

**INFLUENCE OF NON-GOVERNMENTAL ORGANIZATIONS' EDUCATION
INTERVENTIONS ON COMMUNITY EMPOWERMENT IN NAKURU COUNTY,
KENYA**

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**A Thesis Submitted to the Graduate School in Partial Fulfilment of the Requirements
for the Doctor of Philosophy Degree in Community Studies and Extension of Egerton
University**


EGERTON UNIVERSITY

SEPTEMBER, 2023

DECLARATION AND RECOMMENDATION

Declaration:

I hereby declare that this thesis is my original work and has not been presented in whole or in part in Egerton university or any other academic institution for the award of diploma or degree.

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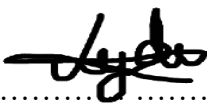
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DEDICATION

I devote this work to Almighty God for enabling me complete this study, my dad, the late Stephen Mutiga, a man who gave his all to ensure that I went to school all my life, my late Aunt, Margaret Wangechi and my late grandmother, Mary Wangari.

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ABSTRACT

Non-governmental organizations are key development actors through various strategies. Education is one of the strategies and an integral part in realization of sustainable development goals. Education interventions include financial, basic needs, capacity development and character-building. However, there are challenges in terms of social economic development. Education as an empowerment tool is deemed effective through empowering both individuals and communities. However, success of education interventions has been measured using individual empowerment indicators, as a result, an empirical knowledge gap exists on their influence on community empowerment, a prerequisite for community development. The study sought to investigate the influence of non-governmental organizations education interventions on community empowerment in Nakuru County. This study was guided by Social Capital Theory, Empowerment Theory and General Systems Theory. The study adopted correlational research design and an *ex-post facto* research design. Stratified random samplings, simple random sampling and purposive sampling were used in the study. Thirteen social workers one from each selected organizations and 101 beneficiaries were involved in the study. Data was collected using questionnaires. Reliability of the research instruments was estimated using Cronbach's alpha coefficient formulae and was found to be 0.792 for the beneficiaries and 0.846 for the social workers. The research instruments attained a reliability coefficient above the required threshold of 0.70 for social sciences, thus acceptable. The data obtained through this study was analysed using descriptive and inferential statistics (linear and multiple regression). Factor analysis was used to create factor scores for inferential analysis. The study results indicate the influence of education interventions at 95% confidence level were as follows: financial interventions, $R^2 = .065$, $F(1, 99) = 6.855$, $p = .010$; basic needs interventions, $R^2 = .068$, $F(1, 99) = 7.207$, $p = .009$; capacity development interventions, $R^2 = .051$, $F(1, 99) = 5.315$, $p = .023$; character-building interventions, $R^2 = .052$, $F(1, 99) = 17.749$, $p = 0.000$. The combined influence of education interventions was also significant at 95% confidence level, $R^2 = .219$, $F(4, 96) = 6.740$, $p = 0.000$. The study concluded that non-governmental organizations' education interventions; financial, basic needs, capacity development and character-building had statistically significant influence on community empowerment. The study recommends adoption of the education for community empowerment model developed through this research for non-governmental organizations and other stakeholders supporting education as a strategy for sustainable community development.

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LIST OF ABBREVIATIONS AND ACRONYMS

BNI	Basic Needs Interventions
BTS	Bartlett’s Test of Sphericity
CBI	Character Building Interventions
CBO	Community Based Organization
CCI	Charitable Children Institution
CCF	Community Capitals Framework
CDC	Centre for Disease Control
CDI	Character Development Interventions
CE	Community Empowerment
EFA	Education for All
FBO	Faith Based Organization
FNI	Financial Interventions
GNP	Gross National Product
KMO	Kaiser-Meyer-Olkin
KNBS	Kenya National Bureau of Standards
MDGs	Millennium Development Goals
MLSSS	Ministry of Labor, Social Security and Services
NACOSTI	National Commission for Science, Technology and Innovation
NGOs	Non-Governmental Organizations
NNGOs	National Non-Governmental Organizations

OECD	Organization for Economic Co-operation and Development
OOSC	Out-Of-School Children
SDGs	Sustainable Development Goals
SPSS	Statistical Packages for Social Sciences
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
VIF	Variance Inflation Factor
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Quality education is a basic right and foundation for community development. It is recognized as an essential basic human right since 1948 when Universal Declaration of Human rights were adopted and has been acknowledged treaties including the United Nations Educational, Scientific, and Cultural Organization (United Nations Educational, Scientific and Cultural Organization, 2014).

Quality education is Sustainable Development Goal number 4 and a fundamental part in achievement of all other sixteen goals. Sustainable Development Goals (SDGs) were born at the United Nations conference on sustainable development in 2012. The aim was to come up with a set of universal goals that met the urgent environmental, political and economic challenges facing the world. In the year 2015, leaders from 193 states who had congregated in New York adopted 17 sustainable development goals, a commitment to work together in building a safer, prosperous and equitable world. The joint efforts were; no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequality, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace and justice strong institutions and partnerships for the goals (United Nations Educational Scientific and Cultural Organizations, 2015).

The Sustainable Development Goals address matters that are a concern to us all. The adoption of these goals, reiterate the international obligation to end poverty. Poverty is a state in which a person or a community lacks the financial resources and requisites for a minimum standard of living. Poverty can also be explained in regard to socio-economic characteristics. Indicators of poverty include employment type, highest level of education attained, ability to afford food, external look, type of housing, property ownership, health status, social exclusion and relegation (Aryeetey *et al.*, 2013).

Realization of Sustainable Development Goals has been a world-wide problem and this obliges different states and development agencies to work together in pursuit of those goals. Non-governmental organizations (NGOs) are key players in community development, thus, play a

major role in working towards attainment of the sustainable development goals, through support of various interventions such as agriculture, health, climate change, gender, family planning, water and sanitation and education (Benjamin, 2007). Each of these interventions play a key role in realization of sustainable community development. Nevertheless, education as one of the interventions is a vital role in realization of all the other 16 Sustainable Development Goals. According to the United Nations Educational Scientific and Cultural Organizations (2015), sustainable development begins with education, hence, inclusion of equitable, inclusive and accessible quality education as goal number four laid emphasis on its importance in attainment of sustainable development across the world. Education plays a significant role in helping lower poverty levels through arming individuals and communities with knowledge, skills, capabilities, values and competencies leading to community empowerment. Hence, it is a basic right and foundation for community development (United Nations Educational, Scientific and Cultural Organization, 2014).

Education plays a crucial role in the attainment of community development. Community development is a process where community members congregate to take joint action to create solutions to their problems (World Bank, 2010). According to Green and Haines (2008), joint action develops assets that help enhance the ability of the members of a community to advance their living standards. These assets include the seven forms of community capitals namely human, social, financial, natural, political, cultural and built capital, which are key pillars of community development (Flora & Flora, 2008). These assets are developed through quality education which refers to increase of knowledge, skills, abilities competencies and values enabling an individual to think, process and act, making human beings the main drivers of development (United Nations Educational Scientific and Cultural Organizations, 2015). Hence, education is a fundamental tool empowerment tool for community development.

Empowerment is the process through which individuals and communities gain power, access resources and attain control over their lives (Robbins *et al.*, 2012). The empowerment process encompass three dimensions which include, (i) individual empowerment which concentrate on what occurs at a personal level, (ii) community empowerment which emphasize on joint procedures and social change and (iii) the empowering professional practice which encourage realization of both the individual empowerment and community empowerment (Soares *et al.*, 2015).

The indicators used in measuring individual empowerment include decisions making ability, self-efficacy and income generation. Community members are empowered through increase of assets, attributes and build capacities to gain access, partners, networks leading to community development (Labonte & Laverack, 2008). The indicators for measuring community empowerment include human capital, social capital, financial capital, natural capital, political capital, cultural capital and built capital (Flora & Flora, 2008).

The key community capitals are human capital, financial capital and social capital. According to Flora and Flora (2013), human capital refers to skills and abilities possessed by individuals and communities. This is measured in terms of the extent to which community members possess skills such as life skills, leadership skills, vocational skills and entrepreneurship skills, further, financial capital refers to financial resources available to invest in community capacity building and accumulate wealth for community development. Financial capital is measured in terms of the extent to which community members are able to; generate income, mobilize internal and external resources for community development. In addition, social capital refers to the glue that holds groups and communities together, enabling them participate in community activities to solve their common problems. Social capital is measured in terms of the level of group formations, community involvement and participation in the community activities. Social capital plays a key role in community empowerment which is a collective action of community members to solve issues the affect their lives.

Studies conducted in Indonesia and Romano indicate an array of benefits emanating from community empowerment which can be classified along the lines of the seven community capitals. Particularly, the financial capital took the form of increment in incomes and development of economic infrastructure, while the natural capital took the form of protection of physical resources, social capital and political capital took the form of partnerships with authorities, cultural capital took the form of maintaining traditional customs and local culture, built capital took the form of local infrastructure and environmental protection while bravery and diligence were indicators of human capital (Soepijanto *et al.*, 2013). In these communities, community empowerment enabled them to gain control over their lives which led to community development.

A study by Khan *et al.*(2010) showed that non-governmental organizations play a significant role helping the social-economic deprived community members access quality education. Further, Rehman (2012) reported that non-governmental organizations work towards

sustainable development through support of peace education, environmental protection, human rights and provision of quality education.

In Africa, non-governmental organizations play a significant role in the advancement of the education sector (Yambo, 2022). According to Adeyemi and Adu (2010), education is a catalyst for stimulating economic development. Through education individuals acquire knowledge, skills, competencies and values that are need for one to function well in the society.

Developing countries like Kenya are not able to offer education that is equitable, accessible and inclusive to all. According to the Government of Kenya (2007), education is a crucial human right and catalyst towards achievement of self-fulfilment and national development. However, about 70% of children in relegated communities fail to complete both primary and secondary education after enrolment due to poverty. To avert this, non-governmental organizations support of education as one of the strategies for community development (Hedayat & Mar'of, 2010).

