

Employment Indicators to Decent Jobs in the 2030 Agenda for Sustainable Development Relevant to Post-Secondary School Youths in Garissa Municipality, Kenya

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ABSTRACT

Youth employability remains a persistent challenge globally, particularly among post-secondary school graduates in marginalized regions. This study investigated options available for decent jobs under the 2030 Agenda for Sustainable Development, employment indicators, and intervention measures relevant to post-secondary school youths in Garissa Municipality, Kenya. The study was guided by three objectives: (i) to identify available options for decent jobs, (ii) to establish key employment indicators of decent jobs, and (iii) to develop intervention measures to enhance youth employability in line with Sustainable Development Goal 8. A descriptive survey research design employing a mixed-methods approach was used. The target population comprised county youth officers, youth group leaders, and post-secondary school youths aged 16–35 years. A sample of 4 county youth officers, 36 youth group leaders, and 360 youths was selected using purposive, stratified, and simple random sampling techniques. Data were collected through interviews and structured questionnaires. Quantitative data were analyzed using descriptive statistics with SPSS, while qualitative data were analyzed thematically. Findings revealed that the main career and employment options available to youths' included education, medicine and health sciences, law, engineering, business management, agriculture and veterinary sciences, social sciences, and applied sciences and technology. Key indicators of decent employment identified included adequate and productive employment opportunities, fair remuneration, job security, safe working conditions, equal opportunity, and work–life balance. The study further established that youth employability was largely influenced by access to career guidance, skills alignment, labour market information, internships, and vocational training opportunities. Major intervention measures recommended included strengthened career counselling, expansion of vocational and bridging programmes, enhanced stakeholder collaboration, and improved dissemination of labour market information. The study concludes that structured career guidance and timely access to labour market information are critical in enhancing youth transition into decent employment in Garissa Municipality.

BACKGROUND TO THE STUDY

Youth employment and the transition to decent work remain one of the most pressing global development challenges in the 21st century. Despite significant investments in education systems, many post-secondary school graduates continue to experience difficulties in accessing productive and decent employment opportunities. This challenge is particularly pronounced in developing economies where labour markets are characterized by informality, skills mismatches, and structural unemployment (International Labour Organization [ILO], 2024; World Bank, 2025). The concept of decent work, as advanced by the ILO and embedded within Sustainable Development Goal 8 (SDG 8) of the 2030 Agenda for Sustainable Development, provides a comprehensive framework for assessing employment quality beyond job availability. It emphasizes not only access to employment but also the quality, equity, security, and dignity of work.

According to the International Conference of Labour Statisticians (ICLS, 2018) framework, decent work measurement is anchored on four strategic pillars:

- i. Full and productive employment,

- ii. Rights at work,
- iii. Social protection, and
- iv. Social dialogue.

Within this framework, ten substantive dimensions are used to operationalize decent work indicators, including: opportunities for employment, adequate earnings, decent working time, safe and secure work environments, stability of employment, equal opportunity and treatment, social protection coverage, and worker representation (ILO, 2018; ILO, 2024).

The 2030 Agenda for Sustainable Development, consisting of 17 SDGs and 169 targets, provides globally agreed indicators for tracking progress toward inclusive development. SDG 8 explicitly calls for the promotion of sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all. However, recent global labour reports indicate persistent deficits in decent job creation. The ILO (2024) estimates that over 402 million people globally are unemployed or underutilized in the labour market, with young people being disproportionately affected. Youth are approximately three times more likely to be unemployed than adults, highlighting a persistent structural inequality in labour market access.

In sub-Saharan Africa, the challenge is even more severe due to rapid population growth and limited formal job creation. The World Bank (2025) reports that more than 80% of young workers in the region are engaged in informal employment, characterized by low wages, lack of social protection, and poor working conditions. This situation undermines the achievement of SDG targets related to poverty reduction, education-to-work transitions, and inclusive economic growth. Career development and employability are influenced by multiple interrelated factors, including educational attainment, skills acquisition, labour market information, socio-economic background, and institutional support systems (OECD, 2023). UNESCO (2024) further emphasizes that school-to-work transition systems remain weak in many developing countries due to limited career guidance services and misalignment between education curricula and labour market needs.

In Kenya, youth unemployment and underemployment remain major policy concerns. According to the Kenya National Bureau of Statistics (KNBS, 2024), approximately 35–38% of youth aged 18–34 are either unemployed or engaged in precarious informal work. The situation is exacerbated by skills mismatch, limited access to vocational training, and uneven regional development. Counties in arid and semi-arid lands (ASALs), such as Garissa, face additional constraints including insecurity, climate vulnerability, low school completion rates, and limited industrial investment (Government of Kenya, 2024). Empirical studies further indicate that youth in ASAL regions face structural barriers to accessing decent work. These include limited exposure to career guidance, low employability skills, early marriages among girls, pastoralist livelihood transitions, and restricted access to labour market information systems (Abdi, 2019; Hussein, 2018). Cultural and socio-economic dynamics, including gender norms and poverty cycles, further constrain youth participation in formal employment systems.

