should also be noted that at a general level, this sub-scale is not difficult for most emerging adults to attain. For example, upon the attainment of age 30, three quarters of Americans are already married out of which three quarters have witnessed the arrival of their first child. It is also true that at this point, most of these young people have obtained full-time employment, financial stability and have left their parental homes (Arnett, 2015; Goldscheider and

Goldscheider, 1999). Arnett’s study on emerging adulthood was tested in America, no wonder his findings show major similarities with the above and also easy attainment of life course transitions for the young people.

**Table 9:** Rotated component matrix for MoA.

MoA item	Components			
	1	2	3	4
accept responsibility for actions	0.796			
make independent decisions	0.793			
develop greater consideration for others	0.688			
be financially independent	0.672			
establish equal relationship with parents	0.650			
capable of caring for children	0.554			
capable of financially supporting a family	0.495			
avoid becoming drunk		0.712		
avoid illegal drugs		0.700		
be capable of supporting parents financially		0.684		
always have good control of emotions		0.574		
avoid drunk driving		0.561		
be committed to long-term love relationship		0.533		
employed full time			0.719	
be settled into a long term career			0.714	
have finished with education			0.627	
use contraception			0.582	
have at least one child				0.786
be married				0.765
be no longer living in parents’ household				0.442



**Figure 17:** Scree plot of eigenvalues for MoA items.

### 5.7.2 EFA results for IDEA

Nine distinct sub-scales (Table 10) were observed in assessment of IDEA variables for the community under study, these differs from the six theoretical IDEA sub-scales proposed by Arnett (2001). The nine groupings with eigenvalue >1 (Figure 18) accounted for 65% of the total variance. The **first cluster** consisted of eight items out of which five came from Arnett's (2001) theoretical framework on Identity Exploration sub-scale. These included "*time of defining yourself*", "*time of planning for the future*", "*time of seeking a sense of meanings*", "*time of deciding your own beliefs and values*" and "*time of learning to think for yourself*". "*Time of trying out new things*" was drawn from Experimentation/Possibilities sub-scale, "*time of focusing on yourself*" from self-Focused sub-scale while "*time of gradually becoming adult*" came from Feeling "In-Between" sub-scale. In considering the trend of results assumed by the items, this cluster tends to be leaning towards Identity Exploration sub-scale (Arnett, 1998). The researcher's frequent interaction with Gatanga community leads her to the understanding that the community under study would interpret this cluster as "Emerging Adulthood sub-scale". When young people begin to think and go through the above experiences, it is believed they are at the starting point of emerging to adulthood.

The **second cluster** in reference to this study had six items out of which three came from Other-Focused sub-scale. They include the following items: "*time of settling down*", "*time of responsibility for others*" and "*time of commitments to others*". "*Time of finding out who you are*" was drawn from Identity Exploration sub-scale, "*time of open choices*" drawn from Experimentation/Possibilities sub-scale, and "*time of responsibility for yourself*" from Self-Focused sub-scale. This grouping tends to be leaning towards the *Other-Focused* sub-scale (Arnett, 1998). However, the community under study would most likely interpret this grouping to mean Family Formation/Marriage sub-scale because the community under study would perceive all the above items as transitional pointers to marriage.

Emerging adulthood has been partly defined and labeled as the "*age of identity exploration*" (Arnett, 2007). Identity exploration in the words of Arnett (2015) is a period of exploration in love and work which involves defining yourself, planning for the future and learning to think for yourself. It correlates very well with "*time of finding out who you are*". Lerner (2002) declared that if the basic skills in life are not discovered and developed at the right time, the youth will be working their way through life to explore and develop these skills at a phase

when they should be moving on which basically implies that the rest of their development will be unfavorably altered and hampered in a big way.

The **third cluster** based on this research had five items which were all drawn from Negativity/Instability sub-scale. These are; *“time of confusion”*, *“time of feeling stressed out”*, *“time of instability”*, *“time of high pressure”* and *“time of many worries”*. The grouping has 71% compliance to the theoretical framework given that only two items were left out. It tends to be leaning towards Negativity/Instability sub-scale. However, the community under study would understand and interpret this grouping to mean “Youth Maturity Fever”. Basically, all items in this grouping are taken as measures and experiences meant to grow up the youth but with some pain to enhance stability in adulthood. In reference to emerging adulthood in a developed economy, Robbins and Wilner (2001) reiterates the same sentiments and experiences witnessed in American culture which has coined the term “quarter life crisis” to describe the alleged related difficulties, confusion, stress, worries and pressure experienced by the young people as they transition to adulthood. Arnett (2015) echoes similar sentiments but sees value and a future in this. He gladly declared: *“I think they also benefit from growing social cognitive maturity, which enables them to understand themselves and others better than they did as adolescents”* (Arnett (2007, p. 70)

The **fourth cluster** consisted of two items including *“time of experimentation”* drawn from Experimentation/Possibilities sub-scale and *“time of personal freedom”* drawn from Self-Focused sub-scale. “Emerging adulthood attributes this as a distinct period in transitioning characterized with vast opportunities of possibilities, freedom and exploration” (Arnett, 2000). However, the community under study would understand these two items to mean the “Test of Freedom”. The youths tend to experiment on so many things at this time. A few cases include drugs, polygamy, gangsterism, politics, education, leisure, and technology. It is interpreted as a transitional time to test the quality their freedom.

The **fifth cluster** consisted of two items in the following manner: *“time of feeling an adult in some ways but not others”* and *“time of being not sure whether you have reached full adulthood”*. The two items were drawn from Feeling "In-Between" sub-scale and are leaning towards the same sub-scale. This grouping may also be interpreted as a period of “Mummy’s Boy/Girl”. There is a common tendency with young people in the community under study to fail in fulfilling their social roles characteristic of emerging adults like marrying and separating

from parents (Mortimer *et al.*, 2005). They do marry, get children but continue to stay with parents (seek advice from mummy, cook at mummy's kitchen, eat with mummy, and do laundry work together with mummy). Research emphasizes the need for independence and separation of social roles as the "internal side" of transitioning to adulthood (Hartmann and Swartz, 2006; Benson and Furstenberg, 2006). Emerging adults have a responsibility to develop a good relationship with parents which should mature into a satisfactory fulfilment of social roles of adulthood and translate to a better adaptation to life circumstances (Beyers and Goossens, 2003). This involves the ability to "*make independent decisions*" "*accept responsibility for your actions*", "*be committed to long-term love relationship*" "*be no longer living in parents' household*" and in general "*be married*" (Arnett, 1998).

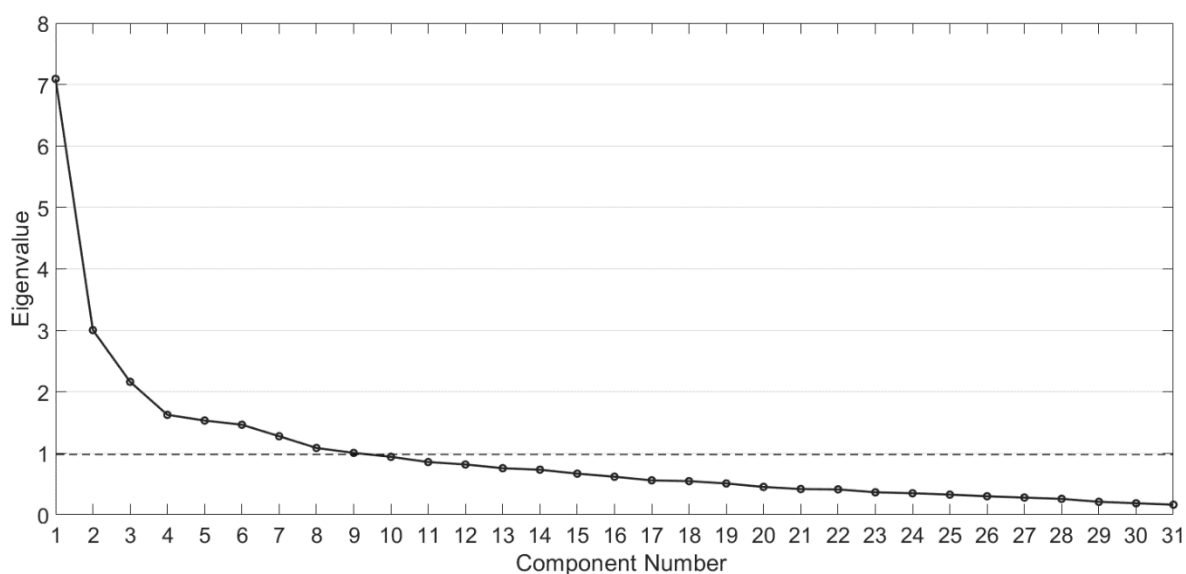
The **sixth cluster** had three items; two of these were drawn from Experimentation/Possibilities sub-scale. They include the following: "*time of exploration*", and "*time of many possibilities*". "*Time of optimism*" came from Self-Focused sub-scale. Research has indicated that emerging adults who finish tertiary education are more optimistic about the future than those who fail to attain this status (Reifman *et al.*, 2007; Seiter and Nelson, 2011). This categorization and grouping tend to be leaning towards Experimentation/Possibilities sub-scale. This may be interpreted by the community under study as "Mature Entry Stage". It emerges with a zeal and desire to explore into the world of marital intimacy and satisfaction, building more lasting and mature relationships (Berzonsky and Kuk, 2000), attempting businesses and other projects, securing loans like YEDF, building permanent houses, and advancing in education, just to mention a few. These activities tend to have a positive world outlook on the youth which is conducive for talent development thus a "*time of optimism*". This period may also yield negative results if not handled in the right way. "*Time of exploration*" often presents with negative characteristics which may include heavy drug addiction, and irresponsible sexual behavior and peaks at emerging adulthood period (Leftkowitz and Gillen, 2006; Bachman *et al.*, 1996).