The education interventions supported by non-governmental organizations include payment of school fees, provision of education materials, provision of text books, provision of stationery, provision of personal items, development of school infrastructures, hiring of teachers as a way of enabling community members to access education (Bartenge, 2016). Non-governmental organizations also support capacity development interventions to enable individuals, organizations and societies to acquire knowledge, skills and abilities that they can use to attain development (United Nations Development Programme, 2009). Quality education also involve character-building interventions that focus on developing empathy, ethical and social skills (Kristjansson, 2013). According to Schiro (2012), quality education interventions promotes holistic development of the learners encompassing intellectual, social, emotional, physical and spiritual growth.

Non-governmental organizations enable individuals and communities acquire education through interventions such as financial, basic needs, capacity development and character-building interventions (United Nations Educational, Scientific and Cultural Organization, 2014). These education interventions help individuals to acquire knowledge, skills, abilities, values and believes that empower them, giving them the resources and power to control their lives. Further, these empowered individuals come together to form groups which then translate to communities through the influence of social capital.

Education interventions are regarded effective empowerment tools of community development if they lead to realization of both individual empowerment and community empowerment (Soares *et al.*, 2015). However, according to a report by United Nations Educational, Scientific and Cultural Organization (2014), the success of education interventions is measured using indicators of individual empowerment, thus, the effectiveness of education as an empowerment tool in regard to attainment community empowerment which is a precondition for community development is not known. According to Emery and Flora (2006), the indicators of community empowerment include human capital, social capital and financial capital which are enhanced through quality education. Therefore, community empowerment is evidenced through increased levels of; human capital, social capital and financial capital.

In Nakuru County, there are 116 non-governmental organizations registered with Ministry of Labour Social Security and Services (MLSSS) that support education as an empowerment tool for community development (National Council for Children Services, 2015). In addition to education, these non-governmental organizations also offer humanitarian assistance, rescue from abuse, food, medical care, shelter, psychosocial support and awareness creation on issues that affect community members. However, despite all these interventions, Nakuru County continue to face numerous challenges in terms of social economic development with poverty levels at 29.1 percent just slightly lower than the national poverty levels which are at 29.2 percent of the people who live on less than US\$ 1.90 per day (World Bank Group, 2018). In addition, Nakuru County is a highly populated cosmopolitan county, has diverse culture, comprises of both urban and rural populace and is also a home to many learning institutions. This makes Nakuru County a good representation of Kenya and by carrying out this study, it may help us understand issues in regard to the influence of education interventions supported by non-governmental organizations' on community empowerment at a national level. This prompted the need to investigate the influence of non-governmental organizations' education interventions on community empowerment in Nakuru County and was measured using indicators of community capitals namely human capital, financial capital and social capital.

1.2 Statement of the Problem

Quality education is basic human right and foundation for community development. Nevertheless, In ability to access equitable and inclusive education is a big problem in developing and undeveloped countries. The Government of Kenya has tried but has not succeeded in providing quality education for all its citizenry. Consequently, non-governmental

organizations key players in development, support education as one of the approaches towards achieving sustainable community development. Education interventions by non-governmental organizations include financial interventions, basic needs interventions, capacity development interventions and character-building interventions. Effective empowerment strategy leads to achievement of both individual empowerment and community empowerment. However, the success of these education interventions on community development is measured using individual empowerment indicators which include decision making abilities, self-efficacy, self-confidence and ability to generate income generation. Hence, realization of community empowerment which is a precondition for community development is not known. Thus, there was need to measure the influence of non-governmental organizations' education interventions on community empowerment a prerequisite for community development. In Nakuru County, despite the presence of organizations that support education as a way of empowering individuals and communities there are numerous problems in terms of social economic development with poverty levels estimated at 29.1 percent which is almost equal to national poverty levels at 29.2 percent of the people who live on less than of US\$ 1.90 per day. In addition, Nakuru County is highly cosmopolitan and has diverse culture that represents the face of Kenya. Thus, Nakuru County is a good representation of Kenya and carrying out this study may help us understand the issues in regard to influence of education interventions on community empowerment at national level. Therefore, there was need to investigate the influence of non-governmental organizations' education interventions (financial, basic needs, capacity development and character-building interventions) on community empowerment in Nakuru County. This was measured in regard to key community capitals namely human capital, social capital and financial capital that are directly influenced by education and enhance realization of the other four community capitals that include; natural capital, political capital, cultural capital and built capital.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of non-governmental organizations' education interventions on community empowerment in Nakuru County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To determine the influence of non-governmental organizations' education financial interventions on community empowerment in Nakuru County, Kenya.

- ii. To establish the influence of non-governmental organizations' education basic needs interventions on community empowerment in Nakuru County, Kenya.
- iii. To find out the influence of non-governmental organizations' education capacity development interventions on community empowerment in Nakuru County, Kenya.
- iv. To determine the influence of non-governmental organizations' education character-building interventions on community empowerment in Nakuru County, Kenya.
- v. To determine the combined influence of non-governmental organizations' education interventions; financial, basic needs, capacity development character-building interventions on community empowerment in Nakuru County, Kenya.

1.5 Hypotheses of the Study

The following hypotheses were tested at 0.05, alpha level of significance:

H₀₁: Non-governmental organizations' education financial interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya.

H₀₂: Non-governmental organizations' education basic needs interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya.

H₀₃: Non-governmental organizations' education capacity development interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya.

H₀₄: Non-governmental organizations' education character-building interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya.

H₀₅: A combination of non-governmental organizations' education interventions; financial, basic needs, capacity development and character-building interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya.

1.6 Significance of the Study

The study findings and recommendations may be used to inform non-governmental organizations and stakeholders in development on the importance of supporting quality education as a strategy for community empowerment. The donors may use the study recommendations to justify financing of the education interventions. The study findings may be used to educate beneficiaries of education interventions on the value of participating in education interventions. In addition, the study findings may also be used to inform development

players the influence of education on community empowerment. The findings obtained through this study may be used to inform policy makers on the importance of adopting holistic education as a vital component in pursuit to realize sustainable community development. In addition, the findings may be used to recommend adoption of the education for community empowerment model suggested from the study findings, for use by non-governmental organizations, governments and other community development agencies using education as an empowerment tool.

1.7 Scope of the Study

All non-governmental organizations supporting education as a strategy for community development in Nakuru County that were registered with the Ministry of Labour Social Security and Services were the target population of the study. In this study the sub-counties involved were Naivasha, Gilgil, Nakuru East, Nakuru West, Rongai, Njoro, Bahati, Subukia and Molo which had beneficiaries in both Kuresoi North and Kuresoi South sub-counties. The non-governmental organizations' education interventions were classified into four: financial interventions; basic needs interventions; capacity development interventions and character-building interventions. The study respondents were social workers in charge of education and beneficiaries of post primary education support who had graduated from the education support programs by end of the year 2015.

The aim of the study was to investigate the influence of non-governmental organizations' education interventions on community empowerment in Nakuru County. In this study, the community empowerment was measured in regards to development of; human capital, social capital and financial capital that are directly influenced by education. The three key community capitals were measured using the following indicators; human capital was measured in regard to skills acquired, role played in the groups and employment status; social capital was measured using indicators such as membership in self-help groups and number of self-help groups the beneficiaries were members; financial capital was measured using indicators such as financial contributions towards community projects and resource mobilization for community projects.

1.8 Limitations of the Study

The limitations of the study were the following:

- i. Secrecy of non-governmental organizations supporting education. Some respondents were hesitant to give information about their organizations. The researcher guaranteed the

respondents that all the data collected was confidential and would only be used for academic research.

- ii. The Coronavirus Disease 2019 pandemic presented a limitation for the chosen methodology. There was delay in completing data collection and data analysis. The research ensured that hand sanitizing and maintaining social distance guidelines were adhered to throughout the study. The filled questionnaires were also stored for three days before the researcher started working on them.

1.9 Assumptions of the Study

The assumptions of the study were the following:

- i. As non-governmental organizations enter into the community through various interventions, they all aimed at empowering communities at all the three levels; individual, organizational and community level
- ii. All the respondents engaged in the study gave correct information and responded to the questions in an objective manner.

1.10 Conceptual Definition of Terms

The following terms presumed the indicated meaning in this study:

Basic needs: Basic needs refers to essentials that human beings need for survival which include food, clothing and shelter as well as necessary services such as water, sanitation, education and health facilities (Chiappero-Martinetti, 2014). In this study, basic needs refer to essential requirements that learners need in school such as school uniforms, personal items and school feeding programme.

Beneficiary: This refers to a person or community that benefit from a project (AbouAssi, 2014). For this study, a beneficiary refers is a recipient of education interventions support. Only post primary education beneficiaries who had graduated from the education support program by the end of year 2015 were involved in the study.

Capacity Development Interventions: This refers to initiatives that enable individuals, organizations and societies to acquire skills, knowledge and abilities to achieve development (United Nations Development Programme, 2009). In this study, capacity development education interventions refer to initiatives supported by non-governmental organizations to enable individuals to gain knowledge, skills and abilities. These were measured in terms of level of acquisition of: life skills, vocational skills and entrepreneurship skills.

Capital: This refers to the power or resources that are accessed through education which they can use to gain control over their lives. These resources include life skills, vocational skills and entrepreneurship skills that the beneficiaries can use to achieve social economic development.

Character-Building Interventions: This refers to initiatives that are aimed at improving the moral values and ability (Nurhasanah & Nida, 2016). In this study, character-building interventions refers to initiatives by non-governmental organizations to develop social skills and ethical skills.

Community: This refers to a group of people with common interests, shared experiences or characteristics and a sense of belonging (Cobigo *et al.*, 2016). In this study, community refers to people in Nakuru County that receive education support from non-governmental organizations to enable them gain knowledge, skills and abilities.

Community Capitals: These refers to resources and characteristics identified with successful and sustainable communities (Flora & Flora, 2013). In this study, community capitals refer to the resources that are achieved as a result of education interventions supported by non-governmental organizations. Community capitals include human capital, social capital and financial capital. The indicators of human capital include employability, income generation and leadership skills. The indicators of social capital include membership in self-help groups, number of groups formed, cooperation of community members in community projects. The indicators of financial capital include generate income and resource mobilization.

Community Development: This refers to the process of building assets that develop the capacity of community members to improve their quality of life (Green & Haines, 2008). In this study, community development refers to ability of community members to identify and solve their problems using their own resources.