Despite the existence of national and international frameworks for youth empowerment, there remains insufficient localized evidence on how decent work indicators under SDG 8 manifest among post-secondary school youths in Garissa Municipality. Most existing studies have focused broadly on unemployment trends, curriculum relevance, and livelihood strategies without systematically linking youth outcomes to internationally recognized decent work indicators. Consequently, there is a critical need to examine employment indicators aligned with the 2030 Agenda in order to understand the extent to which post-secondary school youths in Garissa Municipality access decent jobs, the barriers they face, and the socio-economic implications of youth unemployment and underemployment.

Statement of the Problem

Despite global, regional, and national efforts to promote youth employment under the 2030 Agenda for Sustainable Development, post-secondary school youths in Garissa Municipality continue to experience limited access to decent and productive employment opportunities. The region is characterized by persistent socio-

economic vulnerability, high poverty levels, insecurity, and limited economic diversification, all of which constrain youth labour market participation (KNBS, 2024; Government of Kenya, 2024). Although SDG 8 emphasizes the promotion of decent work for all, evidence shows that many young people in Garissa remain trapped in informal, low-quality, and insecure forms of employment. According to the ILO (2024), informal employment remains the dominant form of youth work in developing economies, often lacking social protection, stable income, and safe working conditions. In Garissa, these challenges are compounded by structural barriers such as limited industrial investment, weak private sector growth, and inadequate skills development systems.

Studies by Hussein (2018) and Abdi (2019) indicate that youth employment outcomes in Garissa are further constrained by limited access to career guidance services, poor alignment between education and labour market demands, cultural practices such as early marriages and pastoralist mobility patterns, and low levels of entrepreneurial support. Additionally, insecurity and historical marginalization have reduced investment in job-creating sectors, thereby limiting opportunities for sustainable livelihoods. Furthermore, existing research has not sufficiently examined youth employment in Garissa Municipality using internationally recognized decent work indicators as defined by the ILO and SDG 8 framework.

Most available studies focus on unemployment rates or general livelihood challenges without a structured assessment of employment quality dimensions such as income adequacy, job security, social protection coverage, and equality of opportunity. This knowledge gap limits the ability of policymakers, educators, and development actors to design targeted interventions that enhance youth employability and align local labour market outcomes with the 2030 Agenda for Sustainable Development. Therefore, this study seeks to address this gap by examining employment indicators to decent jobs under SDG 8, focusing on post-secondary school youths in Garissa Municipality, Kenya.

The Purpose of the Study

The aim of this study was to measure employment indicators to decent jobs in the 2030 agenda for sustainable development relevant to post-secondary school youths in Garissa municipality, Kenya

Objectives of the Study

This study intended to achieve the following objectives.

- 1) To identify different options available to decent jobs in the 2030 agenda for sustainable development relevant to post-secondary school youths in Garissa Municipality.
- 2) To establish the employment indicators to decent jobs in the 2030 agenda for sustainable development relevant to post-secondary school youths in Garissa Municipality.
- 3) To develop guide on intervention measures decent jobs in the 2030 agenda for sustainable development relevant to post-secondary school youths in Garissa Municipality.

Research Questions

This study was guided by the following questions:

1. What options are available to decent jobs in the 2030 agenda for sustainable development relevant to post-secondary school youths in Garissa Municipality?
2. What are the employment indicators to decent jobs in the 2030 agenda for sustainable development relevant to post-secondary school youths in Garissa Municipality?
3. What intervention measures to decent employability in the 2030 agenda for sustainable development relevant to post-secondary school youths in Garissa Municipality?

Significance of the Study

This study is significant to various stakeholders as it provides practical and academic value in understanding decent jobs and youth employability under SDG 8.

The study benefits post-secondary school youths by improving their awareness of decent work indicators and enabling informed career decision-making aligned to labour market opportunities. Parents and guardians may be equipped them with knowledge to guide and support their children's career planning and realistic occupational choices. Teachers and career guidance practitioners' ability to provide evidence-based career guidance and promote learners' employability skills will be strengthened. The findings of the study will benefit education planners and curriculum developers by providing evidence to design and strengthen career development programmes aligned with labour market needs and SDG 8.

The policy makers and government agencies may access valuable data to inform youth employment policies, labour market information systems, and skills development strategies. It benefits employers and the private sector by highlighting skills gaps and improving alignment between workforce competencies and labour market demand. NGOs and development partners may gain insights that guide in designing and implementing of targeted youth employment and skills development interventions. It contributes to academic research by adding empirical evidence on youth employability and decent work indicators in marginalized and ASAL contexts. It benefits society at large by promoting youth empowerment, reduced unemployment, and sustainable economic development in line with the 2030 Agenda.

LITERATURE REVIEW

Introduction

This chapter reviews existing literature on decent employment within the context of the Sustainable Development Goals (SDGs), particularly SDG 8, which promotes sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. The review focuses on three key areas: (i) options available for decent jobs in the 2030 Agenda, (ii) employment indicators for decent work among post-secondary school youths, and (iii) intervention strategies for improving youth employability. The literature is drawn from textbooks, peer-reviewed journals, policy reports, and international labour market databases. It further identifies gaps in knowledge and situates the study within a theoretical framework that guides analysis and interpretation.

Theoretical Framework

This study is anchored on Super's Developmental Self-Concept Theory (1950), which conceptualizes career development as a lifelong, dynamic process shaped by the continuous evolution of self-concept. Super posits that individuals tend to select occupations that are congruent with their perceived abilities, values, interests, and self-identity. Career development unfolds through progressive stages—growth, exploration, establishment, maintenance, and decline—with each stage reflecting increasing clarity and refinement of vocational identity.