The **seventh cluster** had only one item "*time of self-sufficiency*" drawn from the Self-Focused sub-scale (Arnett, 1998). The young people in the community under study may not identify with this grouping. This is because of the way life has shaped the youth to live under difficult circumstances with increasing spells of poverty and unemployment amid high and costly living standards. The youth and most especially those single parenting experience very high poverty levels which manifest as a major risk factor in life (Mejer, 2000, Smeeding *et al.*, 1999). Many

youths in Gatanga sub-county attain foundation education (primary and high school education) up to tertiary level (college, youth polytechnic, and university). However, they are not able to secure well-paying jobs due to lack of commensurate employment opportunities. As described in the descriptive data, research findings for the study reveal that about 80% youth had this kind of education and training with related jobs (domestic workers, casual laborers, watchman, touts, coffee pickers, street vendors, bicycle repairers, “*boda boda*”, toilet digging, grounds men, hustler, touts, taxi drivers, and others). The study findings also revealed that 65% of the youth earn annual income of less than \$1,000 which is not sufficient to meet their needs. Arnett (2004) clearly points out that differences in the socio-economic status of emerging adults alongside their circumstances and environment of upbringing will go to greater heights to determine the level at which transitioning may be experienced especially in weighty factors like finances, independence and self-sufficiency (Arnett, 2004). In general, most young people in Gatanga sub-county may not identify with the term, “*time of self-sufficiency*”. It presents as a pointer to painful youth experiences in life without solutions.

The ***eighth cluster*** consisted of two items “*time of unpredictability*”, and “*time of feeling restricted*” from Negativity/Instability sub-scale. The community categorizes this grouping as a period associated with the young people who feel they have attained the marital age but are restricted for one reason or another. It may be referred to as “Tarmac/Hustler Period” by the community under study. It involves the youth who “have finished with education” but can’t be “employed full time” and “be financially independent” (Arnett, 1998). These young people may not “*be committed to long-term love relationship*” because they are not “*capable of financially supporting a family*” (*ibid*, 1998). Others may be pushed by circumstances to put aside needful explorations and look out for a quick solution to help them (Arnett, 2000). It is a “*time of unpredictability*”, and a “*time of feeling restricted*”. A “Tarmac/Hustler Period” for the emerging youth.

The **ninth and final cluster** according to this study had only one item “*time of separating from parents*” drawn from Identity Exploration sub-scale. This item is very important for the emerging youth in Gatanga. “*Leaving the parental home/house*” is customarily done in stages from late teenage. A boy would leave the parents’ house and put up a small semi-permanent house in the same compound with parents. He would however continue total dependence on parents until he marries and establishes his own house.



**Figure 18:** Scree plot of eigenvalues for IDEA items.

**Table 10:** Rotated component matrix for IDEA.

IDEA items	Components								
	1	2	3	4	5	6	7	8	9
time of seeking a sense of meanings	0.820								
time of defining yourself	0.798								
time of deciding your own beliefs and values	0.763								
time of planning for the future	0.749								
time of learning to think for yourself	0.701								
time of focusing on yourself	0.653								
time of trying out new things	0.612								
time of gradually becoming adult	0.475								
time of responsibility for others		0.735							
time of independence		0.654							
time of commitments to others		0.649							
time of settling down		0.627							
time of open choices		0.572							
time of finding out who you are		0.453							
time of responsibility for yourself		0.382							
time of instability			0.747						
time of feeling stressed out?			0.710						
time of high pressure			0.658						
time of many worries			0.625						

time of confusion			0.504						
time of experimentation				0.792					
time of personal freedom				0.792					
time of feeling an adult in some ways but not others					0.770				
time of being not sure whether you have reached full adulthood					0.695				
time of exploration						0.732			
time of many possibilities						0.663			
time of optimism						0.584			
time of self-sufficiency							0.783		
time of unpredictability								0.785	
time of feeling restricted								0.546	
time of separating from parents									0.695

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 6.1 Summary

In this chapter, I present the results obtained in the study in relation to the main objectives and point out important implications. I also relate the results to the study's conceptual theoretical framework (Arnett, 2001) to serve as a guideline in the assessment of similarities and differences. I finally focus on the main research questions and establish whether the study addressed the key questions and hypotheses.

The study examined the *impact of Youth Enterprise Development Fund (YEDF) on the Transition of Youth to Adulthood in Gatanga sub-county (Kenya)*. Specifically, the study investigated the role of YEDF in the tertiary educational aspect of the youths funded by YEDF, the contribution of YEDF in home/house establishment by the youths funded by YEDF, the role of YEDF in establishing career and social network of the youths funded by YEDF, and finally the role of YEDF in establishing a family by the youths funded by YEDF and non-funded youths. The results partly confirm and partly reject the theoretical framework applied in this study.

#### 6.1.1 Summary of endorsement for MoA

Results of the markers of adulthood (MoA) items received fair endorsement by both the funded and the non-funded participants (above 30% for all sub-scales). Rational maturity and independence sub-scales received outstanding support by both the funded and the non-funded participants with general endorsement level of 60% and above. Minimal differences in participant responses were observed in *“role transitions”* at 33% for the funded and 35% for the non-funded participants. *“Norm compliance”* had 42% funded and 39% non-funded.

A closer look at *“role transitions”* sub-scale shows low endorsement by both the funded and non-funded participants indicating a rejection of several items on the specific sub-scale thus the mean rate of 2 (*somehow disagree*). In considering the following variables; *“be no longer living in parents household”* (54% funded, 65% non-funded), *“have finished with education”* (31% funded, 26% non-funded), *“employed full time”* (24% funded, 32% non-funded), *“be settled into a long-term career”* (32% funded, 34% non-funded), *“have at least one child”* (28%

funded, 24% non-funded)” and “*be married*” (27% funded, 26% non-funded), the community’s approach to youth transitioning is different.

The community under study does not perceive transitions in terms of these milestones of adulthood. In this community, role transition items are lowly rated. Although, this sub-scale is highly rated by existing research, it does not seem to influence transitions in this community. Could it be that the introduction of “*important*” markers of transitioning like “*education*” and “*full-time employment*” are strange, complicated and poses as a threat to the existing and acceptable mode of transitioning of this community? Although formal schooling is very important as a marker of transitioning of the young people, careful assessment ought to be done before. There is the possibility that transitioning happens naturally apart from the recognition of these variables. Arnett is criticized for arguing that finishing education marks the beginning of a developmental stage which in essence is a weak qualifier and premise. Research has established that majority young people fail to finish education for many reasons but also these percentages are higher among those from less affluent backgrounds, a factor compounded among certain ethnic groups especially in developing countries (Côté, 2014). The other interpretation of this could be explained by the fact that some people view transitions as processes which take place throughout life and are a part of development without “*final destination*” (Arnett, 1998). A dedicated study may be useful in establishing if this is the case or rather what other factors this community values above the documented milestones of development.

However, the *independence* sub-scale received high endorsement by both groups of participants with high mean sub-scale scores of 63% for the funded and 73% for the non-funded. In fact, this category was highly endorsed by the non-funded indicating major differences in the way the two groups perceived the independence sub-scale. All items apart from “*be capable of supporting parents financially*” were highly endorsed by overwhelming majority of 83% of the non-funded participants. Ranking especially high by both groups of participants were the following items: “*make independent decisions*”, “*be financially independent*”, “*capable of financially supporting a family*”, “*capable of caring for children*”, and “*accept responsibility for his/her actions*”. The high rating of this sub-scale by the non-funded participants indicates that funding plays a role in facilitating youth transitions.

Based on these results, the community under study values independence as an important marker of transitioning to adulthood. This is in line with the theoretical framework of the study. Arnett (2000) established that the top three widely endorsed items on individualistic character qualities are “*accept responsibility for his/her actions*”, “*make independent decisions*”, and “*be financially independent*”. He further reiterates that the fulfilment of these variables by emerging adults is a pointer to gradually becoming self-sufficient.

### **6.1.2 Summary of endorsement for IDEA**

The results of frequencies of the idea sub-scales received fair ranking with support across the funded and the non-funded participants. All IDEA sub-scales were highly endorsed ( $\geq 50\%$ ) by both funded and non-funded participants except *Negativity/Instability* sub-scale with endorsement rate of 39% for both funded and non-funded. Further, there were some differences in the responses of funded and non-funded participants in all IDEA sub-scales except *Negativity/Instability*. This means that funding does not play a role in the perception of *Negativity/Instability* sub-scale by the participants. It is therefore possible to argue that the participants’ response to the *Negativity/Instability* sub-scale was more influenced by cultural orientation than funding levels.

*Negativity/Instability* sub-scale consists of the following items: “*time of finding out who you are*”, “*time of separating from parents*”, “*time of defining yourself*”, “*time of planning for the future*”, “*time of seeking a sense of meanings*”, “*time of deciding your own beliefs and values*” and “*time of learning to think for yourself*”. The community under study seems to embrace a culture which is least characterized by these items and thus their interpretation of emerging adulthood is least based on the fulfilment of the same. There is the possibility that these variables designed and tested in a far land seem to pose as a major threat to the community’s shared and acceptable culture of the young people. The outright response is a rejection of the entire sub-scale as not applicable to the community under study. This is consistent with the observation made by Arnett (2000) that emerging adulthood should best be understood, explained, and interpreted in terms of cultural characteristics rather than countries.

### 6.1.3 Summary of ANOVA and ANCOVA test results for MoA

The results for ANOVA and ANCOVA on MoA were conducted using *F*- test to reveal the effect of MoA items in relation to YEDF. A one-way analysis of variance (ANOVA) test was done and revealed significant differences at  $p \leq 0.05$  in only one item “*capable of financially supporting a family*” under Independence sub-scale. Further findings also established that “*develop greater consideration for others*” under Rational Maturity sub-scale had least differences ( $p=0.881$ ) in participants’ responses. Furthermore, endorsement of “*be capable of financially supporting a family*” as a marker of adulthood is higher in non-funded youth (69%) than funded youth (44%), indicating better transition perceptions on this item by non-funded youth than the funded youth. This could also be for reason that the non-funded youth see a greater need for funding to support transition. Research has shown that financial independence is an important marker of transitioning yet if this status is not attained by emerging adults, it frequently shifts the burden to government funding scheme (Furstenberg *et al.*, 2003).

This observation is derived from the theoretical grounding of emerging adulthood which identifies “*financial independence*” as a significant feature in the youth transition to adulthood (Arnett, 2004). A study by Wright (2023) also established that in the current age emerging adults lay emphasis on career and financial independence more than the other markers of adulthood.