Community Empowerment: The process through which community members collectively develop their capacities to gain access, partners, networks and a voice, in order to gain control, power and resources leading to community development (Labonte & Laverack, 2008). In this study, this refers to the ability of community members to develop; human capital, social capital and financial capital. Extent of community empowerment was measured in regard to human capital development (acquired skills, employability), social capital development (self-help groups, collaborations and partnerships) and financial capital development (income generation, diversified sources of income for community projects).

Community Engagement: This is the process of involving all the stakeholder groups associated to the issue being addressed. (Nursey-Bray, 2020). In respect to this study, community engagement was measured in terms of involvement of community members in; planning, implementation and evaluation of non-government organizations' education interventions.

Donor: This refers to individual or organization that fund community projects (AbouAssi, 2014). In this study, donor refers to people who contribute funds and other types of resources towards supporting education.

Education: This refers to the development knowledge, skills, competencies and values that help individuals to become main drivers of development (United Nations Educational Scientific and Cultural Organizations, 2015). In this study, this refers to the power that enable

communities to acquire knowledge, skills, values, beliefs and habits that help them to identify and address their problems leading to community development.

Education Interventions: These are areas or programs that provide learners with support needed to enable them acquire knowledge and skills (Carter *et al.*, 2010). In this study, education interventions are areas or programs in education supported by non-governmental organizations to enable individuals and communities in developing countries to access education, enabling them to acquire knowledge, skills and abilities which they can use for their own development. These education interventions included financial interventions, basic needs interventions, capacity development interventions and character-building interventions. These education interventions were measured in terms of; financial interventions (payment of fees, provision of education materials, infrastructure and employment of teachers), basic needs interventions (provision of; school uniforms, personal items and school feeding programme), capacity development interventions (acquisition of; life skills, vocational skills and entrepreneurship skills), character-building interventions (acquisition of social skills and ethical skills).

Empowerment: This is the process through which individuals and communities gain power, resources and control over their lives (Robbins *et al.*, 2012). In this study, this refers to ability of individuals and community members to attain human capital, social capital and financial capital that enable them to solve issues that affect their lives leading to social economic development.

Financial Capital: These are resources available to invest in developing the abilities of community members which they can use for their own development (Flora & Flora, 2013). In this study, financial capital refers to the resources that enable beneficiaries to generate income and mobilize resources.

Funding: This is the act of providing resource to finance a need, program or project (Hagarsu, 2020). In this study, funding refers to the resources given towards education interventions and was measured in regard to sources of funds for education interventions.

Human Capital: This refers to knowledge, skills and abilities that individuals and communities possess which enable them to carry out activities (Flora & Flora, 2013). In respect to this study human capital are the attributes of community members such as life skills,

vocational skills and entrepreneurship skills. The indicators of human capital include acquisition of skills such as leadership skills, employability and income generation.

Influence: This refers to the power to attain effect from an occurrence as a result of an interaction with another (World Bank, 2008). In regard to this study, influence is the effect of education interventions on community empowerment in Nakuru County, Kenya.

Non-Governmental Organizations: These refers to not for profit organizations that work to address issues that affect community members to reduce suffering, promote the community interests, protect the environment, provide basic social services pursue community development (Ghosh, 2012). In this study, non-governmental organizations refer to all non-governmental, not for profit making organizations that support education as a strategy for community development.

Social Capital: This refers to norms of reciprocity, trust and social networks (Putnam, 2000). In this study, social capital refers to collaborations of community members that help them work together. Social capital was measured in terms of; membership in self-help groups, number of groups formed, cooperation of community members in community projects.

Social worker: This refers to an expert works with the community members to help them address issues that affect their daily lives with respect and dignity (Dhavaleshwar, 2016). In this study, a social worker refers to the person in charge education interventions and performs the role of; enrolment, follow up, exit of the beneficiaries and works closely with the beneficiaries to ensure that they benefit from knowledge, skills and abilities acquired through education interventions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of literature related to the influence of non-governmental organizations' education interventions on community empowerment in Nakuru County, Kenya. The following areas were reviewed; concept of non-governmental organizations, concept of community empowerment, concept of human capital and community empowerment, concept of financial capital and community empowerment, concept of social capital and community empowerment, concept of community development, role of non-governmental organizations on community development, education as an empowerment tool for community development, non-governmental organizations' education interventions and community empowerment, characteristics of non-governmental organizations. In addition, the chapter include social capital theory, empowerment theory, general systems theory and the conceptual framework.

2.2 Concept of Non-Governmental Organizations

Non-governmental organizations are not for profit organizations that work towards reducing suffering, promote interests of the community members, protecting the environment, providing basic social services and pursue community development (Ghosh, 2012). According to O'Dwyer and Unerman (2008), the various categories of Non-governmental organizations include Children Charitable Institutions (CCI), Faith Based Organizations (FBO), Community Based Organizations (CBOs), trusts and foundations. In addition, they are differentiated based on focus of their work, level of operation, collaborations, the approach they undertake, whether they operate projects directly or focus on tasks such as advocacy and networking (Scholte, 2014).

According to Lewis and Madon (2004), the development of advocacy groups, national and international NGO consortia and the extension of cooperation with official aid agencies in Latin America and other places happened between 1970 and 1980. Non-governmental organizations have grown rapidly and now are taking on, a bigger role in development work.

Local non-governmental organizations are recognized as highly motivated in their work, have direct and close contact with local people and possess better knowledge and understanding of their circumstances and needs. This helps them to reach, mobilize, empower communities, strengthen local institutions and are able to carry out projects at reduced costs than other

governmental agencies promoting sustainable community development (Hedayat & Mar'of, 2010). Although the non-governmental organization sector has become progressively professionalized, philosophies of self-sacrifice and voluntarism continue are the key characteristics (Bhiri *et al.*, 2014).

According to Benjamin (2007), non-governmental organizations are key development actors in communities where the level of poverty is prevalent. Further, research by David (2010) indicated that non-governmental organizations are acknowledged as key third development. Globally, the number of internationally operated non-governmental organizations is estimated at 40,000. National numbers are higher since not all non-governmental organizations are registered with their respective governments. In Kenya, the number of registered non-governmental organizations raised from 5,600 in 2008 to over 8,000 organizations in 2012 (Non-Governmental Organizations Coordination Board, 2014). According to National Council for Children Services (2015), there are 830 organizations registered with Ministry of Labour Social Security and Services in Kenya.

According to Lewis and Kanji (2009), non-governmental organizations provide different services across various fields such as livelihood interventions, health, education, emergency response, democracy building, conflict resolution and protection human rights. Further, Brass (2011) indicated that ninety percent of the registered non-governmental organizations are focused on service delivery addressing immediate problems that affect communities.

Non-governmental organizations focus on service delivery rose not only because of the failure of the state to provide for its people but due to their perceived comparative advantages in service provision, ability to innovate and experiment, flexibility to adopt new programs quickly, and also their linkages and connections with the grassroots that enable them to involve community members in all the stages of the project cycle, fostering project sustainability (Bebbington *et al.*, 2008).

Community involvement and participation are some of the strengths of non-governmental organizations which are deemed effective in fostering empowerment and sustainability of community development projects. These grassroots linkages are the reason behind why National Non-Governmental Organizations (NNGOs) work with and through local partners, recognizing that objectives and priorities of donors may not reflect the recipient community (Banks, 2012).

Non-governmental organizations were seen to adopt bottom up approach that is an effective way of pursuing community development and poverty eradication (Banks & Hulme, 2012). Non-governmental organizations are key actors in community development. They play a key role in economic development through provision of services in various areas such as health, agriculture, water and sanitation, environment and education among many others. The rapid growth and expansion of non-governmental organizations worldwide and specifically in Kenya attests to their increasing role as community development actors (Makoba, 2002).

Non-governmental organizations in Kenya have made enormous contributions in community development through their role in the development process of various sectors of the economy through provision of services such as education, employment, economic development, environment and natural resource conservation, agriculture and health. They support education as one of their key approaches to achieve community empowerment. Non-governmental organizations offer these interventions as strategies for empowering communities with an end goal of achieving social-economic development (Ponge, 2019).

Studies have acknowledged non-governmental organizations as key development actors through support of various interventions. Education support is one of the key approaches used to empower communities. In this study, education was conceptualized as the power that enable communities to acquire knowledge, skills, values, beliefs and habits that help them to identify and address their problems leading to community development.

2.3 Concept of Community Empowerment

Community empowerment is a combination of two words; community and empowerment. The concept of community refers to a conscious and voluntary group of individuals with shared interests. The concept of empowerment is defined as a process which enable people to gain control over their lives. Community empowerment is defined as the process of enabling members of the community increase control over their lives (Labonte & Laverack, 2008). The empowerment process comprises of three dimensions namely individual empowerment, community empowerment and empowering professional practice through which both the individual empowerment and community empowerment are realized. There three levels of empowerment namely; individual, organizational and community empowerment all of which are closely linked and dependent on each other (Christens, 2012).

Individual empowerment is a collaborative process which between an individual and the surroundings. The effect of individual empowerment process include; acquisition of knowledge and skills, ability to make decisions, increased self-esteem and ability to increase income. Through empowerment, individuals think, take action, control their lives and solve problems that affect them. The individual empowerment process entails the will to influence the environment at all levels (Perkins, 2010).

Study by Cavalieri and Almeida (2018) indicated that empowerment is an active process whose form is determined by situations and occurrences that call for action to address the issues. Empowerment process promotes self-efficacy, self-confidence and ability to make independent decisions. Empowerment at an individual level helps individuals to gain mastery and control over their lives (Robbins *et al.*, 2012). The ability to make decisions greatly shapes the character of an individual and influences them to become effective actors in life. Thus, empowerment is a collaborative process which occur between individuals and their environment. This helps one to gain knowledge, skills, self-worth and self -confidence that in key in helping solve issues (Sadan, 2004).

Community empowerment help community members to gain control over their lives through development of the seven forms of community capitals namely; human capital, social capital, financial capital, political capital, natural capital, cultural capital and built capital assets of community development (Flora & Flora, 2008). According to Baum (2008), community empowerment is a process of re-negotiating power to gain more control. Therefore, community empowerment is more than the involvement, participation or engagement of communities. It implies sense of ownership and action that overtly aims at social and political change. Further, community empowerment is articulated based on the community's ability to create new human, economic, social, cultural and political values for its people. An empowered community can be depicted as one whose members have skills, will and resources to act in order to improve their quality of life. It is through the three levels of empowerment that community development is achieved.