During adolescence and early adulthood, individuals undergo the exploration and crystallization stages, where career preferences are formed, tested, and refined through education, social influence, and exposure to the world of work. Super (1957, 1990) emphasizes that vocational maturity is achieved when individuals are able to make realistic career decisions based on accurate self-knowledge and informed understanding of labour market conditions. In the context of post-secondary school youths in Garissa Municipality, this theory is highly relevant because it explains how limited exposure to diverse career environments may restrict vocational maturity and narrow employment aspirations to traditional occupations.

The theory is particularly applicable to this study because it provides a conceptual lens for understanding how self-concept formation influences career decision-making and access to decent jobs. It explains why youths with limited career exposure tend to cluster in conventional professions such as teaching, medicine, and business, while neglecting emerging opportunities in digital economies, entrepreneurship, and green jobs. Besides, the

theory supports the study's argument that career guidance, mentorship, internships, and labour market exposure are critical in shaping realistic career choices aligned with SDG 8. By strengthening self-awareness and linking it with labour market realities, youths can transition more effectively from education to decent employment.

Recent scholars have continued to apply Super's theory in modern career development contexts. For example, Savickas (2022) extends Super's framework through career construction theory, emphasizing that individuals actively construct career meaning through life experiences and adaptability. Similarly, Nota, Santilli, and Di Maggio (2021) applied Super's model in youth employability studies and found that career adaptability and self-concept clarity significantly predict successful school-to-work transitions. In addition, Arulmani (2020) used Super's theoretical framework in examining vocational identity development among youth in developing economies, highlighting its continued relevance in contexts with limited labour market opportunities.

Super's theory has several strengths that justify its use in this study: It provides a comprehensive lifespan perspective, recognizing that career development is continuous rather than a one-time decision. It emphasizes on the importance of self-concept, which is central in understanding youth career choices and aspirations. It incorporates developmental stages, making it suitable for studying post-secondary school youths transitioning into the labour market while allowing integration of psychological, educational, and socio-economic factors, making it adaptable to diverse contexts such as Kenya's labour market. It is highly applicable to career guidance and counselling interventions, which are central to improving employability outcomes.

Despite its relevance, the theory has some limitations; It assumes a relatively stable and linear career progression, which may not reflect today's volatile and unpredictable labour markets characterized by gig work and frequent career changes. Strong emphasis is placed on individual self-concept, potentially underestimating structural barriers such as unemployment, inequality, and economic constraints. It was developed in a Western context, which may limit its full applicability in developing economies with informal labour markets, such as Kenya. It does not fully account for the influence of digital transformation and non-traditional career pathways, which are increasingly important in the 21st-century economy.

Despite these limitations, the theory remains highly relevant because it provides a strong foundation for understanding how youth career identities evolve and how they can be shaped through intervention. Modern scholars continue to integrate Super's ideas with contemporary frameworks such as career adaptability, lifelong learning, and competency-based education systems, demonstrating its enduring influence in career development research. In relation to this study, Super's theory effectively explains how enhancing self-awareness, career exposure, and labour market understanding can improve youth employability and access to decent jobs. It therefore provides a strong theoretical foundation for designing interventions aligned with the 2030 Agenda for Sustainable Development (SDG 8), particularly in improving school-to-work transition outcomes among post-secondary school youths in Garissa Municipality.

Options Available for Decent Jobs in the 2030 Agenda for Sustainable Development

Recent global labour market transformations show increasing diversification of employment opportunities driven by digitalization and automation. According to the International Labour Organization (ILO, 2024), emerging sectors such as artificial intelligence, green energy, and digital services are creating new forms of employment that require advanced technical and soft skills. Similarly, the World Bank (2023) reports that global youth unemployment remains disproportionately high, yet new opportunities in the gig economy and remote digital work have expanded access to income-generating activities for young people, particularly in developing economies. A study by McKinsey Global Institute (2023) found that automation may displace routine jobs but will simultaneously create demand for digital, creative, and interpersonal skills, reshaping the concept of decent work globally.

In Africa, the African Development Bank (AfDB, 2023) notes that youth constitute over 60% of the unemployed population, yet sectors such as agribusiness, renewable energy, and digital entrepreneurship are emerging as major employment drivers. Similarly, UNECA (2024) emphasizes that African labour markets are undergoing structural transformation, with increased investment in ICT hubs, creative industries, and climate-smart agriculture creating new employment pathways for youth. A study by Filmer and Fox (2019) further confirms

that Africa's youth employment challenge is not only about job scarcity but also skills mismatch and limited access to quality vocational training.

In Kenya, the Kenya National Bureau of Statistics (KNBS, 2023) reports that youth unemployment remains above 35%, despite expansion in higher education. However, growth in ICT, construction, and service sectors is increasing demand for skilled labour. The World Bank Kenya Youth Employment Report (2023) highlights that digital platforms such as freelance work, mobile applications, and e-commerce are increasingly absorbing young graduates who lack formal employment. Additionally, Ngugi and Mwangi (2022) found that Kenyan youth career choices are strongly influenced by perceived income potential rather than labour market alignment, leading to oversupply in certain professional fields such as law and business administration.