The ANCOVA test results were conducted with education, marriage, level of economic development and personal income as correlates to YEDF to determine their effect on the perceptions of the participants. Only *marriage* and *personal income* showed significant impact on “*avoid illegal drugs*” when used as covariates to YEDF. Further, marriage showed significant impact on “*accept responsibility for actions*” when used as a covariate to YEDF. In addition, small impacts on the differences in participants’ perception were also observed in three factors when personal income was used as a correlate with YEDF as indicated by reduced *p*-values; “*avoid becoming drunk*” (-46%), “*be capable of supporting parents financially*” (-41%) and “*be no longer living in parents’ household*” (-27%). It has been established that a people’s culture can define and interpret capacities for emerging adulthood with respect to the available resources (Arnett, 1998, Gilmore, 1990). Similar impacts were observed on two factors when marriage was used as a correlate with YEDF as indicated by reduced *p*-values;

*“be capable of supporting parents financially”* (-24%) and *“be no longer living in parents’ household”* (-23%).

Contraception use registered minimum differences between the funded and non-funded participants. This may be for reasons of poor sensitization and accessibility to the needful information regarding birth control methods and contraceptive use (Isen and Stevenson, 2010). A dedicated study could be useful to establish the reasons behind these responses.

#### **6.1.4 Summary of ANOVA and ANCOVA test results for IDEA**

The results for ANOVA and ANCOVA on IDEA were conducted using *F*-test to establish the significance of IDEA items in relation to YEDF and the impact on the transition to adulthood. A one-way analysis of variance (ANOVA) test was conducted to detect emerging differences in participant responses at  $p \leq 0.05$ . Significant differences were observed in six IDEA items, namely: three items in Identity Exploration *“time of deciding your own beliefs and values”*, *“time of learning to think for yourself”* and *“time of seeking a sense of meanings”*; two items in Experimentation/Possibilities *“time of open choices”* and *“time of trying out new things”* and one item in Self-Focused *“time of focusing on yourself”*. However, insignificant differences ( $0.05 < p < 0.1$ ) were observed in five other items namely; *“time of many worries”* under Negativity/Instability sub-scale, *“time of settling down”* under Other - Focused sub-scale, *“time of responsibility for yourself”* and *“time of independence”* under Self-Focused sub-scale and finally *“time of gradually becoming adult”* under Feeling "In-Between" sub-scale. It is also noted that in general endorsement levels for these items are higher in the non-funded than the funded youth. This indicates positive perception of the non-funded youth than the funded. Some varying levels of differences were also observed in other factors except *time of instability* Under Negativity/Instability sub-scale at  $p=1$ .

ANCOVA test was conducted with education, marriage, level of economic development and personal income as correlates to determine their effect alongside YEDF funding. The results of this test show that only marriage and personal income showed significant impacts. Significant differences between funded and non-funded youths were observed in the ANCOVA results when personal income and marriage were used as covariates and YEDF as a fixed factor. The significant differences were observed in two items when personal income was used as a covariate: *“time of many worries”* and *“time of independence”*. On the other hand, significant

differences were observed in one item when marriage was used as a covariate: “*time of settling down*”. Many times these factors present as instability but peaks in mid- twenties for reasons of the young people desiring to separate from parents (Arnett, 2000).

In addition, a high reduction in *p*-values (indicating an increase in the difference between the funded and non-funded youth) were observed when marriage was used as a correlate with YEDF at -22% for “*time of responsibility for others*”. Similarly, a high reduction in *p*-values were observed in four items when personal income was used as a correlate with YEDF. These included: “*time of instability*” at -48%, “*time of responsibility for others*” (-33%), “*time of feeling stressed out*” (-28%) and “*time of feeling restricted*” (-26%).

### **6.1.5 Summary of standardized factor loading based on MoA sub-scale**

The results for standardized factor loading show that both *Role transitions* and *independence* sub-scales had most items with high factor loading ( $\geq .70$ ). These items included the following: “*employed full time*” (0.72), “*be settled into long term career*” (0.71) “*have at least one child*” (0.79) and “*be married*” (0.77 for Role transitions and “*make independent decisions*” (0.79), “*accept responsibility for actions*” (0.8), “*be financially independent*” (0.67) and “*be capable of supporting parents financially*” (0.68) for independence sub-scale.

These results agree with the findings of Featherman and Sørensen (1982) who established that the socio-economic status of any individual is linked to the “*socio-economic life cycle*” which shows the relationship between *family background, finishing school, getting full time employment, leaving the parental home, and establishing a family*. Consistent with Featherman and Sørensen, Arnett (2001) identified full time employment as a key indicator to active transitioning to adulthood and a major achievement that facilitates related transitions like finishing education, leaving the parental home, establishing a family, and getting the first baby.

These results point to the way of life of the people of Gatanga in perceiving youth transitions. Transitions through education, leaving the parental home, marriage and the arrival of the first baby come with the urgent need for money. Responsibilities such as those of “*caring for children*”, “*capable of financially supporting a family*” and “*leaving the parental home*” are all depended on “*financially independent*” of emerging adults and thus one’s personal income (YEDF) effectively comes into play. Reifmann *et al.* (2007) observed that youth life transitions present with myriad markers to adulthood whose one basic requirement is financial ability.

These results show that the young people in Gatanga community value *role transitions* and *independence*. The attached variables on the relevant sub-scales show items traditionally associated to signifying adulthood (Arnett, 1997) which are all linked to the socio-economic status of emerging adults. Arnett (2004) declared that differences in the socio-economic status are a determining factor of the extent to which the youth may experience transitions. One needs to take time to transition through the above responsibilities. Arnett (2007, p 70) further declares

*that “some aspects of the theory of emerging adulthood are likely to be modified with further research, and the main features of emerging adulthood will no doubt vary among cultures. There are certainly psychosocial differences among emerging adults related to socioeconomic status and ethnic group, and cross national differences have only begun to be explored.”*

He also decrees that experiences in life course transitions of the young people are likely to vary depending on the culture and socio-economic aspects surrounding them which can be best illustrated as one platform with distinctive demographic characteristics (Arnett, 2004)

#### **6.1.6 Summary of standardized factor loading based on IDEA sub-scale**

The results for standardized factor loading based on IDEA items show that Identity exploration sub-scale had the outstanding items with high factor loading ( $\geq .70$ ). They include the following: “*time of separating from parents*” (0.70), “*time of defining yourself*” (0.80), “*time of planning for the future*” (0.75), “*time of seeking a sense of meanings*” (0.82), “*time of deciding your own beliefs and values*” (0.76) and “*time of learning to think for yourself*” (0.70). These factors are a means to the desired end of attaining roles and marital responsibilities in adulthood (Aronson, 2008). They are weighty values which call for drastic lengthy measures by the young people to attain maturity. Many cultures have developed *institutionalized moratoria* as an intermediary period to delay the youth from adult roles until they have fully developed to assume these responsibilities (Erikson, 1980).

It has also been established that *institutionalized moratoria* in identity exploration serves to strengthen ego capacities in the social settings of enhanced problems and difficulties but at the same time defining self maturity (Arnett, 2005). Existing current research has shown that if the above factors are well developed, personal maturity of the young people will not be adversely affected by presenting life situations and circumstances like delayed marriage, divorce, single

parenthood, or unemployment (Bleidorn *et al.*, 2022). The community under study have a positive outlook on the above variables but do not have the capacity to achieve them for example “*time of separating from parents*” and “*time of planning for the future*”. These two items require financial independence to achieve but many youths in Gatanga are not stable on this factor. It therefore forces them to experiment with a variety of roles and responsibilities amid frequent challenges and difficult situations to gain confidence of entry into adulthood (Reifman *et al.*, 2007).

The transitional ages (18-35) are equally marked with major upheavals in the lives of emerging adults which include poverty, unemployment, discontinuation from tertiary education, engagement in community wars and target for drug addiction and criminality which all have a high probability to impact the youth in negative ways (Llyoid, 2005).

#### **6.1.7 Summary of EFA for MoA**

Four distinct sub-scales were observed for the community under study. These corresponds with the four theoretical MoA sub-scales proposed by Arnett (1998) but there is no perfect correspondence in items in each sub-scale as proposed by Arnett. The four groupings with eigenvalue >1 accounted for 58% of the total variance.

The top categorization consisted of the following items: “*accept responsibility for actions*”, “*make independent decisions*”, “*develop greater consideration for others*” “*be financially independent*”, “*establish equal relationship with parents*”, “*capable of caring for children*” and “*capable of financially supporting a family*”.

In his theoretical review, Arnett (2001) declared that the young people who will successfully transition to adulthood will have to embrace and go through these facets of adulthood to possibly adjust accordingly. All these factors point to youth transitions through marriage which is greatly upheld by the community under study. Yet the young people still experience delays because of lack of financial support. Internalization of the community’s value system and embracing/participating in the laid down norms posits good adjustment to safely transition through marriage.

On the other hand, the results of this sub-scale categorization are a pointer to negative youth attributes and life orientation that could lead to total failure during transition. Research is indicative of emergence of risk behaviors that could emerge because of failure on the part of

the young people to secure financial independence and be able to care and support their families (Arnett, 2004). These could include anti-social gangs in the community, burglary, denial of responsibility for actions done and the general irresponsibility portrayed in multiple marital relations. This picture is typical of the community under study.

### **6.1.8 Summary of EFA results for IDEA**

The EFA results for IDEA show nine distinct sub-scales for the community under study. These differ from the six theoretical justifications of the IDEA sub-scales proposed by Arnett (2001). They include the following items: “*time of seeking a sense of meanings*”, “*time of defining yourself*”, “*time of deciding your own beliefs and values*”, “*time of planning for the future*”, “*time of learning to think for yourself*”, “*time of focusing on yourself*”, “*time of trying out new things*” and “*time of gradually becoming adult*”. Further, there is no perfect correspondence in items in each sub-scale as proposed by Arnett. For instance, the top categorization is close to identity exploration as defined by Arnett. However, the community under study considers eight items as part of identity exploratory sub-scale while Arnett’s grouping has seven.

The community under study does not consider “*time of finding out who you are*” and “*time of separating from parents*” to be part of identity exploration sub-scale, instead the community considers “*time of focusing on yourself*”, “*time of trying out new things*” and “*time of gradually becoming adult*” to be part of identity exploration. These three items do not fall in the identity exploration sub-scale as proposed by Arnett. Further study may be required to understand these deviations from established theory of youth transitions to adulthood.