Research by Soepijanto *et al.* (2013) on forest community in Mesuji-Lampung, Indonesia, indicate that community empowerment had positive impact on the community enabling them to; increase income, improve social networks, create economic infrastructure and also advance awareness of forest resources significance. In addition, a study on the Limba community in Romano, indicate that through community empowerment they were able to; protect local

infrastructure and environment, promote social and actions relief, maintain traditional customs, local culture and promotion of the village (Calin & Bogdana, 2014). This implies that community empowerment is a precondition for community development.

Empowerment as a professional practice that encourage attainment of both individual and community empowerment and is grounded on the assumptions that: the environment has to be adapted to the people; recognition that every person has potential and that social situations controls who achieves their potential and who fails to realize; empowerment is centred on the credence that people have skills and abilities but need conducive circumstances and opportunities in order to express and make use of them (Sadan, 2004). This is possible if the non-governmental organizations' education interventions equip individuals with knowledge, skills, abilities, beliefs and values through which they can individually and jointly realize capitals which are pillars of community development. This shows the need for support of education by non-governmental organizations as a way of empowering communities. Therefore, this study sought to investigate how education interventions influence on community empowerment.

2.4 Concept of Human Capital and Community Empowerment

Human capital refers the characteristics of community members that can be used to develop and increase resources both within and outside of the communities that include their ability to earn a living, strengthen sense of community and contribute towards their own self development, families and community projects (Flora & Flora, 2013). Human capital refers to the abilities and qualities of work force that impact their productivity. There is a strong correlation between human capital and economic growth. Human capital development contributes greatly to the productivity and development of economies by enhancing the knowledge and skills of its people (Giouli, 2022).

According to Almendarez (2013), human capital is defined as the knowledge, skill sets, and experience of the workers. This provides an economic value increased productivity. The concept of human capital is the recognition that different individuals have varying levels of knowledge and skills. The quality of work and productivity can be improved by equipping people with knowledge and skills through education. Human capital qualities include mental and emotion well-being, problem-solving skills, communication skills and leadership skills.

Human capital acknowledges the imperceptible assets and qualities that improve worker performance and increase productivity. Human capital plays an important role in the community empowerment and poverty reduction. The accretion of human capital enhances work force productivity, facilitates technological innovation, increases returns and makes growth more sustainable reducing poverty. Hence, at the macro level human capital a key factor of production in the economy (Almendarez, 2013).

Research by Almendarez (2013) indicated that education enhances employability and improve income generation. Human capital is a component of education that contributes to an individual's labour productivity and earnings. Thus, human capital development is important for development for its intrinsic value as a development goal in its own right, not only because of its instrumental value.

Human capital is developed through formal and informal education. Education is one of the means of enhancing human capital (Bawono & Widarni, 2021). In addition, workforce training programs, capacity development training programs and character-building training programs also contribute greatly towards human capacity development. Further, Flora and Flora (2013) indicated that community characteristics include honesty, leadership skills, employability and work ethic. Thus, human capital is a measure of the knowledge, skills, capacity, and attributes of labour that influence productivity and income generation (Serrat, 2017).

Human capital refers to skills and abilities of community members to enhance their resources. Further, human capital addresses leaderships ability to lead, to focus on assets, to be inclusive, participatory and to act proactively in shaping the future of the community (Flora *et al.*, 2004). Therefore, education is an essential tool for human capital development. The education support by non-governmental organizations, beneficiaries are able to acquire knowledge, skills, abilities, capabilities, values and beliefs that they can use to transform their individual life and that of their community. This depicts the need for support of education interventions as a way of increasing human capital which is crucial in community empowerment.

2.5 Concept of Financial Capital and Community Empowerment

Financial capital refers to resources available to invest in community capacity building and accumulate wealth for sustainable community development (Flora & Flora, 2013). A stable and vibrant community life depends on the availability of reliable financial capital institutions.

According to Emery and Flora (2006), the main components of financial capital are resources that can be invested in community capacity building to generate new business, to accumulate wealth for future development and promote entrepreneurship. However, Flora and Flora (2013) indicated that money is not always financial capital and financial capital is not always money. This implies that financial capital does consists of resources that are translated into monetary instruments, meaning that they are highly liquid or easily converted into other forms of capital.

A study by Yadollahi and Paim (2010) referred financial capital as the ability to solve problems. This also includes forms of money that can be used to increase resources such as savings, debt capital, investment capital and other sources of income. Therefore, non-governmental organizations support education interventions to enable community members develop financial capital. They aim at helping individuals and communities develop financial and business resources as a strategy for stimulating economic development and fostering a steady economy. The availability of financial capital promotes wealth creation and also fosters community economic development. This shows the need for support of education as a way of developing financial capital which is a pillar of community empowerment.

2.6 Social Capital and Community Empowerment

Social capital is based on the fact that human beings are social beings that depend on interactions with one another. According to Putnam (2000), social capital is enhanced through norms of reciprocity, trust and social networks. Further, study by Bhandari and Yasunobu (2009) indicated that social capital is regarded as social relationships, patterns of reciprocal, enforceable trust that enable individuals, community members and institutions to gain access to resources. Social capital is a structural aspect of communities.

A study by Flora and Flora (2013) indicated that social capital is developed through enhancement community flexibility, accountability and creativity. The fundamental idea of social capital is that social networks are valuable assets which enable communities to prosper, promoting sustainable community development. Through social networks, individuals build communities, commit themselves to each other forming a knit social fabric (Field, 2003). This promotes a sense of belonging and encourage participation in community activities. According to Klamer (2002), social capital is improved through development of values such as friendship, trust, and mutual respect. Thus, social capital is the glue that holds a community together promoting economic development which is of benefit to the entire community.

Research by Bhandari and Yasunobu (2009) indicated there are three types of social capital namely bonding social capital, bridging social capital and linking social capital. A combination of these three types of social capitals can have positive impacts on social and economic capital development (Rizwan *et al.*, 2011). The concept of social capital is applied in various disciplines such as economics, education and sociology. It has been employed in initiatives that support rural networks, build empowerment and capacity building of community members (Hawe & Shiell, 2000). Social capital develops social relations which increases the ability of an individual and control their environment leading to empowerment (Dekker & Uslaner, 2001).

Community participation is more achievable in communities that increased levels of social capital (Putnam, 2000). Social capital contributes to all the levels of empowerment. Through active participation individuals interact with each other helping them discover common interests, problems and resources. (Brennan *et al.*, 2008). Since community empowerment is a joint action it cannot be realized without social capital.

Social capital key in pursuit of community development (Bhandari & Yasunobu, 2009). Further, Dale and Newman (2010) asserted that social capital enables communities to prosper and promotes sustainable community development. However, social capital cannot ensure development on its own but the synergy between it and other forms of capital. Therefore, there was need to carry out a study on the influence of education interventions on community empowerment focusing on social capital which is the glue that enable different empowered individuals to work together leading to an empowered community.

2.7 Concept of Community Development

Community development is a combination of two words; community and development. A community is a group of people that bound by shared experiences or characteristics, a sense of belonging and often by their physical proximity (Cobigo *et al.*, 2016). Development is a process of helping community achieve social, economic, cultural, political and environmental development (Baker, 2007). Community development is achieved through radical reorganization and strategic reposition of the human beings and their environment. It is also a process of adding values or impacting the quality of social interaction to prove from one level to another in terms of development. Therefore, community is both the means and an end of community development (Cavaye, 2001).

Community development is a grass root process through which community members become more responsible, more organized and able to collectively come together to solve issues that affect their lives. Effective community development brings about mutual benefit, shared ownership and shared responsibility among the community members (Lachapelle, 2008). According to Sabran (2003), through community development the capacity of community members is enhanced to take advantage of opportunities, find common ground and balance competing interests and address issues. However, capacity building doesn't just happen but requires both conscious and conscientious efforts. Community development is said to emanate from joint action rather than individual activity. Moreover, it is averred to be a conscious and cautious effort aimed at helping community members recognize their needs, resources and working towards solving their problems.

According to World Bank (2010), community development refers a process where community members come together to take joint actions generate solutions to community issues. that Collective action develop assets that help to enhance the capacity of community members to improve their lives. These assets include seven forms of community capitals namely human capital, social capital, financial capital, natural capital, cultural capital, political capital and built capital (Green & Haines 2008). Community development is a process which starts with empowerment of individuals, who form groups leading to community empowerment.

Community development needs the involvement and participation of community members. Community participation is crucial in any community development project. Participation helps community members to understand the project, develop ownership and this promotes cooperation and effective implementation of the initiatives in order to achieve sustainable community development (Nikkhah & Redzuan, 2009).

Participation helps the community members to develop self-awareness, confidence and also find out their own potential. This promotes level of self-dependence, self-reliance and help transform the lives of the people leading to community development. Community development joint social process empowers people and involves community members collectively with the aim of achieving social and economic development (Cavaye & Ross, 2019).

According to Cavaye (2001), development of a community is anchored on several interdependent components such as adequate infrastructure, a health economy, policy settings and delivery of services in rural communities. However, sustainable development within

communities relies on invisible and intangible components of development such as community ownership, local leadership, action, rethinking and motivation. The benefits of community development are that it helps change the attitude of the community members leading to change of attitudes, mobilization of resources, improving networks, thinking differently about problems and utilization of community assets in new ways to solve problems.

Study by Ritchie *et al.* (2013) asserted that an effective community development program needs to clearly include community values and develop processes through which community members can raise, discuss and manage conflict around community values. According to Kirk and Shutte (2004), community development strategy contains three key aspects namely collective empowerment, collective leadership and leading change through dialogue.

Non-governmental organizations play a major role in development through support of interventions such as water and sanitation, agriculture, gender, capacity building, health, environment, food and education (Benjamin, 2007). Education being one of the interventions is a catalyst for development. Hence, non-governmental organizations support education as an integral part in realization of all other 16 (sixteen) sustainable development goals.