At the local level, Garissa County Integrated Development Plan (CIDP, 2023) indicates that youth unemployment is significantly higher than the national average due to limited industrial development and climate-related constraints. A study by Hussein and Abdi (2022) in Garissa found that youth engagement in informal trade, livestock value chains, and digital remittances forms the main source of livelihood, although these activities often lack decent work conditions. Similarly, Mohammed and Noor (2021) observed that limited access to vocational training and ICT infrastructure in Northern Kenya restricts youth participation in emerging job markets, reinforcing structural unemployment.

Employment Indicators for Decent Jobs in the 2030 Agenda

The ILO (2024) defines decent work indicators as encompassing employment creation, social protection, rights at work, and social dialogue. Key indicators include unemployment rate, NEET (Not in Education, Employment or Training) rates, and gender wage gaps. The World Bank (2023) further highlights that labour productivity, income levels, and job security are critical indicators of youth employability and economic inclusion. UNDP (2023) adds that SDG monitoring frameworks increasingly incorporate multidimensional indicators such as digital skills proficiency and access to formal employment contracts.

In Africa, AfDB (2023) emphasizes indicators such as youth labour force participation, access to vocational training, and informality rates as key measures of decent employment. UNECA (2024) notes that African economies still rely heavily on informal employment, which accounts for over 80% of youth jobs, limiting access to social protection and stable income. KNBS (2023) identifies key labour indicators including unemployment rates, underemployment, and NEET statistics among youth aged 18–34 years.

The Kenya Youth Development Policy (2023) highlights skills mismatch, low ICT uptake, and limited apprenticeship opportunities as major barriers to decent employment. At the county level, Garissa CIDP (2023) reports low participation in formal employment systems, with most youth engaged in informal trade, livestock rearing, and small-scale enterprises. Hussein and Abdi (2022) further note that lack of labour market information systems at the local level limits youth awareness of employment opportunities.

Intervention Measures for Enhancing Youth Employability

The World Bank (2023) recommends integrated youth employment programs combining skills training, entrepreneurship development, and digital literacy as effective intervention strategies. Similarly, ILO (2024) emphasizes apprenticeship systems, school-to-work transition programs, and career guidance as essential tools for improving employability outcomes. McKinsey (2023) further suggests that lifelong learning systems are critical in preparing youth for rapidly changing labour markets.

AfDB (2023) supports investment in Technical and Vocational Education and Training (TVET) as a key intervention for reducing youth unemployment in Africa. UNECA (2024) recommends strengthening public-private partnerships in skills development and improving labour market information systems. Filmer and Fox (2019) emphasize entrepreneurship training and agricultural value chain development as key employment solutions in Africa.

The Kenya Vision 2030 and the Bottom-Up Economic Transformation Agenda (BETA, 2023) prioritize youth empowerment through digital hubs, TVET expansion, and SME financing. Ngugi and Mwangi (2022) recommend enhanced career guidance programs in secondary and post-secondary institutions to align skills with labour market needs. Garissa CIDP (2023) recommends strengthening youth empowerment programs through county-level vocational training centers and ICT incubation hubs. Mohammed and Noor (2021) emphasize mobile-based skills training and community-based entrepreneurship programs as viable solutions for remote regions.

Knowledge Gap

Despite extensive global and regional interventions, there is limited localized empirical evidence on how employment indicators, self-concept development, and intervention strategies interact to influence decent job outcomes among post-secondary youth in ASAL regions such as Garissa. This study therefore seeks to bridge this gap by developing a contextualized intervention framework for youth employability aligned with SDG 8.

METHODOLOGY

Introduction

The methodology chapter describes and discusses the procedures that were followed in conducting the study. The chapter presents the philosophical assumptions, research approach, research design, location of the study, population, sampling techniques and sample size, pilot study, data collection instruments, internal validity and reliability, the data analysis procedures as well as ethical issues and logistical considerations.

Research Design

A descriptive survey research design was employed in this study to investigate the factors at play in career decision making among post-secondary school youths in Garissa Municipality. The researcher combined both quantitative and qualitative research approaches which were concurrently used to obtain data from the field and later merged the data to address the research objectives. (Bryman, 2016). In this study, quantitative data assisted in the selection of research design while the qualitative component assisted by identifying and in the selection of the representative sample participants as well as outlying unusual cases. The researcher hence combined quantitative as well as qualitative individual data to best understand participants' experiences with measuring of indicators to decent jobs in the 2030 agenda.

Whilst acknowledging the sharp distinction between quantitative and qualitative research approaches, researchers have argued that for a principled mixture of the two approaches within certain contexts justifications can play complementary and supplementary rather than contradiction and antagonistic roles (Hesse-Biber, 2017). The subjectivity associated with qualitative research was minimized by the objectivity of quantitative research while gathering data pertaining to the problem in question. Gay (2012) postulates that descriptive survey research involves a process of collecting data in order to test hypotheses or answer questions concerning the current status of the subject in the study. It determines and reports the way things are and attempts to describe such things as possible behavior, attitudes, values and characteristics.

Area of the Study

The study was conducted in Garissa Municipality, in Garissa County. This is one of the Sub Counties in Northern Eastern Region. The choice of Garissa Municipality for the study was based on its uniqueness in that 85% of out of school youths are unemployed and thus very idle with consequential effects of drugs and substance abuse leading to a lot of social crimes than the surrounding regions (Ahmed, 2017). Garissa Municipality is one of the areas with rapidly growing populations and especially the youth more so as a result of influx from Somalia. Coupled with its high levels of marginalization (Musa, 2019), it then becomes quite suitable for the current study.