## **6.2 Conclusions**

The MoA items received fair support with endorsement of both the funded and non-funded participants rating above 30%. The highest rated sub-scales were Rational Maturity and Independence. The mean ratings for the two sub-scales by both the funded and non-funded participants were above 60% which is significant. IDEA factors equally received fair support by participants. Identity exploration, Experimental/possibilities, other-Focused and self-Focused were the four sub-scales that received high-ranking endorsement. The results for ANOVA and ANCOVA on MoA were conducted using *F*-test to reveal the effect of MoA items in relation to YEDF. A one-way analysis of variance (ANOVA) test was done and revealed significant differences at  $p \leq 0.05$  in only one MoA item “*capable of financially*

*supporting a family*” under Independence sub-scale. On the other hand, one-way analysis of variance (ANOVA) test revealed significant differences at  $p \leq 0.05$  in six IDEA items, namely: three items under Identity Exploration sub-scale “*time of deciding your own beliefs and values*”, “*time of learning to think for yourself*” and “*time of seeking a sense of meanings*”; two items under Experimentation/Possibilities sub-scale “*time of open choices*” and “*time of trying out new things*”; and one item under Self -Focused “*time of focusing on yourself*”.

The ANCOVA test results on MoA items with education, marriage, level of economic development and personal income as correlates to YEDF established that only marriage and personal income have significant impact on “*avoid illegal drugs*”. In addition, marriage had significant impact on “*accept responsibility for actions*”. On the other hand, ANCOVA test results on IDEA items with education, marriage, level of economic development and personal income as correlates to YEDF established that personal income had a significant impact on “*time of many worries*” and “*time of independence*” while marriage had significant impact on “*time of settling down*”.

The striking similarity in participants’ endorsement was observed in application to both MoA and IDEA items. The community in Gatanga sub-county seems to consider marriage as a very important step in transitioning to adulthood. These results are consistent with the community’s thinking alongside family capacities and values as criteria for the youths to become adults. One may not be considered to have transitioned just by virtue of education, high personal income and hailing from a high economic zone. The community upholds the act of marriage, hence the perception and conceptualization of marriage by the community under study leads them to the general belief and acceptance that this rite of passage is very important. The paradigm of marriage (Willoughby et. al., 2013) stands in support of their thinking in perceiving the right perspective of marriage properly engraved in their value system and avoiding lifestyles that are bound to destroy their hopes of getting a good marriage. Existing research show that marriage is equally valued in developing countries and is common among the lower class in Italy and high class in the U.S (Sironi, 2013).

The study’s findings in chapters 4 and 5 confirm the second, third and fourth hypotheses and are in support of the theoretical framework which lay emphasis on financial independence, marriage, and family establishment at transition (Arnett, 2000). These hypotheses are restated here as follows:

*H<sub>2</sub> Participating in the YEDF programme has a positive impact on the home establishment of the youth, which in turn has a positive impact on their transition to adulthood.*

*H<sub>3</sub> Participating in the YEDF programme has a positive impact on the career establishment of the youth, which in turn has a positive impact on their transition to adulthood.*

*H<sub>4</sub> Participating in the YEDF programme has a positive impact on family establishment of the youth, which in turn has a positive impact on their transition to adulthood.*

Research also shows that consent to marriage and family life are valuable and very important in the young people's lives (Barth *et al.*, 2009; Hall, 2012). Arnett (2000) was keen to observe that marriage and parenthood tend to experience delays in the lives of the young people until a few other important goals have been achieved. These may include schooling, networking, and full time/part time employment. Low personal income on the other hand presents as a challenge to the youth which quite often yields poverty and makes it very difficult for the young people to separate from parents (Smeeding *et al.*, 1999). The pointer here is on financial backing/personal income which in some way eases the journey to adulthood through marriage.

The first hypothesis was not confirmed by the study. The study sort to establish that “*participating in the YEDF programme has a positive impact on the educational attainment of the youth, which in turn has a positive impact on their transition to adulthood*”. The ANCOVA test was conducted with education as a correlate to YEDF to determine the percentage effect on the perceptions of the participants (Table 4). The results show no significant impacts on both MoA and IDEA items. The statistical findings indicate that both the funded and non-funded youth were likely to transition without the backing of education. They therefore registered relatively low support for the item on education.

The theoretical presentation of Arnett (2000, 2004) on the contradictory phenomenon under investigation in the community under study does not emphasize a very firm stand for the place of tertiary education as a must for one to emerge into adulthood but visualizes this as a growth process for all young people irrespective of education or the socio-economic stand (Arnett and Tanner, 2011). Research by Csikszentmihalyi and Schnerider (2000) show that whereas it is the desire of most emerging adults to attain tertiary education, the reality on the ground is that in respect to gender, cultural and socio-economic specifications, very few youths finish education. It may also be important to note that fulfilling all the markers of transitioning may

be difficult for the young people, it thus follows that they resort to concentrate on the few that could be achieved without strain. It has been established that financial problems and setbacks tend to strengthen the youth in such a way that they become tolerant and ready to transition to the next level despite the wanting situations (Pittman, 1991). Today's education requires heavy investment in terms of money, time, and patience to achieve, however it continues to yield many unemployed youths and very few on full-time employment. Whereas the growing body of research may seek to applaud this specific marker in consideration of what it has successfully done in the lives of those who pursue it, emerging adults delight more on their personal experiences to make judgment (Arnett, 2002).

The research findings of the study on education are strange considering existing literature in support of the key role education plays in life and transitioning through the important life courses. Pavis *et al.* (2000) emphasize that job placement alone is inefficient for proper job placement if not backed up with quality education that can ensure good pay to match the job. It has also been established by key researchers that the aspect of funding is a very important intervening factor in educational achievements and the general success (Hampden-Thompson, 2013; Lopoo and DeLeire, 2014). This research has established that most of the community under study are from the low social economic status which presents with insufficient funds (see job categorization on the descriptive analysis above). It is therefore safe to assume that these people have rejected education because of their inability to sufficiently fund this life course. Sironi (2013) established that a high social economic status in the family will easily push emerging adults through the needful life courses of education, marriage, and employment.

Arnett (2004) also declares that tertiary education presents as a brief safe-haven and social island good for emerging adults to navigate into the realms of love, work, and world views while all other factors are kept constant. However, the research of Hendry and Kloep (2010) is kind of positive about the positions of those who fail to finish education but find stability in the realms of love and work. Some recent studies have shown that the youth are spending more time in education which delays their timely graduation into the next phase of life (OECD, 2019; Yoon, 2023; Cheng *et al.*, 2022; Stone, 2019). A good number of emerging adults in the community under study did not attain tertiary educational status (Table 15) but are safely settled in marriage and employed (for example domestic workers, touts, grounds men, cooks, vegetable vendors and salon businesses). This is a good indication of the varying ways in which

societies understand, explore and construct relevant conceptualizations of the markers deemed important in attaining adulthood.

The fact that education was not rated highly as is expected in the western societies, should not be interpreted to mean that the youths in Gatanga sub-county do not understand the value of education in transitioning to adulthood. Instead, it should be understood, that the society under study (from which the samples were drawn) does not consider formal education as a marker of transitioning to adulthood. It is generally understood in this society that transition to adulthood occurs naturally as a physical, biological, emotional, and psychological growth process. Education is taken as a facilitator but not a main marker of adulthood. A notable exception and explanation are revealed by Arnett (1997) who observed that “the key pointers of transitioning sometimes fail to measure up to the conceptions of achieving adulthood and may be ranked least in importance”. Other supportive literature applauds and rates personal qualities and character above the markers of transitioning as an acceptable criterion to emerge into adulthood (Arnett, 1998; Greene *et al.*, 1992; Scheer *et al.*, 1994). Arnett (2006, p 71) further points out the important prospect of engaging new fields in relevance to emerging adulthood and examining the forms it takes in different countries and cultures worldwide. Gatanga community is one such case that takes a completely different approach in their rejection of education as an important factor/variable in transitioning to adulthood. A closer look at emerging adulthood theory shows that in the context of research, by age 30, three quarters of the participants who were basically Americans were already married. Out of this group, three quarters had at least one child with a stable job with financial independence (Arnett, 2004; Goldscheider and Goldscheider, 1999).

These findings are consistent with Elder (1998), who majoring on the life course perspective declared that development is affected differently basing on the specifications of timing for the occurrence of the actual event in emerging adults. To criticize the emerging adulthood theory, Bynner (2005) questioned whether the time period fully captures the experiences of the young people restrained by the demands of finishing education and the socio-economic status. These tend to quickly transition into adulthood through marriage as the community’s valued and acceptable way of interpreting attainment of adult status (Furstenberg, 2008). The findings from this research confirm that the community under study is one such group in considering their experiences with government fund YEDF.

Further findings by the study reveal a clear pattern observed in the indifference in transitions between the funded and non-funded in reference to the *level of economic zone*. The hardships and challenges faced by young people in transitioning seem to have some common ground in reference to the community under study and globally. Young people living in poverty in high-income countries experience very similar risks to those encountered by young people in low- and middle-income countries (Wachs and Rahmann, 2013).

The community under study (Gatanga) has three clear cut income regions which were assessed to confirm/reject the proposed hypothesis. The researcher of the study used personal income to measure the level of economic zone. Although this study shows that economic zone does not have influence on youth transitions, investigating the role of economic zone is still very tricky in the African context. One reason is because of the available literature which shows that variations in the level of economic zone play a role in youth transitioning, the subject is still not clear in relation to the study area. Arnett (2000) points out that the youth in rural settings of developing countries have less opportunities and exposure. They acquire average education, marry early, and settle for low quality jobs. With respect to the study area, the researcher learned that most of the youths (81%) had attained middle college education and below across the three zones. Only 31% of the participants had at least high school education and yet only 24% had annual income of \$500-1000 (Tables 12 and 15 in appendix A). Consistent with Arnett's findings, Jonsson and Gahler (1997) were keen to explain the differences in youth transitions as being related to the level of economic stand and the deteriorating social mobility standards. Regional and geographical positioning and characteristics alongside cultural variations have also been identified by research to influence and explain variations in transitions into adulthood (Jokela *et al.*, 2015). This study upholds the needful call by (Arnett, 2016) for more research to be conducted which investigate youth transitions across different geographical and cultural set-ups that may explain possible variations in the socio-economic status. Perhaps it may be deemed necessary to note that rural verses urban characteristics may influence youth transitions in emerging adulthood (Arnett, 2004).