2.8 Role of Non-Governmental Organizations in Community Development

Non-governmental organizations play an increasingly crucial role in community development particularly in the rural areas where the level of poverty is estimated to be high (Benjamin, 2007). Poverty is defined as a state in which a person or a community lacks the financial resources and essentials for a minimum standard of living. According to Aryeetey *et al.* (2013), indicators of poverty include type of employment, level of education, availability of food, physical appearance, housing conditions, asset ownership, health status, social exclusion and marginalization.

Non-governmental organizations are focused on reducing issues that affect the communities in order to improve quality of lives (Nega & Schneider, 2014). They provide services in varying fields such as livelihood interventions, health interventions, education interventions, emergency response, democracy building, conflict resolution and human rights (Lewis & Kanji, 2009).

According to United Nations Educational Scientific and Cultural Organizations (2015), 17 sustainable development goals were adopted by leaders from 193 states who had congregated in New York, a commitment to work together in building a safer, prosperous and equitable

world. The collective efforts were to achieve the following goals; no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequality, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace and justice strong institutions and partnerships for the goals.

Achievement of sustainable development goals has been a challenge and can only be achieved through the partnership of governments, international institutions and development actors. A study by Abiddin *et al.* (2022) indicated that non-governmental organizations are key actors in development. According to Hedayat and Mar'of (2010), non-governmental organizations play a major role in working towards the achievement of the sustainable development in developing countries through support of interventions such as agriculture, health, environment, gender, family planning, water and sanitation and education. Each of these interventions play a key role in the realization of sustainable community development. However, education as one of the interventions is a principal component in achievement of all other 16 sustainable development goals. According to United Nations Educational Scientific and Cultural Organizations (2015), sustainable development begins with education. In addition, Bhardwaj, (2016) asserted that education is an indispensable virtue, a requirement of the society and a foundation of quality life.

According to Onsongo (2012), non-governmental organizations in Kenya have made enormous contributions in the development process. They promote development in all sectors of the economy through provision of services such as education, economic support, employment, environment and natural resource conservation, agriculture, health, training and credit facilities, technical co-operation, training and awareness. However, education takes a central stage due to its catalytic nature that fuels achievement of other interventions aimed for community development (Lewis, 2010). Therefore, this shows the importance of education as a strategy for empowering individuals and communities.

2.9 Education as an Empowerment Tool for Community Development

Education is a basic right and foundation for community progress. It is acknowledged as an indispensable human right since the adoption of Universal Declaration of human rights in 1948. This has been acknowledged in many global human rights treaties including the United Nations

Educational, Scientific, and Cultural Organization (United Nations Educational, Scientific and Cultural Organization, 2014).

Education is a gradual process that helps individual to acquire knowledge, skills, competencies and values that can bring positive change in human life and behaviour. There are three main forms of education namely formal education, non-formal education and informal education. Formal education is a classroom-based education that is guided by structured curriculum and led by qualified trainers leading to certification. Non-formal education is a loosely organized learning activity that may or may not be guided by a structured curriculum and may be led by a qualified trainer or a facilitator with experience. Informal education happens outside of a formal learning environment and is guided by a person who possesses certain skills, knowledge or experience (Eaton, 2010). However, each of these forms of education has its own importance in community empowerment.

The importance of education in development is emphasized through its inclusion as sustainable development goal number four (United Nations Educational Scientific and Cultural Organizations, 2015). Education support play an important role in the development agenda of developing countries through equipping communities with knowledge, skills and abilities leading to community empowerment. Similarly, it creates self-awareness of individuals giving them knowledge, skills and characteristics they need to deal with the fast-changing world in order to improve their quality of lives (United Nations Educational, Scientific and Cultural Organization, 2014).

In Africa, non-governmental organizations are key partners in development of the education sector (Yambo, 2022). Education is a key catalyst in promoting economic development through development of individual abilities (Adeyemi & Adu, 2010). It is through education that individuals acquire knowledge, skills, abilities, competencies and values that help community members achieve their own development in order to improve their living standards.

Education promotes holistic development, enabling one to fulfil his/her potential and shape a shared future built on the well-being of individuals and community as whole (Forbes, 2003). Education as one of the community development initiatives empower community members to be able to recognize and challenge issues, conditions and structures that disempower and impact their lives negatively (Ife, 2016). As a result, non-governmental organizations support education as an empowerment strategy in pursuit of community empowerment.

Through education the community members are able to acquire new knowledge, skills helping to improve on their prior knowledge and lived experiences. In addition, education helps community improve their knowledge and skills which if applied helps to their promote lives and well-being. Community empowerment is realized through the involvement and working together of all the stakeholders in the development process hence education is one of the main strategies that can be used to reduce poverty which is transitory and can be passed from one generation to another.

Education is an indispensable virtue, a requirement of the society and a foundation of quality life (Bhardwaj, 2016). Non-governmental organizations support education as an empowerment strategy in pursuit of community empowerment. Thus, through education individuals, organizations and community lives are improved. This is the reason why emphasis is paid on education for all including poor communities in order to attain community development.

Research by United Nations Educational, Scientific and Cultural Organization (2014) indicated that non-governmental organizations support education through interventions such as financial, basic needs, capacity development and character-building interventions. These education interventions enable individuals to acquire knowledge, skills, abilities, capacities and values that they can achieve their own development. Therefore, this depicts the need to support education interventions with the aim of empowering community members.

2.10 Non-Governmental Organizations' Education Interventions and Community Empowerment

Education interventions are areas or programs that provide learners with the support needed to be able to access and acquire knowledge and skills (Carter *et al.*, 2010). Non-governmental organizations' education interventions are the different areas and programs supported in relation to education, to enable individuals and communities in developing countries to access and acquire knowledge, skills and abilities which they can use to achieve their own development. These education interventions include financial interventions, basic needs interventions, capacity development interventions and character-building interventions. These interventions are aimed at helping individuals and communities acquire equitable, inclusive and accessible quality education.

2.10.1 Non-Governmental Organizations' Education Financial Interventions and Community Empowerment

Financial interventions refer to monetary support that is offered directly or indirectly by the non-governmental organizations to the beneficiaries of their education programs. Education plays a crucial role in the process of poverty eradication and economic development (Baker, 2007). According to Jomo Kenyatta, the first President of the Republic of Kenya, the nation faced three major threats namely ignorance, poverty and disease (Nungu, 2010).

In Kenya, though the government subsidized the cost of both formal and non-formal education, this subsidy has not made education accessible for a large population who are below the poverty line. According to the World Bank Group (2018), 29.2 percent of Kenyan population live on less than USD 1.90 per day thus are not able to meet their daily basic needs not to mention education. According to United Nations Educational Scientific and Cultural Organizations (2015) education is a basic human right.

Research by Al-Ansi (2017) indicated that lack of financial resources devoted to education is evidenced in many ways, including; lack of schools and other facilities; insufficient classrooms; insufficient, underpaid, and/or insufficiently trained teachers; lack of management and supervision; lack of/poor quality textbooks and other learning materials; and insufficient attention to standards and quality assurance. Each and every one of these results of insufficient funding can act as a barrier to any person seeking both formal and non-formal education.

Largest financing for education emanated from local funding which depends on individual countries. This funding comes from both the public and private sources. Undeveloped and developing countries lack sufficient resources to fund education. External funding does contribute to the education funding gap in a number of countries, however, the Education For All Global Monitoring Report (2013/14) shows that aid to education has stagnated in recent years (Education for All Global Monitoring Report, 2014).

United Nations Educational, Scientific and Cultural Organization approximates the annual education financing gap at US \$26 billion. Countries are advised to allocate 20% of their budgets to education. However, across the globe only 15% of government expenditure was directed to education in 2011. The Education For All Global Monitoring Report (2013/14) shows that 25 countries, many with very high numbers of Out of School Children (OOSC),

dedicate less than 3% of Gross National Product (GNP) to education contrary to the recommended 6% (Education for All Global Monitoring Report, 2014).

The problem of insufficient financial resources is further aggravated by the need for sustained economic growth, particularly in developing and undeveloped and the existence and lack of means to ensure effective distribution of resources. To bridge this gap, non-governmental organizations support education as one of the strategies to help developing and undeveloped countries eradicate poverty. According to Kremer (2003), non-governmental organizations support education for poor communities directly or indirectly through financial interventions such as payment of school fees, building of school infrastructure and employment of teachers as a way of enabling community access education.

Through education, individuals gain knowledge, skills and resources that they can use for their own development. The success of education interventions is measured based on the individual empowerment indicators which are referred as a transformation process that help individuals to make independent decisions and take action which enable them to change their lives (Hennink *et al.*, 2012). There is a gap on the influence of non-governmental organizations' education financial interventions on community empowerment as many studies focus on individual empowerment indicators. Therefore, there was need to determine the influence of non-governmental organizations' education financial interventions on community empowerment in Nakuru County.

2.10.2 Non-Governmental Organizations' Education Basic Needs Interventions and Community Empowerment

Basic needs refer to the essential elements that human beings require in order to survive and achieve a decent life. These include essential commodities such as food, clothing, shelter to drinking water, access to sanitation, access to education and access to health facilities. Basic needs also include psychological and social needs, self-reliance, autonomy and self-expression (Chiappero-Martinetti, 2014).

According to Burlison and Thoron (2014), it is important to meet the basic needs for one to function appropriately. In the education sector, if the students' basic needs are left unmet, the students may develop stress making it very hard to concentrate and learn comfortably. All the efforts are focused on survival and meeting the lower levels. Students living in poverty struggle to fulfil their psychological and safety needs.

Research by Alderman *et al.* (2001) indicated that learners who are undernourished have low performance and are most likely to drop out of school before completion. Human development is influenced by the nutritional status of the learners which have different impacts on muscle development, brain development, cognitive and behavioural abilities which are linked to learning, on school attendance and the level of performance attained.

The Government of Kenya in collaboration with other stakeholders committed to provide basic needs to enable vulnerable learners to effectively participate in education process through provision of food, clothing, shelter, health and psycho-social well-being (Lee, 2016). However, this has not been achieved. Thus, non-governmental organizations as one of the stakeholders support basic needs interventions to ensure that education is equitable, inclusive and accessible. Non-governmental organizations' education basic needs interventions include provision of school uniform, provision of personal items and provision of school feeding programme.