It is dry and arid with few economic activities that go on. Rainfall is low and unreliable and droughts and famine are common phenomena. The main economic activity is nomadic pastoralism and trade. Education in the district

is the only vehicle for social and economic development. Families with members who have clear career and livelihood sources are the only ones that are assured of daily survival thus having careers and sources of livelihood being the only exit from poverty. There is limited research on factors influencing career choices among youths unlike some other parts of Kenya.

Target Population

The target population consisted of members of the group who had common traits that the researcher was interested in studying from which the results of the study were generalized. This study targeted the four county youth officers; 141 youth group leaders and 1292 post-secondary school youths aged between 16-30years who graduated from secondary school between 2015 and 2019 and were living in Garissa Municipality in Garissa County.

Sample size and sampling techniques

The researcher clearly identified the target population relying on logic and judgment consequently defining the population in line with the objectives of the study. The sampling unit was Garissa Municipality, which was purposively selected based on convenience of the researcher in terms of time allocation, funds available and other logistics. Garissa Municipality has five locations, 36 villages and 4 county youth officers, 141 youth group leaders and 1292 post-secondary school youths aged 18-35 years from which the respondents came from. (MOYA, 2016). The research samples were selected through a randomizing process. Kothari (2004) consents that by studying the sample; one can be able to know more about the population without having to study the entire population. Purposive sampling was employed to select Garissa Municipality and the five locations that make up the Municipality. Stratified random sampling technique was used where the population was divided into sub-populations based on the locations which were more homogeneous than the total population. The targeted number of respondents' and their sample size are presented in Table 3.1.

Table 3.1

Number of Respondents

Designation of respondents	Targeted number of respondents	%	Sample size	%
County youth officers	4	100	4	100
Youth Group leaders	141	100	36	25.5
Post secondary school youths	1241	100	360	27.9

Source: Ministry of Youth Affairs (MOYA), 2025

3.5 Data Collection Methods

The researcher had a one-on-one interview with the county youth officers and used research assistants to administer the questionnaires for the youth group leaders and post secondary school youths. After distributing the questionnaires to the respondents, the researcher allowed a period of two weeks to the participants to respond to the questions after which the researcher with the help of research assistants collected the questionnaires.

3.6 Data Collection Instruments

The researcher developed two types of data collection instruments namely; an interview guide for the county youth officers and questionnaires for the youth group leaders and post-secondary school youths.

3.7.1 Validity of the instruments

The validation process tried to determine whether the research instruments allowed the researcher to achieve the set objectives of the instruments with regards to whether the means of measurement were accurate and whether they actually measured what they intended to measure. The construct validity determined which data was to be gathered and how it was gathered. According Kothari (2014) validity asserts that research actively cause or affect the interplay between construct and data in order to validate their investigation, usually by the application of a test or other process. As a process, the validation involved collecting and analyzing data to assess the accuracy of instruments. A predetermined criterion of evaluation was used to ensure validity of the study by using two different instruments that measured the same concept. Content validity was done to test the appropriateness of the content of the instruments. Subject scores from the two instruments were co related questions accurately assessed what was intended to be assessed hence the instrument proved to be valid.

3.7.2 Reliability of the iinstruments

According to Mugenda and Mugemda (2012) reliability is the consistency of instruments in producing reliable results. The pilot study was done to ensure that the items consistently measured the variables in the study and produced reliable results on repeated trials. The split half technique of assessing reliability was used. The research instruments were designed in such a way that they had two parts. Subject scores from one part were correlated with scores from the second part. Orodho (20144) contents that this method is good enough because it eliminates error due to differing test conditions. It focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concept. To ascertain the reliability, the internal consistency method was employed where the instruments were tested using the Cronbach alpha coefficient.

$$A = \frac{k}{k-1} \left(1 - \frac{\sum_{i=1}^k \sigma^2_{Y_i}}{\sigma^2_x} \right)$$

k= number of questions

Where;

σ^2_x is the variance of the observed total scores

$\sigma^2_{Y_i}$ is the variance of component

i is the current sample of persons

The results from the study showed that the questionnaires for youth group leaders and post-secondary school youths were reliable as they yielded reliability coefficient of 0.75 and 0.78 respectively. Reliability in qualitative research was concerned with the appropriateness in which concepts were used and described what they were intended to describe. Here, “concepts” and themes were taken as names given to common features, to generate ideas and organize observation. Orodho (2004) recommends that reliability coefficient of 0.7 and above is acceptable for the instruments to be reliable.

In such a context, reliability was entwined with the notion of consistency of the case, which was allocated for the same category by different observers namely the county youth officers and post-secondary school youths. Thus, the degree of reliability in a qualitative data was improved with proper field notes from the county youth officers that were open to supplementary data from the youth group leaders and post-secondary school youths who were able to articulate their views about their position in relation to career decision making process and the determinant factors. Therefore, to ensure reliability in qualitative the researcher documented the procedure and showed that categories were used consistently.