In view of these research findings and the notable researcher's experience having worked in the study area for over 12 years, the level of economic development per se does not explain transitions in emerging adults. There are very high-income variations in low, medium, and high economic zones. It is not uncommon to find high income earners in low-income zones and low-income earners in high economic zones. A dedicated study may be necessary to explain these

emerging issues. Very few studies have been done in Kenya in relation to the above issue. It is also the recommendation of the researcher that the governments' youth policy makers should take up the challenge in carefully examining the results of this research to create a balance in funding the youth in Gatanga sub-county.

### **6.3 Limitations of the study**

Although the research accomplished the objectives, there were some limitations with respect to research method, data quantity, research theory and research tool. Regarding research method, the study adopted a quantitative research method which was limited in probing responses of the participants. However, the results obtained through the quantitative research method provide a good starting point for further investigations through a qualitative research method. This means that the researcher could not probe the responses of the participants to understand their specific circumstances.

Regarding data quantity, the researcher of the study collected data at a bare minimum (108 funded and 108 non-funded) due to the COVID-19 pandemic and related restrictions at the time of data collection. A number of studies indicate a range of 100 to 200 as a minimum sample size (Gorsuch, 1983; Kline, 1979; Guilford, 1954; Cattell, 1978; Comrey and Lee, 1992; MacCallum and Widaman, 1999). As expected a larger data sample would provide more statistically conclusive results, but this does not mean the current results are inadequate.

On research theory, the study adopted an authentic *emerging adulthood* theory whose origin and testing was done in a Western industrialised country. However, the results indicate that there are disparities between developed and developing countries which also represent diverse cultures. More representative results would be obtained if the theory can be refined to reflect diverse cultures in the developing countries. Such a revision would require a dedicated research in the developing countries which is beyond the scope of the current study.

Regarding research tool, some of the concepts, terms or phrases used in the measuring tool of MoA and IDEA did not resonate with the community under study. For example, the community's interpretation of *leaving parental home* is totally in contrast with the Western interpretation and understanding of the same. Some of the *emerging adults* in the community under study marry and stay with their wives in the parental homestead, even if they have separate houses. Thus the issue of having transitioned by the mere fact that they left the parental home does not arise or feature anywhere in their life. This highlights the need to incorporate

concepts, terms or phrases in the measuring tools (MoA and IDEA) that are easy to understand by local communities in the developing countries.

#### **6.4 Research challenges**

The researcher of this study experienced a couple of challenges during the study period. The first challenge was in relation to COVID-19 pandemic and related restrictions at the time of data collection in 2021. This disease crippled the research process in terms of movement, socialization, speech, and access to the needful information the researcher would have loved to have a feel of at community level. It was very difficult to plan visits and confirm appointments with the participants because of frequency of cessations in movements at the regions bordering Nairobi of which Gatanga is one. Quarantine was the order of the day and even the researcher was not exempted from this having travelled from South Africa to Kenya, with major spikes in COVID-19 cases. The researcher had to abort several meetings and reschedule others for this reason.

The second challenge was related to the language of communication. Given that the researcher is not a native of Gatanga sub-county and therefore she is limited in understanding the ethnic language (Kikuyu). It was very difficult to get firsthand information by just relying on research assistants for interpretation, especially in a few cases where the respondents were not proficient in English or Swahili languages.

The third challenge was in connection to poor infrastructure and transport network. Gatanga sub-county assumes a mountainous and valley like escapements in the very remote unexposed regions. This posed as a threat to the researcher for reason that no vehicle or motorcycle can traverse these areas. The researcher had to climb major hills, descent valleys and cross streams/rivers to access some participants. These are lonely areas with wild animals that posed as a major setback to the research. There was also shortage of time to make movements from one location to another given that the sub-county has a hilly escapement which is majorly rural with very poor transport and communication network. However, every effort was made to overcome the stated limitations.

## 6.5 Recommendations

This research is groundbreaking not only in Gatanga sub-county but in the entire country of Kenya and probably Africa and beyond, as the researcher did not find published studies on the same theme. It would be interesting to develop a further study around “*the impact of education on youth transitions with respect to the various age categorizations in emerging adults.*” This is because the factor on education stood out not to affect transitions in the community under study. Establishing factors accruing to this would give ground to understand why education is not considered an important factor in youth transitioning in the community under study. It would also capture tangible live experiences of emerging adults which is a grant step in establishing the role of education with viable outcomes for the youth. The global interpretation of the results on education in Gatanga would remain with wanting issues especially given that there is evidence from available research.

Education is one needful life-course process that yields tangible fruits and should be embraced by everyone. Formal education is applauded by caregivers and children alike as the prime route out of poverty (Camfield, 2011; Crivello, 2011). Education is a powerful weapon in restructuring the future of the youth and has almost a direct impact on the lives and ambitions of the youth as they transition to adulthood. A learner's success or failure in the years of transition may be linked to his/her record at school and most especially at the completion stage. Research from the National Research Council and Institute of Medicine (Lloyd, 2005) shows that achievement in education is an important aspect in understanding changes in subsequent transitions to adulthood, especially marriage and parenthood. This ought to be emphasized and integrated in the local Gatanga communities so that the future generations can have a different outlook on education as they transition to adulthood.

There is a need for further research on sub-scale alignment for MoA and IDEA items in developing countries. This is because there were variations in sub-scale items in MoA while there were variations in both sub-scales and items in IDEA in the study area, suggesting a possible trend in developing countries which may be different from developed countries. It should be noted that Arnett's theory was tested in 2001 and 2003 in a developed economy involving young Americans of different cohorts, from socio-economic status and academic background while the current study was based on a less developing country (Arnett, 2004, Arnett and Tanner, 2011). He admits that his research should not be taken as universal

culturally for reason that it does not cut across all social groups of emerging adults inclusive of America. Emerging adulthood theory is faced with setbacks of failing to be universal and essential in addressing the developmental stage of the youth. It generally fails to measure up to the heterogeneity of the young people and its basically the proven fact that it exists in some cultures but not in others, yes indeed it exists in some people but not in their neighbors or friends (Henig, 2010) There ought to be a holistic approach in designing programs that investigate and assess issues related to different socio-economic status of the youth in strict reference to the environmental context of interest. There is urgent need for further research in these areas.

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**Appendix A:** Additional tables of statistics

**Table 11:** Internal consistency and validity of MoA and IDEA sub-scales.

<b>Name of Scale/Sub-Scale</b>	<b>(Cronbach's alpha)</b>
<b>All MoA items (20)</b>	<b>0.86</b>
Relational maturity (4 items)	0.62
Role transitions (6 items)	0.75
Norm compliance (4 items)	0.69
Independence (6 items)	0.77
<b>All IDEA items (31)</b>	<b>0.84</b>
Identity exploration (7 items)	0.82
Experimentation/Possibilities (5 items)	0.70
Negativity/Instability (7 items)	0.73
Other-focused (3 items)	0.64
Self-focused (6 items)	0.66
Feeling "In-Between" (3 items)	0.53

**Table 12:** Annual personal income of the participant in US Dollars.

<b>Income range</b>	<b>Funded</b>		<b>Non-funded</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
\$1-100	19	17.6	35	32.4
\$100.01-500	19	17.6	24	22.2
\$500.01-1000	16	14.8	27	25
\$1000.01-2000	4	3.7	5	4.6
\$2000.01-4000	18	16.7	2	1.9
\$4000.01-6000	7	6.5	1	0.9
\$6000.01-8000	1	0.9	1	0.9
\$8000.01-10000	6	5.6	3	2.8
Above \$10000	18	16.7	10	9.3

**Table 13:** Marital status of the participant.

Marital status	Funded		Non-funded	
	Frequency	Percentage	Frequency	Percentage
Single	34	31.5	54	50
Married	53	49.1	34	31.5
Divorced	5	4.6	4	3.7
Other	14	13	14	13
Widow/widower	2	1.9	2	1.9

**Table 14:** Highest level of education of the participant.

Education level	Funded		Non-funded	
	Frequency	Percentage	Frequency	Percentage
Primary school	14	13	8	7.4
High school	23	21.3	22	20.4
College	43	39.8	64	59.3
University	28	25.9	14	13

**Table 15:** Education level of the participant's father.

Education level	Funded		Non-funded	
	Frequency	Percentage	Frequency	Percentage
Primary school	29	26.9	26	24.1
High School	22	20.4	45	41.7
Diploma	44	40.7	30	27.8
Bachelor's degree	9	8.3	5	4.6
Master's degree	4	3.7	1	0.9
Doctorate	0	0	1	0.9

**Table 16:** Education level of the participant's mother.

Level of education	Funded		Non-funded	
	Frequency	Percentage	Frequency	Percentage
Primary school	42	38.9	47	43.5
High School	29	26.9	37	34.3
Diploma	23	21.3	20	18.5
Bachelor's degree	13	12	3	2.8
Master's degree	1	0.9	1	0.9
Doctorate	0	0	0	0

**Table 17:** Combined annual income for participant’s parents in US Dollars.

Income range	Funded		Non-funded	
	Frequency	Percentage	Frequency	Percentage
\$1-100	20	18.5	30	27.8
\$100.01-500	23	21.3	32	29.6
\$500.01-1000	16	14.8	28	25.9
\$1000.01-2000	4	3.7	2	1.9
\$2000.01-4000	7	6.5	2	1.9
\$4000.01-6000	7	6.5	3	2.8
\$6000.01-8000	1	0.9	1	0.9
\$8000.01-10000	7	6.5	1	0.9
Above \$10000	23	21.3	9	8.3