Apart from the main costs of education which is school tuition fees and infrastructure, there are other costs that are mainly felt by individual learners, parents and guardians. Personal items such as; uniforms, personal items, stationery and school feeding program are directly linked to individuals and greatly impact the success of education interventions. Hence, non-governmental organizations support basic needs interventions to ensure that education is inclusive. Therefore, there was need to investigate the influence education character-building interventions on community empowerment.

2.10.3 Non-Governmental Organizations' Education Capacity Development Intervention and Community Empowerment

Capacity refers to the ability of individual to solve problems, set and achieve objectives effectively. Capacity development is defined as the process of developing skills, instincts, abilities, processes and resources that individuals and communities can to achieve development. Capacity development interventions are those initiatives that enable individuals acquire and maintain skills, knowledge and abilities to set and achieve their own development (United Nations Development Programme, 2009).

Non-governmental organizations support capacity development interventions to equip individuals and communities with knowledge and skills to develop their capacity to address issues that affect their lives. The process of developing community capacity include financial capacity, human resources and social resources (Frankish, 2003). Capacity development

interventions help individuals to acquire abilities, skills and knowledge that they can use to solving problems that affect them and gain the mastery over their lives. Research by Hedayat and Mar'of (2010) revealed that non-governmental organizations help mobilize the community members to be self-reliant through discovery of their own potentials and reliance on their own resources. Therefore, there is need to determine the influence of non-governmental organizations' education capacity development interventions on community empowerment.

2.10.4 Non-Governmental Organizations' Education Character-Building Interventions and Community Empowerment

Character is a way of thinking and conduct that distinguishes every individual from the other. Character of a person appear as a habit manifested in attitude and behaviour and becomes a habit continuously displayed in every aspect of human environment (Lee, 2016). Character-building interventions are aimed at improving moral values and ability, as well as to manifest them in their daily life (Nurhasanah & Nida, 2016).

According to Berkowitz (2011), character-building involves the development of habits and practices that are needed in order to live and function well. One of the aims of education is to help learners develop good character (Heenan, 2009). Effective character-building education interventions helps learners to develop holistically which include intellectual, social, emotional, physical and spiritual development of learners (Schiro, 2012).

Character-building is regarded as the main goal of education (Khanam, 2008). The realization of character-building is manifested in the knowledge, attitude and behaviour of individuals based on virtues which are universal moral values in the form acceptable in any given environment. The impact of character-building focus on strengthening ethical skills and social skills (Kristjansson, 2013). Therefore, there was need to establish the influence of non-governmental organizations' education character-building interventions on community empowerment.

2.11 Characteristics of Non-Governmental Organizations

Non-governmental organizations are key development actors that aim at alleviating poverty, thus improving lives of community members through support of various interventions. Education interventions are one of the main strategies for empowering community members which are aimed at equipping poor communities with knowledge, skills, capabilities and abilities, which they can use to transform their lives to achieve social economic development.

However, non-governmental organizations have different characteristics that define how they operate. These characteristics include community engagement, sources of funding and the leadership styles.

2.11.1 Community Engagement by Non-Governmental Organizations

Community engagement refers to the process of collaboratively working with the interest group to address issues affecting their lives (Nursey-Bray, 2020). It is also a form of community involvement and participation that involves community members in all phases the community project. Community engagement is an essential ingredient for achieving development (Tsigas *et al.*, 2016).

Community engagement approach promotes participation of all the stakeholders including the beneficiaries when designing projects that are aimed at benefiting local communities. Development strategy works through harnessing the potential of the local people by involving them and this enables them to participate actively and develop ownership of the project. This promotes participatory approach which is people centred and adopts a bottom-top approach and is effective in bringing about community development (Chan, 2013).

Non-governmental organizations impose their ideologies, agenda and self-interests on the beneficiaries and other stakeholders, neglecting the needs and issues affecting the community members (Tortajada, 2016). This leads to loss of opportunity to stimulate change, damaging credibility of the organization and its primary purpose of community empowerment (Soderbaum & Tortajada, 2011).

Most non-governmental organizations do not involve the community, rather it is members of the governing bodies with the assistance and feedback from top managers that make key decisions. Community engagement promotes involvement and participation of beneficiaries in development planning, decision making, mobilization of resources, implementation and evaluation of the community projects. This promotes program ownership, vision understanding and program sustainability (Tsigas *et al.*, 2016).

Community problems are effectively defined by the community members of interest in collaboration with other stakeholders but not by experts or donors alone since community development cannot be sustainable unless there is involvement and active participation of the community members in all the stages of a project cycle (Kumar, 2002). This shows the need for community engagement in all program phases in pursuit of community empowerment.

2.11.2 Funding Sources for Non-Governmental Organizations' Education Interventions

Funding refers to provision of resources mainly in form of cash or other values in order to implement the project. Funding of most non-governmental organizations comes from international donors (Barr *et al.*, 2005). However, non-governmental organizations derive their resources from other sources such as; private sector, general public, governments and self-generated income. The well-established non-governmental organizations are likely to access funds from the main sources while small organizations depend on external donors with little or no revenue from internal sources which is about 2.5 % of their annual budget (Tomno, 2013).

Non-governmental organizations work together with state and non-state actors in pursuit of community development (Bostrom & Hallstrom, 2010). The extent of partnership between different parties is influenced by various factors such as types of initiatives, availability of resources and potential benefits for both parties (McLoughlin, 2011). Funding collaborations also depend on focus, interests and ideologies of the partners (Soderbaum, 2000). The financial sustainability of a non-governmental organization is very crucial to its effectiveness. However, the financial sustainability of a non-governmental organization depends on its ability to source for funding especially from donor agencies and other diversified sources. Every organization needs sufficient funding for survival. Non-governmental organizations source funds mainly from philanthropists, grants, donations, and others sources both internally and externally (Ngeh, 2013).

Donors mostly provide funds for the execution of projects without considering the overheads for running the organization. In the most cases, they offer short term contracts with the possibility of an extension. Delays in the transfer of funds leads to delayed payments and execution of the projects. These dependencies, uncertainties and often limited and unreliable funding have decisive effects on the organization (Bruentrup-Seidemann, 2011). Therefore, there is need for adequate and diversified funding for non-governmental organizations supporting education interventions to be effective in empowering communities.

2.11.3 Non-Governmental Organizations Leadership Style

Leadership is defined as the process of influencing commitment of others by helping them realize their full potential (Ngambi, 2011). Leadership is a process where an individual influences a group or individuals to achieve a common goal (Lussier & Achua, 2013). Leadership style is the general manner, outlook, attitude and behaviour of a leader, particularly in relation to his or her colleagues and team members.

There various types of leadership such as autocratic, democratic, bureaucratic and charismatic (Purwanto *et al.*, 2020). In an organization context, a leader may be required to employ different styles of leadership based on the circumstances. No single type of leadership style that is sufficient for all the different situations. In addition, leadership competency refers to leadership behaviour and skills that can contribute to effective performance which is key in achievement of organization goals. Competent leadership plays a key role in the success of an organization in the attainment of the set objectives (D’Innocenzo *et al.*, 2016).

Leadership commitment enhances organizational effectiveness that improves its programme outcomes. In addition, commitment of all the employees of an organization both senior and junior is necessary if effectiveness and efficiency is to be achieved. An organization is effective only if its leadership is committed to the mission and vision (Hao & Yazdanifard, 2015). Therefore, this shows that organizations should have competent and committed leadership in order to achieve their objectives.

2.12 Non-Governmental Organizations’ Education Interventions and Community Empowerment

Non-governmental organizations are key actors in community development. They are main actors in provision of services, advocating for change and offering solutions to problems affecting communities (Srinivas, 2009). Non-governmental organizations support education interventions with the aim empowering communities. Education is aimed at helping communities to become; knowledgeable, capable, creative, independent as well as democratic and responsible citizens (United Nations Development Programme, 2009).

Education interventions supported by non-governmental organizations are focused on helping individuals acquire, access equitable and inclusive education, through which they gain knowledge, skills, competencies and values which they can use to achieve their own development. Research by Soares *et al.* (2015) indicate that effective empowerment tools leads to both individual empowerment and community empowerment. Further, Flora and Flora (2008) indicate that community empowerment is realized through collective action of empowered individuals which lead to development of seven forms of community capitals namely social capital, human capital, financial capital, natural capital, cultural capital, political capital and built capital.

The number of non-governmental organizations operating in Kenya has been on the increase since the early 1990s. Research indicate that despite the interventions by non-governmental organizations with the aim of community development, poverty cycle has not been broken (Brass, 2011). Further, intentions of non-governmental organizations to reduce poverty are criticized, often referred to as self-interests groups whose main aim is not community development (Banks, 2012).

In addition, Kang'ethe and Manomano (2014) indicated that the increase in number of non-governmental organizations in African countries has not contributed to development. According to United Nations Educational, Scientific and Cultural Organization (2014), non-governmental organizations using education as an empowerment strategy measure their success using indicators of individual empowerment level. However, Soares *et al.* (2015) argued that effective measure of success of an empowerment strategy is through the use of indicators of both individual empowerment and community empowerment which is a prerequisite of community development. Therefore, this portrays the need to measure the influence of non-governmental organizations' education interventions on community empowerment. This was measured in regard to the indicators of community empowerment which include human capital development, financial capital development and social capital development.

2.13 Theoretical Framework

This study was based on; Social capital theory, Empowerment theory and General systems theory. Social capital theory was used to explain how trust, norms of reciprocity and social networks promote participation of community members in community activities leading to community empowerment. Empowerment theory was used to explain the importance of education as a vital tool for development through individual empowerment and community empowerment. General systems theory was used to explain the combined influence of the various types of non-governmental education interventions on community empowerment.

2.13.1 Social Capital Theory

This theory was propounded by French social theorist Pierre Bourdieu and two American social scientists James Coleman and Robert Putnam in 2000. The theory of social capital is rooted on the notion of trust, norms of reciprocity and social networks. Social capital foster cooperation and collective actions for mutual benefits, contributing to economic and social development (Putnam, 2000).