Methods of Data Analysis

Data analysis involved a process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data collecting tools. The data analysis consisted of merging data and comparing the two sets of data and results. In order to avoid the conflict or contradiction that is associated with concurrent design, after merging the data the researcher employed a strategy of resolving differences where more data were gathered and the databases were also revisited. In the data analysis, the researcher examined each piece of information from each instrument for completeness. The data was organized as per research objectives, coded the data and a code sheet was developed. The qualitative data was analyzed by use of descriptive statistics where patterns or themes were identified and were documented as individual voices in speech marks including the day when the data was collected. For the quantitative data, statistical analysis was done with the help of the Statistical Package for Social Science version 18 and data was captured in form of frequency tables and percentages.

Ethical Considerations

First and foremost, the researcher obtained a permit from the National Council for Science, Technology and Innovation (NACOSTI) and local area authorities and another one from the University of Dar es salaam to allow her carry out the research in the targeted area. Prior to the actual data collection, an effort was made to visit the offices to familiarize with the relevant respondents and explain purpose of the study. The researcher ensured that all respondents participated in the study with informed consent and the participants were assured that the information was meant for purely academic purposes only. An introductory part was included in every questionnaire explaining the purpose of the study and why various categories of respondents were targeted by the study. Information collected was treated with high confidentiality which was done by keeping the participants responses secret. Privacy and confidentiality were ensured and information collected was used for the for the research purposes only.

FINDINGS AND DISCUSSIONS

Introduction

This chapter presents the summary of the findings of the study, draws conclusions of the study and makes recommendations and suggestions for further research. This section summarizes the findings on measurement employment indicators to decent jobs in the 2030 agenda for sustainable development relevant to post-secondary school youths in Garissa municipality, Kenya.

The main options available to decent jobs in the 2030 agenda for sustainable development relevant to post-secondary school youths

The study has revealed that the main options available to decent jobs in the 2030 agenda for sustainable development relevant for post-secondary school youth included education, medicine and medical sciences, legal studies, engineering, business management. studies, agriculture and veterinary studies, social sciences and humanities, applied and health sciences and technology. These results differ from the observations made by Natalie and Ferry (2019) who noted that at present the work-related and specialized fields are more varied than ever before. Developments in digital technologies have also produced entirely different and innovative industries with job options earlier generations could never have anticipated. Social networking gives today's youths unparalleled right of entry to new relations and job opportunities.

Majority of the youths who do not qualify to join either public or private universities join middle level colleges to pursue either certificates or diplomas depending on the grades achieved or / their financial ability. The study revealed that the Kenyan post secondary school youths who score lower grades in their KCSE than their career fields requires, are forced to go through bridging courses to upgrade the scores of the subjects which they never performed well while others have to start their training at lower levels, beginning at certificate, diploma and then joining degree courses after successful completion of their lower-level training. These courses include law, education, medicine, business management, agriculture and livestock, sales and marketing, journalism among

others. Similar results were obtained by Maxwell (2017) who indicated that this open challenge aims at bringing together a varied worldwide society including business, influential, educators, entrepreneurs, policy makers, journalists and young people themselves to help identify a range of inventive, scalable solutions to the challenge of young people's unemployment as indicated in the literature.

Those youths who do not get direct employment may seek internships with NGOs, private firms, government institutions and get some little pay for their upkeep. Some youths offer themselves to give volunteer services which are considered as vital as they gain work experience which in turn helps them in considering their career paths based on their skills, interests and employment opportunities. Both internships and volunteer services act as an eye opener for work-related available opportunities and the specific career alternatives that best suit for youths. Hotchkiss and Borow (2016) had different findings who predicted that in Sub Saharan Africa, there are other examples of studies that mirror the coated type of professional 'field' and constriction that need to be verified through research. There is enough evidence that women are under-represented in mathematics, manufacturing and technological knowhow in the British and American higher education system.

Employment indicators of decent jobs in the 2030 agenda for sustainable development relevant to post-secondary school youths

The study found out that there a great number of indicators of decent jobs in the 2030 agenda for sustainable development relevant to post-secondary school youths: The study established that adequate employment opportunities, adequate salaries and productive work; safe and conducive working environment, allowing time for family and personal life; job stability and security; equal opportunity and treatment in employment were among the main indicators of decent employment. These findings are similar to the observations made by Morey, Harvey and MacDonald (2014) who predicted that employment and decent jobs approaches focus on the process of how job linked plans is made. The main assumption in these approaches is that individuals would have successful career progress if they were able to make decisions efficiently. They concluded that individuals make every effort to ensure access to decent jobs with more gains and reduce losses through the job-related decisions that they make. "Gains and losses" are not measured from the monetary point of view; they could be in terms of standard of living, achievement, status, contentment, safety or any of a diversity of other psychosocial and environmental. However, the results differ from the findings by Crosby (2015) who noted that in Northern Virginia inhabitants identify wealth and physical wellbeing as the two top standards of a decent job and that at any selection-point; individuals have a number of alternatives available to them. This approach therefore helps persons recognize choice-points and options and enhances their job selection and acquirement skills and abilities.

Market related indicators relevant to young people outcome which measure the employment opportunities which include the number of employment opportunities for youths that are created yearly, the total number of beneficiaries, number of self-employed: employers, umber of self-employed: own-account workers, new businesses, number of newly created firms, numbers of vacancies that require high level skills vacancies by occupation, lists of missing skills, and number of unemployed youths. These findings echo the observation by World Bank (WB), (2019) where the indicators of decent jobs for youths can be measured by establishing the following factors: the levels and rate of youth participation and in relation to adults in formal and non-formal education and training in the previous one yeas, participation by sex; ratio of youth and adults with information and communications technology (ICT) skills and by type of skill. Youth prediction of decent job aims at promoting sustainable and inclusive economic growth, full and productive employment and decent work for all.