**Table 18:** Full ANOVA test results on YEDF for MoA items.

<i>Dependant variable</i>	<i>Source of variations</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>p</i>	$\eta^2$
<b>Rational Maturity</b>							
Be committed to long-term love relationship	Between Groups	0.782	1	0.782	0.591	0.443	0.003
	Within Groups	283.213	214	1.323			
Establish equal relationship with parents	Between Groups	0.782	1	0.782	0.788	0.376	0.004
	Within Groups	212.546	214	0.993			
Always have good control of emotions	Between Groups	0.296	1	0.296	0.287	0.592	0.001
	Within Groups	220.574	214	1.031			
Develop greater consideration for others	Between Groups	0.019	1	0.019	0.023	0.881	0.000
	Within Groups	175.463	214	0.820			
<b>Role Transitions</b>							
Be no longer living in parents household	Between Groups	0.560	1	0.560	0.389	0.534	0.002
	Within Groups	308.398	214	1.441			
Have finished with education	Between Groups	0.296	1	0.296	0.246	0.620	0.001
	Within Groups	257.630	214	1.204			
Employed full time	Between Groups	1.500	1	1.500	1.181	0.278	0.005
	Within Groups	271.833	214	1.270			
Be settled into a long term career	Between Groups	0.042	1	0.042	0.034	0.854	0.000
	Within Groups	264.065	214	1.234			
Have at least one child	Between Groups	1.042	1	1.042	0.910	0.341	0.004
	Within Groups	244.917	214	1.144			
Be married	Between Groups	0.005	1	0.005	0.004	0.952	0.000
	Within Groups	270.213	214	1.263			

<b>Norm Compliance</b>							
Avoid illegal drugs	Between Groups	4.167	1	4.167	2.495	0.116	0.012
	Within Groups	357.370	214	1.670			
Avoid becoming drunk	Between Groups	0.227	1	0.227	0.165	0.685	0.001
	Within Groups	293.546	214	1.372			
Avoid drunk driving	Between Groups	4.741	1	4.741	2.957	0.087	0.014
	Within Groups	343.093	214	1.603			
Use contraception	Between Groups	2.449	1	2.449	2.523	0.114	0.012
	Within Groups	207.769	214	0.971			
<b>Independence</b>							
Make independent decisions	Between Groups	2.449	1	2.449	2.855	0.093	0.013
	Within Groups	183.546	214	0.858			
Be financially independent	Between Groups	0.560	1	0.560	0.416	0.520	0.002
	Within Groups	288.398	214	1.348			
Capable of financially supporting a family	Between Groups	11.574	1	11.574	8.125	<b>0.005</b>	0.037
	Within Groups	304.852	214	1.425			
Capable of caring for children	Between Groups	2.894	1	2.894	2.228	0.137	0.010
	Within Groups	277.880	214	1.299			
Accept responsibility for actions	Between Groups	4.167	1	4.167	3.615	0.059	0.017
	Within Groups	246.648	214	1.153			
Be capable of supporting parents financially	Between Groups	0.167	1	0.167	0.139	0.709	0.001
	Within Groups	255.815	214	1.195			

**Note:**  $df$  = degree of freedom,  $\eta^2$  = partial Eta squared.

**Table 19:** Full ANOVA test results on YEDF for IDEA items.

<i>Dependant variable</i>	<i>Source of variations</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>p</i>	$\eta^2$
<b>Identity Exploration</b>							
Time of finding out who you are?	Between Groups	2.042	1	2.042	2.419	0.121	0.011
	Within Groups	180.583	214	0.844			
Time of separating from parents	Between Groups	2.042	1	2.042	1.723	0.191	0.008
	Within Groups	253.583	214	1.185			
Time of defining yourself	Between Groups	0.296	1	0.296	0.384	0.536	0.002
	Within Groups	165.185	214	0.772			
Time of planning for the future	Between Groups	1.042	1	1.042	1.528	0.218	0.007
	Within Groups	145.917	214	0.682			
Time of seeking a sense of meanings	Between Groups	4.167	1	4.167	5.572	<b>0.019</b>	0.025
	Within Groups	160.037	214	0.748			
	Between Groups	10.227	1	10.227	12.265	<b>&lt;.001</b>	0.054

Time of deciding your own beliefs and values	Within Groups	178.435	214	0.834			
Time of learning to think for yourself	Between Groups	10.667	1	10.667	13.031	<.001	0.057
	Within Groups	175.167	214	0.819			
<b>Experimentation/Possibilities</b>							
Time of many possibilities	Between Groups	1.338	1	1.338	0.724	0.396	0.003
	Within Groups	395.620	214	1.849			
Time of exploration	Between Groups	0.463	1	0.463	0.324	0.570	0.002
	Within Groups	305.537	214	1.428			
Time of experimentation	Between Groups	0.907	1	0.907	0.783	0.377	0.004
	Within Groups	247.907	214	1.158			
Time of open choices	Between Groups	8.167	1	8.167	8.338	<b>0.004</b>	0.038
	Within Groups	209.593	214	0.979			
Time of trying out new things	Between Groups	6.338	1	6.338	6.299	<b>0.013</b>	0.029
	Within Groups	215.324	214	1.006			
<b>Negativity/Instability</b>							
Time of confusion	Between Groups	3.130	1	3.130	2.397	0.123	0.011
	Within Groups	279.370	214	1.305			
Time of feeling restricted	Between Groups	0.560	1	0.560	0.428	0.514	0.002
	Within Groups	280.102	214	1.309			
Time of feeling stressed out?	Between Groups	0.042	1	0.042	0.034	<b>0.854</b>	0.000
	Within Groups	262.954	214	1.229			
Time of instability	Between Groups	0.000	1	0.000	0.000	<b>1.000</b>	0.000
	Within Groups	267.037	214	1.248			
Time of high pressure	Between Groups	2.042	1	2.042	1.451	0.230	0.007
	Within Groups	301.065	214	1.407			
Time of unpredictability	Between Groups	2.042	1	2.042	1.694	0.194	0.008
	Within Groups	257.917	214	1.205			
Time of many worries	Between Groups	3.894	1	3.894	2.743	0.099	0.013
	Within Groups	303.769	214	1.419			
<b>Other-Focused</b>							
Time of settling down	Between Groups	4.167	1	4.167	3.268	0.072	0.015
	Within Groups	272.870	214	1.275			
Time of responsibility for others	Between Groups	0.074	1	0.074	0.070	0.792	0.000
	Within Groups	227.463	214	1.063			
Time of commitments to others	Between Groups	2.667	1	2.667	2.515	0.114	0.012
	Within Groups	226.870	214	1.060			
<b>Self-Focused</b>							
Time of personal freedom	Between Groups	1.500	1	1.500	1.279	0.259	0.006

	Within Groups	251.000	214	1.173			
Time of responsibility for yourself	Between Groups	2.667	1	2.667	2.991	0.085	0.014
	Within Groups	190.815	214	0.892			
Time of optimism	Between Groups	0.042	1	0.042	0.039	<b>0.844</b>	0.000
	Within Groups	230.176	214	1.076			
Time of independence	Between Groups	4.167	1	4.167	3.719	0.055	0.017
	Within Groups	239.759	214	1.120			
Time of self-sufficiency	Between Groups	1.185	1	1.185	0.755	0.386	0.004
	Within Groups	336.148	214	1.571			
Time of focusing on yourself	Between Groups	14.519	1	14.519	17.843	<b>&lt;.001</b>	0.077
	Within Groups	174.130	214	0.814			
<b>Feeling "In-Between"</b>							
Time of feeling an adult in some ways but not others	Between Groups	0.782	1	0.782	0.601	0.439	0.003
	Within Groups	278.435	214	1.301			
Time of gradually becoming adult	Between Groups	3.375	1	3.375	3.690	0.056	0.017
	Within Groups	195.731	214	0.915			
Time of being not sure whether you have reached full adulthood	Between Groups	0.167	1	0.167	0.147	0.702	0.001
	Within Groups	242.926	214	1.135			

**Note:**  $df$  = degree of freedom,  $\eta^2$  = partial Eta squared.

**Table 20a:** Full ANCOVA test results on YEDF with Education and Marriage as correlates for MoA items.

Dependent Variable	With Education as correlate				With Marriage as correlate			
	<i>SS</i>	<i>F</i>	<i>p</i>	$\eta^2$	<i>SS</i>	<i>F</i>	<i>p</i>	$\eta^2$
<b>Rational Maturity</b>								
Be committed to long-term love relationship	0.754	0.586	0.445	0.003	1.591	1.274	0.260	0.006
Establish equal relationship with parents	0.778	0.780	0.378	0.004	0.797	0.799	0.372	0.004
Always have good control of emotions	0.303	0.295	0.588	0.001	0.186	0.181	0.671	0.001
Develop greater consideration for others	0.019	0.023	0.881	0.000	0.030	0.036	0.849	0.000
<b>Role Transitions</b>								
Be no longer living in parents household	0.545	0.381	0.538	0.002	1.427	1.070	0.302	0.005
Have finished with education	0.297	0.245	0.621	0.001	0.361	0.299	0.585	0.001
Employed full time	1.498	1.174	0.280	0.005	1.562	1.224	0.270	0.006
Be settled into a long term career	0.041	0.033	0.856	0.000	0.111	0.090	0.765	0.000
Have at least one child	1.047	0.911	0.341	0.004	0.908	0.792	0.375	0.004

Be married	0.005	0.004	0.950	0.000	0.001	0.001	0.974	0.000
<b>Norm Compliance</b>								
Avoid illegal drugs	4.111	2.497	0.116	0.012	6.318	4.082	<b>0.045</b>	0.019
Avoid becoming drunk	0.223	0.162	0.688	0.001	0.559	0.418	0.519	0.002
Avoid drunk driving	4.781	2.994	0.085	0.014	2.789	1.896	0.170	0.009
Use contraception	2.431	2.507	0.115	0.012	3.166	3.340	0.069	0.015
<b>Independence</b>								
Make independent decisions	2.429	2.842	0.093	0.013	2.861	3.359	0.068	0.016
Be financially independent	0.554	0.410	0.523	0.002	0.416	0.309	0.579	0.001
Capable of financially supporting a family	11.612	8.143	<b>0.005</b>	0.037	10.425	7.357	<b>0.007</b>	0.033
Capable of caring for children	2.921	2.258	0.134	0.010	2.305	1.791	0.182	0.008
Accept responsibility for actions	4.111	3.647	0.058	0.017	4.663	4.059	<b>0.045</b>	0.019
Be capable of supporting parents financially	0.159	0.134	0.714	0.001	0.603	0.536	0.465	0.003

**Note:** Degree of freedom (df) is the same for all items (df between groups=1 and df within groups=213),  
SS = Type III Sum of Squares,  $\eta^2$  = partial Eta squared.