This theory was useful in this study since community empowerment largely depends on the social capital among empowered individuals and their groups leading to empowered communities. Education interventions by non-governmental organizations are empowerment strategies aimed at empowering both individuals and communities. Individual empowerment takes individual effort while community empowerment requires collective action of empowered individuals. It is through trust, norms of reciprocity and social networks that empowered individuals are able to come together and pursue a joint venture which leads to formation of empowered communities that are able to solve issues affecting their lives through a joint action. Social capital enables communities to take collective action through which they are able to identify their problems, prioritize them, set goals and objectives, mobilize resources and generate solutions to issues affecting their lives.

In this respect, application of social capital theory in this study was used to enforce the importance of trust, norms of reciprocity and social networks among beneficiaries of non-governmental organizations' education interventions in order to achieve community empowerment. However, use of this theory does not explain how non-governmental organizations' education interventions foster community empowerment hence the need to bridge the gap by use of empowerment theory.

2.13.2 Empowerment Theory

This theory was propounded by Paulo Freire, Julian Rappaport and Robert Chambers (1983). Empowerment is the process through which individuals and communities attain power, access resources and gain control over their lives. The core concept of empowerment is the idea of power which occurs at individual level, group of individuals level and at community level. These three levels of empowerment are interactive and dependent on each other (Perkins, 2010).

Assumptions of empowerment theory are that individuals (i) understand their issues better than any other person; (ii) have power to define and act on their issues; (iii) possess strengths and competences which they can build on. For the purpose of this study, empowerment is defined as a process through which individuals and communities gain control over their lives.

United Nations Educational Scientific and Cultural Organization (2014), indicated that education is an empowerment tool that equip people with knowledge, skills and abilities that they can use to achieve their own development. The empowerment theory was relevant in this

study as it helps depict the conditions that an effective empowerment strategy should fulfill. Non-governmental organizations' education interventions such as; financial interventions, basic needs interventions, capacity development interventions and character-building interventions are effective through achievement of both individual empowerment and community empowerment.

In this respect, application of empowerment theory was used to enforce the effective use of education as an empowerment tool for community empowerment. However, use of this theory does not explain how factors in the internal environment (non-governmental organizations' education interventions) influence each other and also the effect of factors in the external environment which is made of the moderating variables (non-governmental organizations community engagement, non-governmental funding sources and non-governmental leadership styles) on community empowerment, hence the need to bridge the gap by use of general systems theory.

2.13.3 General Systems Theory

This theory was propounded by Von Bertalanffy in 1968. A system is a set of interconnected components that make a unified whole. Each of the individual components interact with each other in divergent ways. The individual components are referred to as sub systems and each has a boundary that separate it from other sub systems and the external environment. A system has energy that helps it to function and through which it makes exchanges with the environment. This flow of energy in and out of the system only happens with open boundaries. This energy can be in form of physical energy, social power, psychological energy and information which is the main form of energy in human relationships. In order for a system to function properly, the force inside the system should be appropriate.

Systems theory assume that a social system functions in its entirety and has its own characteristics and not a sum total of the characteristics of individual components. The individual components of a system are interconnected and there exists a relationship between them and the system. A system exists in both internal and external environment which has either a destructive or helpful influence on it. The change that occurs in a system depends on the direction of influence. The components in a system are a cause and effect on each other as a result of energy exchange, feedback loop and communication through the open boundaries. A change in one of the components affects the entire system. The dynamic balance concept in a system enables the system to adjust itself based on the nature of both the internal and external

influence. The flexibility of a system enables it to address the needs that arise and also to counter environmental influence.

In this study, the community empowerment process is a system made up of interconnected components joined together by a network of relationships. These components include; independent variables, moderating variables and dependent variable. Non-governmental organizations' education interventions are the main sources of energy that gets into the system which is exchanged with the environment. The internal environment of the system is made of non-governmental organizations' education interventions (financial, basic needs, capacity development and character-building interventions), while the external environment is made of the moderating variables namely community engagement, sources of funds and leadership styles and other factors not included in this study.

The application of general systems theory in this study aspired to divulge the importance of a functional system in pursuit of community empowerment using non-governmental organizations' education interventions which has been omitted in the previous studies that mainly focused on the non-governmental organizations investment that goes into education as a way of empowering individuals and communities and the success of those education interventions measured using indicators of individual empowerment. The aim of this study was to investigate the influence of non-governmental organizations' education interventions on community empowerment.

2.14 Conceptual Framework

The conceptual framework depicted by Figure 1, illustrate the variables of the study and their relationship. The independent variables were non-governmental organizations' education interventions that include financial interventions, basic needs interventions, capacity development interventions and character-building interventions.

The moderating variables in this study influenced the relationship between the independent variables and the dependent variable. The dependent variable was community empowerment whose indicators were; level of human capital development, level of social capital development and level of financial capital development.

The use of social capital theory in this study promotes attainment of community empowerment through collective action of empowered individuals and communities. According to empowerment theory, education interventions are deemed effective if they lead to achievement

of both individual empowerment and community empowerment. Based on general systems theory, the non-governmental organizations' education interventions form the internal environment of the system, while the moderating variables forms part of the external environment which also has an influence on the system. However, in this study the influence of moderating variables on the dependent variable was moderated by holding them constant through randomization. The study sought to investigate the influence of non-governmental organizations' education interventions on community empowerment in Nakuru County.

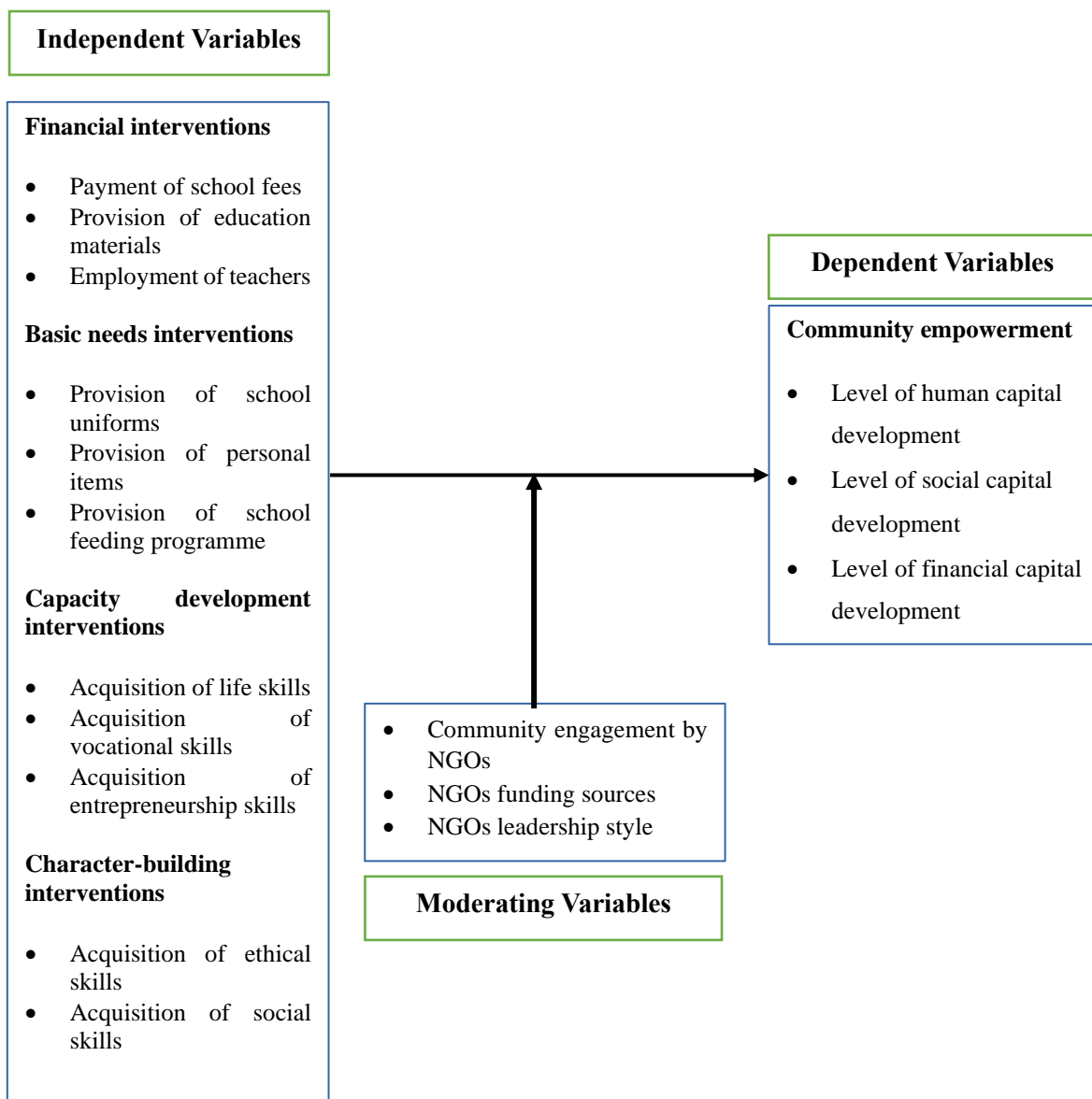


Figure 1: A Conceptual Framework on the Influence of Non-Governmental Organizations' Education Interventions on Community Empowerment

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedures that were followed in conducting this research. It gives an outline of the whole research process which include research paradigm, research design, study location, population of the study, sampling procedure and sample size, instrumentation, validity of the research instruments, reliability of the research instruments, ethical considerations, data collection procedure and data analysis.

3.2 Research Paradigm

Research paradigm is a set of beliefs and agreements shared among experts within a discipline about how certain problems are understood and addressed (Ebohon *et al.*, 2021). Research paradigms can also be referred to as ways scientists respond to basic questions of ontology, epistemology and methodological. Research paradigms can be categorized as positivism, interpretivism, post-positivism, critical theory, constructivism and pragmatism.

A research philosophy is a belief about how data about a phenomenon is collected, analysed and consumed by users (Saunders *et al.*, 2016). Research philosophies are approached from, firstly, doxology about what people believe to be true; secondly, epistemology, which is the acceptable knowledge and truths existing in a certain field of study; thirdly, about the world referred to as ontology; and finally, informed by values referred to as axiology.