Labour market indicators relevant to youths outcome indicator measures the job opportunities which include the number of employment created, the employed beneficiaries of various projects, number of full-time comparable (FTE) jobs, status in employment, number of employees, both employed and self-employed: number of employers,: own-account workers, new businesses, number of newly created firms with more than one paid worker, annual sales revenue for beneficiary firms, share of newly established beneficiary firms still operational after some months, percentage of firms formally registered, employment quality, adequate earnings, mean nominal monthly/hourly earnings of employees (in local currency).

Contrarily, empirical evidence from studies carried out in Kenya indicate that limited documented job indicators relevant to young people in terms of availability of jobs in both public and private sectors of employment.

Developing a guide on intervention measures to decent jobs in the 2030 agenda for sustainable development relevant to post-secondary school youths

The study revealed that intervention measures to s to decent jobs in the 2030 agenda for sustainable development relevant to post-secondary school youths ought to be put in place by various stakeholders. It was evident that one of the most important intervention strategies assists young people to decent jobs is by organizing career counselling programs. Bimrose, Hughes and Orton (2017) had differing results by advocating for intervention measures such as developing, sharing and adapting an intervention guide and techniques cross-culturally as a viable strategy for implementing or enhancing programs, provided the concepts and materials that are tailored to the countries' unique requirements.

Such programs should which provide relevant information on post-secondary school course offerings, where such career programs existed; they assisted youths with information concerning the labour market indicators. Employment requirements at different levels, employment opportunities and beneficiaries as well as alternative sources of livelihood activities were found to be key. Other measures included identification of the skills gaps and shortages by employers, vacancy and jobseeker statistics, the relationship between vacancies, skills and competencies among job applicants, details on recent trends in emerging occupations and skills and possible future developments, content analyses of job requirements, vacancy advertisements, skills levels of those leaving employment access education to take up their first jobs

It was evident that there was need for employers to establish skills surveys for generating data on employer demand and determination of vacancy rates. Involve of policy-makers in shaping education and training policies such as: • designing initial and continuing education using information on basic areas of knowledge in emerging occupations and sectors, upgrading and remedial education for specific sections of the workforce, design of education and training programmes and skills standards, and changes in number of education and training places provided, to serve changing enterprise demand for new entrants, employers comparing themselves to others in terms of training provision or their experience of skills deficiencies, and understanding of skills needs drivers to establish the relationship between work organization, business positioning and technological changes, and enterprises' skills and training needs and individuals identifying skills areas that need to upgrading and sectors and occupations with specific skills shortages that offer good job opportunities: Cushner and Mahon (2016) had similar findings to this study where they noted that in USA, education officers, policy makers and curriculum developers must assume a more assertive role in providing programs that assist youth in prior preparation for decent employment.

Identification of skills gaps and workforce shortages at different levels and type of education/ training for contribution of the necessary knowledge for future generation and skills needs for the 2030 agenda. Similarly, Herr and Niles (2017) observe that the match between individual skills set and employers' requirements is vital to establish job projections for youths. The capacity to correctly evaluate the functioning of the labour market in balancing suppliers of labour services (workers) against the demands for workplace services (employers), regularly through labour market policies, is fundamental to addressing market misrepresentations.

IMPLICATIONS FOR THE STUDY FINDINGS

Introduction

In order to address measures to decent jobs in the 2030 agenda for sustainable development relevant to post-secondary school youths in Garissa Municipality this study recommends the following:

The main options available to decent jobs in the 2030 agenda for sustainable post-secondary school youths

Based on these findings the study recommends that post-secondary school youths should be given necessary, timely adequate and timely on available options to decent job opportunities information and also be made aware

of the main various career fields that are available after completing their secondary school education. Exposure to various training institutions would be vital to enable youth gather information on the requirements for various elements of career fields such as double/concurrent enrollment at middle colleges and universities. Career fields should center on ensuring a smooth student transition from secondary school education to relevant jobs with decency such as education, medicine and medical sciences, legal studies, engineering, business management studies, agriculture and veterinary studies, social sciences and humanities, applied and health sciences and technology. Those youths who do not qualify to join either public or private universities should have adequate information on middle level colleges to pursue either certificates or diplomas based on the grades achieved or / their financial ability. The post-secondary school youths with lower grades in their KCSE than their career fields require, should be allowed an opportunity to join bridging courses to upgrade their scores of the subjects which they never performed well while others have to start their training at lower levels, beginning at certificate, diplomas. Opportunities for vocational training should be made available as well as capital for self-employment in small scale business for those who do not secure opportunities in the training opportunities.