**Table 20b:** Full ANCOVA test results on YEDF with Level of Economic Zone and Personal Income as correlates for MoA items.

Dependent Variable	With Level of Economic Zone as correlate				With Personal Income as correlate			
	SS	F	p	$\eta^2$	SS	F	p	$\eta^2$
<b>Rational Maturity</b>								
Be committed to long-term love relationship	0.782	0.618	0.433	0.003	1.309	0.989	0.321	0.005
Establish equal relationship with parents	0.782	0.806	0.370	0.004	0.718	0.720	0.397	0.003
Always have good control of emotions	0.296	0.301	0.584	0.001	0.123	0.119	0.731	0.001
Develop greater consideration for others	0.019	0.024	0.878	0.000	0.106	0.129	0.720	0.001
<b>Role Transitions</b>								
Be no longer living in parents household	0.560	0.388	0.534	0.002	1.441	1.006	0.317	0.005
Have finished with education	0.296	0.245	0.621	0.001	0.572	0.474	0.492	0.002
Employed full time	1.500	1.196	0.275	0.006	1.005	0.789	0.375	0.004
Be settled into a long term career	0.042	0.034	0.854	0.000	0.216	0.175	0.676	0.001
Have at least one child	1.042	0.906	0.342	0.004	0.714	0.622	0.431	0.003
Be married	0.005	0.004	0.952	0.000	0.084	0.067	0.796	0.000

<b>Norm Compliance</b>								
Avoid illegal drugs	4.167	2.522	0.114	0.012	8.036	4.949	<b>0.027</b>	0.023
Avoid becoming drunk	0.227	0.168	0.682	0.001	1.927	1.464	0.228	0.007
Avoid drunk driving	4.741	2.994	0.085	0.014	1.776	1.133	0.288	0.005
Use contraception	2.449	2.513	0.114	0.012	2.402	2.463	0.118	0.011
<b>Independence</b>								
Make independent decisions	2.449	3.101	0.080	0.014	1.714	1.997	0.159	0.009
Be financially independent	0.560	0.433	0.511	0.002	0.429	0.317	0.574	0.001
Capable of financially supporting a family	11.574	8.758	<b>0.003</b>	0.039	8.879	6.234	<b>0.013</b>	0.028
Capable of caring for children	2.894	2.276	0.133	0.011	1.925	1.481	0.225	0.007
Accept responsibility for actions	4.167	3.895	<b>0.050</b>	0.018	2.832	2.458	0.118	0.011
Be capable of supporting parents financially	0.167	0.140	0.708	0.001	1.239	1.065	0.303	0.005

**Note:** Degree of freedom (df) is the same for all items (df between groups=1 and df within groups=213),  
SS = Type III Sum of Squares,  $\eta^2$  = partial Eta squared.

**Table 21a:** Full ANCOVA test results on YEDF with Education and Marriage as correlates for IDEA items.

<b>Dependent Variable</b>	<b>With Education as correlate</b>				<b>With Marriage as correlate</b>			
	<b>SS</b>	<b>F</b>	<b>p</b>	<b><math>\eta^2</math></b>	<b>SS</b>	<b>F</b>	<b>p</b>	<b><math>\eta^2</math></b>
<b>Identity Exploration</b>								
Time of finding out who you are?	2.024	2.405	0.122	0.011	2.169	2.563	0.111	0.012
Time of separating from parents?	2.059	1.739	0.189	0.008	1.176	1.044	0.308	0.005
Time of defining yourself?	0.294	0.379	0.539	0.002	0.309	0.399	0.528	0.002
Time of planning for the future?	1.052	1.546	0.215	0.007	0.920	1.347	0.247	0.006
Time of seeking a sense of meanings?	4.189	5.612	<b>0.019</b>	0.026	4.283	5.706	<b>0.018</b>	0.026
Time of deciding your own beliefs and values?	10.219	12.202	<b>&lt;.001</b>	0.054	10.271	12.264	<b>&lt;.001</b>	0.054
Time of learning to think for yourself?	10.662	12.966	<b>&lt;.001</b>	0.057	10.916	13.299	<b>&lt;.001</b>	0.059
<b>Experimentation /Possibilities</b>								
Time of many possibilities?	1.298	0.718	0.398	0.003	1.813	0.988	0.321	0.005
Time of exploration?	0.460	0.321	0.572	0.002	0.450	0.313	0.576	0.001
Time of experimentation?	0.895	0.774	0.380	0.004	0.667	0.578	0.448	0.003
Time of open choices?	8.188	8.340	<b>0.004</b>	0.038	8.341	8.485	<b>0.004</b>	0.038
Time of trying out new things?	6.390	6.433	<b>0.012</b>	0.029	5.751	5.727	<b>0.018</b>	0.026
<b>Negativity/Instability</b>								
Time of confusion?	3.168	2.452	0.119	0.011	3.611	2.776	0.097	0.013
Time of feeling restricted?	0.560	0.426	0.515	0.002	0.716	0.547	0.460	0.003

Time of feeling stressed out?	0.042	0.034	0.854	0.000	0.105	0.085	0.770	0.000
Time of instability?	0.000	0.000	0.990	0.000	0.000	0.000	0.984	0.000
Time of high pressure?	2.052	1.454	0.229	0.007	2.315	1.644	0.201	0.008
Time of unpredictability?	2.014	1.685	0.196	0.008	1.985	1.639	0.202	0.008
Time of many worries?	3.901	2.736	0.100	0.013	3.434	2.420	0.121	0.011
<b>Other - Focused</b>								
Time of settling down?	4.153	3.247	0.073	0.015	5.320	4.294	<b>0.039</b>	0.020
Time of responsibility for others?	0.074	0.069	0.793	0.000	0.325	0.319	0.573	0.001
Time of commitments to others?	2.658	2.498	0.115	0.012	3.309	3.168	0.076	0.015
<b>Self - Focused</b>								
Time of personal freedom?	1.504	1.277	0.260	0.006	1.174	1.005	0.317	0.005
Time of responsibility for yourself?	2.673	2.985	0.085	0.014	2.420	2.710	0.101	0.013
Time of optimism?	0.039	0.037	0.849	0.000	0.081	0.076	0.784	0.000
Time of independence?	4.189	3.738	0.055	0.017	4.342	3.863	0.051	0.018
Time of self-sufficiency?	1.140	0.757	0.385	0.004	0.927	0.590	0.443	0.003
Time of focusing on yourself?	14.545	17.839	<b>&lt;.001</b>	0.077	14.674	17.965	<b>&lt;.001</b>	0.078
<b>Feeling "In-Between"</b>								
Time of feeling an adult in some ways but not others?	0.781	0.598	0.440	0.003	0.155	0.132	0.716	0.001
Time of gradually becoming adult?	3.363	3.667	0.057	0.017	3.328	3.621	0.058	0.017
Time of being not sure whether you have reached full adulthood?	0.171	0.151	0.698	0.001	0.227	0.199	0.656	0.001

**Note:** Degree of freedom (df) is the same for all items (df between groups=1 and df within groups=213),  
SS = Type III Sum of Squares,  $\eta^2$  = partial Eta squared.

**Table 21b:** Full ANCOVA test results on YEDF with Level of Economic Zone and Personal Income as correlates for IDEA items.

<i>Dependent Variable</i>	<b>With Level of Economic Zone as correlate</b>				<b>With Personal Income as correlate</b>			
	<i>SS</i>	<i>F</i>	<i>p</i>	$\eta^2$	<i>SS</i>	<i>F</i>	<i>p</i>	$\eta^2$
<b>Identity Exploration</b>								
Time of finding out who you are?	2.042	2.458	0.118	0.011	1.588	1.875	0.172	0.009
Time of separating from parents?	2.042	1.750	0.187	0.008	0.694	0.594	0.442	0.003
Time of defining yourself?	0.296	0.393	0.531	0.002	0.019	0.025	0.875	0.000
Time of planning for the future?	1.042	1.544	0.215	0.007	0.651	0.954	0.330	0.004
Time of seeking a sense of meanings?	4.167	5.896	<b>0.016</b>	0.027	3.622	4.824	<b>0.029</b>	0.022
Time of deciding your own beliefs and values?	10.227	12.935	<b>&lt;.001</b>	0.057	10.396	12.428	<b>&lt;.001</b>	0.055
Time of learning to think for yourself?	10.667	13.180	<b>&lt;.001</b>	0.058	11.103	13.537	<b>&lt;.001</b>	0.060

<b>Experimentation /Possibilities</b>								
Time of many possibilities?	1.338	0.738	0.391	0.003	0.312	0.170	0.680	0.001
Time of exploration?	0.463	0.323	0.571	0.002	0.041	0.029	0.864	0.000
Time of experimentation?	0.907	0.822	0.366	0.004	0.626	0.538	0.464	0.003
Time of open choices?	8.167	8.423	<b>0.004</b>	0.038	8.670	8.832	<b>0.003</b>	0.040
Time of trying out new things?	6.338	6.322	<b>0.013</b>	0.029	5.042	5.000	<b>0.026</b>	0.023
<b>Negativity/Instability</b>								
Time of confusion?	3.130	2.403	0.123	0.011	4.947	3.827	0.052	0.018
Time of feeling restricted?	0.560	0.428	0.514	0.002	1.667	1.291	0.257	0.006
Time of feeling stressed out?	0.042	0.034	0.854	0.000	0.396	0.324	0.570	0.002
Time of instability?	0.000	0.000	1.000	0.000	0.510	0.419	0.518	0.002
Time of high pressure?	2.042	1.445	0.231	0.007	2.463	1.746	0.188	0.008
Time of unpredictability?	2.042	1.691	0.195	0.008	0.552	0.467	0.495	0.002
Time of many worries?	3.894	2.764	0.098	0.013	5.469	3.871	<b>0.050</b>	0.018
<b>Other - Focused</b>								
Time of settling down?	4.167	3.283	0.071	0.015	4.922	3.855	0.051	0.018
Time of responsibility for others?	0.074	0.069	0.792	0.000	0.558	0.531	0.467	0.002
Time of commitments to others?	2.667	2.504	0.115	0.012	2.684	2.520	0.114	0.012
<b>Self - Focused</b>								
Time of personal freedom?	1.500	1.292	0.257	0.006	1.520	1.290	0.257	0.006
Time of responsibility for yourself?	2.667	3.001	0.085	0.014	1.985	2.221	0.138	0.010
Time of optimism?	0.042	0.039	0.843	0.000	0.046	0.042	0.837	0.000
Time of independence?	4.167	3.723	0.055	0.017	5.137	4.589	0.033	0.021
Time of self-sufficiency?	1.185	0.757	0.385	0.004	0.276	0.177	0.674	0.001
Time of focusing on yourself?	14.519	18.177	<b>&lt;.001</b>	0.079	11.577	14.262	<b>&lt;.001</b>	0.063
<b>Feeling "In-Between</b>								
Time of feeling an adult in some ways but not others?	0.782	0.599	0.440	0.003	0.066	0.051	0.821	0.000
Time of gradually becoming adult?	3.375	3.720	0.055	0.017	2.565	2.798	0.096	0.013
Time of being not sure whether you have reached full adulthood?	0.167	0.147	0.702	0.001	0.203	0.178	0.674	0.001

**Note:** Degree of freedom (df) is the same for all items (df between groups=1 and df within groups=213),  
SS = Type III Sum of Squares,  $\eta^2$  = partial Eta squared.

