



Virtual Reality's Impact on Emotional Intelligence Development Among Urban Youth in Nairobi Slums, Kenya

Macharia Mutuli¹, Oscar Kariuki^{2,3}

¹ Department of Research, Moi University

² Egerton University

³ Department of Advanced Studies, Moi University

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Correspondence: mmutuli@gmail.com

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Author notes

Macharia Mutuli is affiliated with Department of Research, Moi University and focuses on Arts & Humanities research in Africa.

Oscar Kariuki is affiliated with Egerton University and focuses on Arts & Humanities research in Africa.

Abstract

Virtual reality (VR) experiences are increasingly being used to address educational challenges in urban youth development. A participatory action research approach was employed with qualitative data collection through interviews and focus groups. The sample included 60 participants from diverse socio-economic backgrounds. Participants reported enhanced self-awareness and empathy post-VR sessions, indicating a positive impact on EI development; themes emerged around cultural adaptation of VR content for local contexts. The findings suggest that culturally tailored VR experiences can be effective in improving emotional intelligence among urban youth in Nairobi slums. Further research should explore the long-term effects and scalability of VR interventions. Educators and policymakers should consider integrating VR into EI curricula where feasible.

Keywords: *Virtual Reality, Nairobi, Slums, Emotional Intelligence, Participatory Action Research, Youth Development, Socio-Emotional Learning*

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