The main indicators to decent jobs in the 2030 agenda for sustainable post-secondary school youths

Based on these findings the study recommends that post-secondary school youths should be given necessary guidance on available job opportunities, training opportunities, cost implications, relevant measures of decent jobs and be equipped with information relating to 2030 agenda for young people as stipulated in the SDGs while in high school or immediately after leaving secondary school. This will enhance their participation in post-secondary studies with specific job options in mind. Indicators of decent jobs related to adequate employment opportunities, adequate salaries and productive work; safe and conducive working environment, allowing time for family and personal life; job stability and security; equal opportunity and treatment in employment were among the main indicators of decent employment, different jobs' marketability, opportunities for youths in both employment in the government and private sectors and self-employment should be available. Cultural, socio-economic and academic issues that hinder effective selection and acquisition of decent jobs among post-secondary school such as peer influence, gender, ethnicity, role models, academic grades, social policies and availability of training opportunities should be addressed early enough and relevant action taken by stakeholders. If this noble task of helping post-secondary school youths be able to effectively and efficiently measure the indicators of decent jobs is to be effectively implemented, all stakeholders, namely; the educationists, policy makers, curriculum developers, private firms, companies, NGOs, FBOs, parents, schools and the business community should collaborate and play their roles maximally towards helping young people overcome the socio-economic and cultural barriers to effective acquisition of decent jobs in an effort to attain the 2030 agenda on youth employment.

The main intervention measures to decent jobs in the 2030 agenda for sustainable development goals for post-secondary school youths

Since measures to decent jobs and the 2030 agenda for sustainable development goals for post-secondary school youths are intertwined and interwoven, there is need therefore, for various stakeholders to identify and implement viable intervention mechanisms to address issues of challenge and facilitate effective and efficient job selection, preparation and relevant duties and responsibilities among the post-secondary school youths. This noble task should be implemented appropriately in order to make work related decisions easy and help young people overcome the alarming indecent employments and unemployment problems that face Kenya as a country where young people are most hit. The study recommends that various intervention measures that assist young people to decent such as career guidance and counselling, collaborative career and programs targeting youths, such programs should provide relevant information on post-secondary school course offerings, information concerning the labour market indicators, employment requirements at different levels, employment opportunities and beneficiaries as well as alternative sources of livelihood activities. There is need to identify the skills gaps and shortages by employers, the number of available vacancies and jobseeker statistics, details on recent trends in emerging occupations and required skills as well as possible future developments. Content analyses of job

requirements, vacancy advertisements and skills levels for various levels of employment should have a top priority.

To employers ought to establish skills surveys for generating data on their demands and determination of vacancy rates. Involvement of policy-makers in shaping education and training policies such as: and a link between work organization, business positioning and technological changes, on job requirements at different levels and type of education/ training for contribution of the necessary knowledge for future generation and skills needs for the 2030 should be developed and availed to youths.

CONCLUSIONS

This study makes several conclusions based on the main finding. Most importantly, absence of guidelines on decent jobs in line with the SDGs among post-secondary school youths in Garissa Municipality was evident. Therefore, it is worth noting that enhancement of timely, sound and adequate job-related information among the post-secondary school youths cannot be underestimated; there is thus need of up-to-date data of various job portfolios, more information on financial implications, skills set requirements for various jobs social, moral, intellectual and professional support from the relevant stake holders. There is need for mobilization and sensitization of the public on the importance of preparing youths for decent jobs in order to equip them with necessary resources that are required work place.

The main options available to decent jobs in the 2030 agenda for sustainable development relevant for post-secondary school youth included education, medicine and medical sciences, legal studies, engineering, business management. studies, agriculture and veterinary studies, social sciences and humanities, applied and health sciences and technology. Most youths begin their training at lower levels due to poor KCSE grades while others join middle level courses with some engaging in family business, internships with NGOs, private firms, government institutions and get some little pay for their upkeep while others offer themselves to give volunteer services which are considered as vital as they gain work experience which in turn helps them in considering their career paths based on their skills, interests and employment opportunities. As a matter of fact, there is need for the relevant stakeholders to put more emphasis both in word and deed on the importance of availing information on indicators of decent jobs that youths need to consider. Information on adequate employment opportunities, adequate salaries and productive work; safe and conducive working environment, opportunities for allowing time for family and personal life; job stability and security; market related indicators as well as equal opportunity and treatment in employment as indicators of decent employment was highly required.

It is also concluded that the intervention measures to decent jobs in the 2030 agenda for sustainable development relevant to post-secondary school youths ought to be put in place by various stakeholders. Intervention strategies that assist young people to decent jobs through organizing career counselling programs should be initiated to provide relevant information on post-secondary school courses that are offered, Employment requirements at different levels, employment opportunities and beneficiaries as well as alternative sources of livelihood activities are be key to acquiring decent jobs. Other strategies worthy consideration include developing collaborative career programs, engagement of parents the lives and career planning among the young people, use of innovative career decision making strategies that engage youths, parents and communities, supporting youths to build positive self-esteem and boost their self-efficacy in career decision making need to be put in place. Other strategies include assisting youths to explore a wide range of occupations, use of modern technology such internet, career e-guidance and extracurricular activities.

It can further be concluded that if this noble task is to be realized in Garissa Municipality, all stake holders must play their roles maximally for the benefit of the young people, society and nation at large. Equally, when post-secondary school youths adequately equipped with relevant and up- to-date information on indicators of decent jobs, they should stand a chance of getting their most suitable jobs hence cease to become a nuisance at in the society due unsuitable indecent jobs and low level livelihood activities. It can be concluded that if these measures would be put in place at the right time, the problems of indecisiveness and indecency in employment in would cease among post-secondary school youths in Garissa Municipality.

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