**Appendix B: Research questionnaire**

**SURVEY: YOUTH TRANSITIONS QUESTIONNAIRE**

**IMPORTANT INFORMATION**

**Introduction**

Good day potential participant, my name is Wilkyster Christabel Wamukoya. I am a PhD student from the University of Cape Town in the Department of Social Development. The research topic for my thesis is on the impact of the Youth Enterprise Development Fund (YEDF) on the Transition of Youth to Adulthood in Gatanga Sub-County, Kenya. The aim of this study is to investigate what role YEDF has played in the factors leading to youth transitions which can only be realised through the experiences of the youth. This research is entirely academic with no monetary gain on the participant's nor the researcher's side. It is also of vital importance for you to know that the study is voluntary and without coercion. It is therefore within your rights to withdraw your participation at any point.

**Consent for Participants**

I hereby declare that I understand that my participation in this research is on voluntary basis and that it is within my rights as a participant to discontinue my participation at any stage. I understand that the information given will be treated with great confidentiality and my identity will not be revealed. I therefore choose to rent my participation in a bid to collect accurate data giving the right information.

*Please read the information above carefully before answering any questions. Upon agreement to participate, kindly sign and enter the date of completion.*

Signature: .....

Date: .....

**INSTRUCTION FOR ANSWERING**

This questionnaire consists of three (3) sections. Each set of questions is preceded by clear instructions on how to answer each question/section. Please follow the instructions strictly to ensure data consistency and accuracy.

## SECTION 1

### *Demographic Inventory*

Please fill the demographic information that applies to you. Mark each answer and its corresponding number with an X.

\* Only one checkmark (X) per line is required (except where there are no choices).

**Only one checkmark per line is required.**

<b>1. What is your nationality?</b>											
<b>2. What is your Ward?</b>		1	Ithanga / Mitubiri – Kakuzi								
		2	Kihumbu-ini / Mugumo-ini				3	Kariara / Gatanga			
<b>3. What is your age?</b>											
<b>4. What is your gender?</b>		1	Male			2	Female		3	Other, Specify:	
<b>5(a). What is your marital status?</b>			1	Single	2	Married	3	Divorced	4	Other, Specify:	
<b>(b). If not married who do you stay with?</b>			1	Alone	2	Parents	3	Friend(s)	4	Other, Specify:	
<b>6(a). Do you have any children?</b>			1	Yes	2	No					
<b>6(b). If yes, how many children?</b>											
<b>7. What is your place of origin:</b>			1	Urban		2	Rural		3	Other, Specify	
<b>8. What is your highest level of education?</b>		1	Primary		2	Secondary		3	College	4	University
<b>9. How do/did you fund your studies?</b>											
1	Parents' responsibility		2	Financial aid		3	Loans	4	Bursary	5	Other, Specify:
<b>10. Are your parents/guardians currently in reception of any government grant?</b>											
1	Yes		2	No							
<b>11. If yes what form of grant?</b>											
1	Old peoples' grant		2	Disabled person's grant			3	Other, Specify			
<b>12. What level of education did your father attain?</b>			1	Primary school		2	Secondary school		3	Diploma	
			4	Bachelor's Degree		5	Master's Degree		6	Doctorate Degree	
<b>13. What level of education did your mother attain?</b>			1	Primary school		2	Secondary school		3	Diploma	
			4	Bachelor's Degree		5	Master's Degree		6	Doctorate Degree	
<b>14. What is your father's career?</b>											

<b>15. What is your mother's career?</b>							
<b>16. What is the annual income of your parents combined?</b>	1	Sh. 1- 10,000	2	10,001 – 50,000	3 Sh. 50,001 – 100,000		
	4	Sh. 100,001- Sh.200,000	5	Sh. 200,001 - 400,000	6 Sh. 400,001-Sh.600,000		
	7	Sh.600,001-Sh. 800,000	8	Sh. 800,001-Sh.1,000,000	9 Above Sh. 1,000,000		
<b>17. What is your personal annual income</b>	1	Sh. 1- 10,000	2	10,001 – 50,000	3 Sh. 50,001 – 100,000		
	4	Sh. 100,001- Sh.200,000	5	Sh. 200,001 - 400,000	6 Sh. 400,001-Sh.600,000		
	7	Sh.600,001-Sh. 800,000	8	Sh. 800,001-Sh.1,000,000	9 Above Sh. 1,000,000		
<b>18. Have you ever been funded by youth enterprise development fund (YEDF)?</b>				1	Yes	2	No
<i>If Yes, please answer questions 19 – 20</i>							
<b>19. How many times have you been funded?</b>			1	Once	2	Twice	
			3	Three times	4	Four times and above	
<b>20. How is your loan repayment history?</b>			1	Non repayment	2	Poor	
			3	Good	4	Very good	

## SECTION 2

### *Markers of Adulthood (MoA)*

**For each of the following statements/items, indicate whether you think the item must be achieved for one to be considered an adult. Indicate your degree of agreement or disagreement.**

**\* Only one checkmark (X) per line is required.**

<b>21. For one to be considered as an adult, one must.....</b>	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)
1. accept responsibility for his/her actions				
2. make independent decisions				
3. be financially independent				
4. avoid drunk driving				
5. establish equal relationship with parents				
6. develop greater consideration for others				
7. be no longer living in parents household				
8. employed full time				
9. capable of financially supporting a family				
10. capable of caring for children				
11. always have good control of emotions				
12. use contraception				
13. avoid illegal drugs				
14. have finished with education				
15. be settled into a long-term career				
16. avoid becoming drunk				
17. be committed to long-term love relationship				
18. be capable of supporting parents financially				
19. have at least one child				
20. be married				

### SECTION 3

#### *Inventory of the Dimensions of Emerging Adulthood (IDEA)*

**Think of this time in your life. By “time in your life” we refer to the present time, plus the last few years that have gone by, and the next few years to come, as you see them. In short, think of roughly 5-year period, with the present in the middle.**

**For each phrase shown below, please place a checkmark in one of the columns to indicate the degree to which you agree or disagree that the phrase describes this time in your life.**

**\* Only one checkmark (X) per line is required.**

<b>22. <i>Is this period of your life a .....</i></b>	<b>Strongly Disagree (1)</b>	<b>Somewhat Disagree (2)</b>	<b>Somewhat Agree (3)</b>	<b>Strongly Agree (4)</b>
1. time of many possibilities?				
2. time of exploration?				
3. time of confusion?				
4. time of experimentation?				
5. time of personal freedom?				
6. time of feeling restricted?				
7. time of responsibility for yourself?				
8. time of feeling stressed out?				
9. time of instability?				
10. time of optimism?				
11. time of high pressure?				
12. time of finding out who you are?				
13. time of settling down?				
14. time of responsibility for others?				
15. time of independence?				

<i>(continue)</i> <i>Is this period of your life a .....</i>	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)
16. time of open choices?				
17. time of unpredictability?				
18. time of commitments to others?				
19. time of self-sufficiency?				
20. time of many worries?				
21. time of trying out new things?				
22. time of focusing on yourself?				
23. time of separating from parents?				
24. time of defining yourself?				
25. time of planning for the future?				
26. time of seeking a sense of meanings?				
27. time of deciding your own beliefs and values?				
28. time of learning to think for yourself?				
29. time of feeling an adult in some ways but not others?				
30. time of gradually becoming adult?				
31. time of being not sure whether you have reached full adulthood?				

Appendix C: Research and ethics approval by the Faculty of Humanities

**UNIVERSITY OF CAPE TOWN**

**FACULTY OF HUMANITIES**

DC: HUM /

**PROPOSAL APPROVAL FORM**

<b>DOCTORATE</b> <small>(A research proposal must accompany this form)</small>	<b>RESEARCH MASTERS</b> <small>(A research proposal must accompany this form)</small>	<b>C/W MASTERS</b>
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**SECTION A: (To be completed by candidate)**  
Please complete this form and return it to the Faculty Office once you have obtained the signatures of the supervisor(s), departmental ethics representative (if relevant) and Head of Department.

<b>Surname</b>	Wamukoya			<b>First Name(s)</b>	Wilkyster Christabel
<b>Title</b>	Mr.	Ms. <input checked="" type="checkbox"/>	Mrs.	Miss	<b>Student No</b>
<b>Address</b>	1 Auriga Mews, Auriga Road				
	Retreat				
	7945				
<b>Telephone(Home)</b>				<b>Work/Cell</b>	0640593487
<i>Note: Your UCT Email address is the default email address for all official communication – make sure that you access it regularly.</i>					

<b>Department</b>	Social Development
<b>Title of Dissertation:</b>	
The Impact of Youth Enterprise Development Fund on the Transition of Youth to Adulthood in Gatanga Sub-County, Kenya	

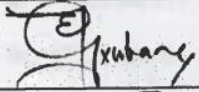
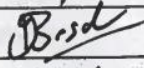
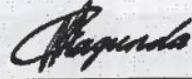
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