This study on the influence of non-governmental organizations' education interventions on community empowerment adopted the positivistic approach. The positivism approach was suitable because one of its principles is that an observable social reality (community empowerment) is studied to produce credible data which is used for statistical analysis independent of the researchers bias (Saunders *et al.*, 2016). This study focused on observable attributes of non-governmental organizations' education interventions and sought to test the hypothesis developed from a theoretical and empirical review of literature, all of which are characteristics of the positivistic philosophy.

3.3 Research Design

A research design is a detailed plan of how the research is conducted (Kothari, 2008). Research design explains the procedure of conducting the study in regard to the nature of the study subjects, data collection methods, when the study was conducted and also circumstances under which the study was conducted. This study adopted correlational research design and an *ex-post facto* research design. These research designs were preferred as they provide the required data for the study. The survey include questions of the past and the present (Kothari, 2008).

Correlational research design was used to explore the relationship between independent variables (non-governmental organizations' education financial interventions, non-governmental organizations' education basic needs interventions, non-governmental organizations' education capacity development interventions and non-governmental organizations' education character-building interventions) and the dependent variable (community empowerment). Correlational research design helped determine direction and strength of the relationship of the independent and dependent variable without the researcher controlling either of the variables and also be able to make predictions. Establishing the relationship between independent variables and dependent variable is a prerequisite test before conduction regression analysis (Moore *et al.*, 2013).

An *ex-post facto* research design was adopted to investigate the influence of non-governmental organizations' education interventions; financial interventions, basic needs interventions, capacity building interventions and non-governmental organizations' education character-building interventions on community empowerment. In addition, an *ex-post facto* research design indicate that the study was conducted after variations in the independent variables had already been determined in the natural course of events. This research design allows a systematic empirical enquiry in which the researcher has no direct control of independent variables since their manifestation has already occurred (Fraenkel & Wallen, 2009).

3.4 Study Location

This study was conducted in Nakuru County, Kenya. Nakuru County is located at the heart of the Rift Valley. The County headquarter is Nakuru City. Nakuru County borders seven Counties; Laikipia to the North East, Kericho to the West, Narok to the South West, Kajiado to the South, Baringo to the North, Nyandarua to the East and Bomet to the South West. The County has 11 sub-counties and 55 wards. Nakuru County covers an area of 7495.1 square kilometres and is located between longitude 35⁰ 28' and 35⁰ 36' East and latitude 0⁰ 13' and

0°10' South (County Government of Nakuru, 2018). The population of Nakuru County 2,162,202 (Kenya National Bureau of Statistics, 2019).

Nakuru County is home to one public university, one private university, 66 technical vocational educational training centres, 335 secondary schools and 877 primary schools. In addition, it is a highly populated cosmopolitan county, has diverse culture that makes it the true face of Kenya and has both rural and urban populace. Further, it is home to 116 non-governmental organizations registered under the Ministry of Labour Social Security and Services that support education (National Council for Children Services, 2015).

Nakuru County was selected due to existence of many non-governmental organizations that support education as an intervention for community development and yet poverty levels are approximated at 29.1 percent which is almost equal to national poverty levels that are projected at 29.2 percent (World Bank Group, 2018). This is a good representation of the country and by carrying out the study in Nakuru County, we would understand the issues at national level in regard to the influence of non-governmental organizations' education interventions on community empowerment. Map of Nakuru County is shown in (Appendix C).

3.5 Population of the Study

Population refers to a collection of elements about which the researcher makes some inferences (Cooper & Schindler, 2008). Target population is a collection of all subjects that the research wishes to study and draw conclusions (Mugenda & Mugenda, 2003). The study results are generalized if both the target population and sample population have similar features (Creswell, 2007).

The target population was the total number beneficiaries of non-governmental organizations' education interventions supported by 116 non-governmental organizations in Nakuru County that are registered under Ministry of Labour Social Security Services that support education in Nakuru County (National Council for Children Services, 2015). A preliminary study carried out in March 2020 by the researcher revealed that the total number of beneficiaries who had graduated from the education programs in Nakuru County by the end of year 2015 was estimated at 11,176. According to the National Council for Children Services (2015) the 116 non-governmental organizations were registered under nine sub-counties with some operating even in the neighbouring sub-counties such as Molo which covered both Kuresoi North and Kuresoi South sub-counties. The accessible population of beneficiaries of non-governmental

organizations education interventions from thirteen selected organizations was estimated at 1217. This was based on the preliminary study carried out in March 2020.

The study also targeted one social workers in charge of education interventions from each of the selected non-governmental organizations. Table 1 shows the distribution of non-governmental organizations that support education in the selected nine sub-counties in Nakuru County.

Table 1: Distribution of Non-Governmental Organizations in Nakuru County

Sub County	Number of Non-Governmental Organizations
Naivasha	30
Gilgil	19
Nakuru East	17
Rongai	12
Nakuru West	11
Bahati	8
Molo	9
Njoro	6
Subukia	4
Total	116

Source of Statistics: National Council for Children’s Services (2015).

3.6 Sampling Procedure and Sample Size

Sampling refers to the is the process of selecting a portion of the entire population to be involved in the study to make conclusions. A sample entails a small unit of the entire population which represent the features of the population (Etikan & Bala, 2017). Sampling procedure is a n explicit strategy established before data collection to get obtain the sample the population (Orodho, 2009). In this study, stratified random sampling was used to group 116 non-governmental organizations in sub-counties. This categorization ensure homogenous subsets that share same characteristics are represented in the sample (Taherdoost, 2016). Ten percent of each stratum were randomly selected using lottery method, leading to 13 organizations from which the sample was obtained. According to Gall *et al.*(2007), ten percent of the population is appropriate for a study. Further, Sharma (2021) indicated that a good maximum sample size is usually around 10% of the population. The population of the social

workers involved in the study was purposively selected. One social worker in charge of education, from each of the selected non-governmental organizations involved in the study.

The sample size of the non-governmental organizations' education interventions beneficiaries was obtained using the coefficient of variation formula. According to Nassiuma (2000), most surveys are conducted using a coefficient of variation in the range of $21\% \leq e \leq 30\%$ and a standard error in the range of $2\% \leq e \leq 5\%$. The lower limit of coefficient of variation and standard error was preferred in order to guarantee low variability in the sample and reduce the degree of error.

The following coefficient of variation formula was used to determine the sample size where the population is known (Nassiuma, 2000).

$$n = \frac{NC^2}{(C^2 + (N - 1)e^2)}$$

Where;

n = Sample size

N = Population

e = Standard error

C = Coefficient of variation

$$n = \frac{1217(0.21)^2}{((0.21)^2 + (1217 - 1)(0.02^2))}$$

$$n=101$$

A sample size of 101 beneficiaries and 13 social workers was involved in the study. The social workers in charge of education interventions from the selected organizations were purposively selected. This method of sampling is ideal as it allows for selection of a sample that suits the study (Kombo & Tromp, 2006). Further, Rai and Thapa (2015) indicated that purposive sampling is often utilized for qualitative study. To obtain the sample of the beneficiaries of non-governmental organizations' the study adopted purposive sampling, proportionate sampling and simple random sampling to obtain 101 beneficiaries. The nine sub counties were purposively sampled to ensure homogeneity. Beneficiaries from each of the nine sub-counties were obtained through proportionate sampling. Simple random sampling was used to obtain the subjects involved in the study through lottery method. According to Verma *et al.* (2017),

simple random sampling is used to ensure that each element in the population has an equal chance of being selected. Lottery method is adopted to minimize bias (Creswell, 2007). The total sample size of 114 comprised of 101 beneficiaries of non-governmental organizations' education interventions and 13 social workers in charge of education in the selected organizations. Table 2 shows the distribution of the study sample population.

Table 2: Distribution of Study Sample Population of Beneficiaries of Non-Governmental Organizations' Education Interventions

Strata	Number of the beneficiaries	Sample size	Proportion of the Sample (%)
Naivasha	270	22	22.19
Gilgil	215	18	17.67
Nakuru East	185	15	15.20
Molo	118	10	9.70
Nakuru West	105	9	8.63
Rongai	95	8	7.80
Bahati	85	7	6.98
Njoro	74	6	6.08
Subukia	70	6	5.75
Total	1217	101	100.00

Source of Statistics: Non-governmental Organizations Administrators (2020).

3.7 Instrumentation

Data was collected using questionnaires for both the beneficiaries of non-governmental organizations' education interventions and the social workers in charge of education interventions. The researcher developed the two research instruments in line with the objectives of the study.

The first questionnaire was designed for non-governmental organizations' social workers. The questionnaires were administered to the selected thirteen (13) social workers in charge of education programs in the thirteen (13) non-governmental organizations. This instrument was designed to collect nominal, ordinal and interval data (Appendix A). This questionnaire had six sections; section A gathered data on demographic profile of the social worker; section B gathered data on non-governmental organization profile; section C collected data on the non-

governmental organization's education interventions; section D collected data on community engagement by non-governmental organization in education intervention; section E collected data on non-governmental organization funding sources for education interventions; section F collected data on non-governmental organizations leadership style in education interventions. This enabled the researcher to gather information about the non-governmental organizations that support education.

The second questionnaire was designed for non-governmental organizations' education interventions beneficiaries. This was designed to capture nominal, ordinal and interval data (Appendix B). The research instrument had seven sections; section A collected data on the demographic characteristics of the beneficiary; section B gathered data on non-governmental organizations' education interventions; section C collected data on the objectives of non-governmental organizations' education interventions beneficiaries; section D collected data on the extent to which non-governmental organizations' education financial interventions promote community empowerment; section E collected data on the extent to which non-governmental organizations' education basic needs interventions promote community empowerment; section F collected data on the extent to which non-governmental organizations' education capacity development interventions promote community empowerment; section G collected data on the extent to which non-governmental organizations' education character-building interventions promote community empowerment.

In this study, the independent variables were measured as follows: non-governmental organizations' education financial interventions were measured in terms of payment of school fees, provision of education materials and hiring and enumeration of teachers; non-governmental organizations' education basic needs interventions were measured in terms of provision of school uniforms, provision of personal items and provision of school feeding programmes; non-governmental organizations' education capacity development interventions were measured in terms of acquisition of life skills, acquisition of vocational skills and acquisition of entrepreneurship skills; non-governmental organizations' education character-building interventions were measured in terms of acquisition of social skills and acquisition of ethical skills. Further, community empowerment was measured in regard to social capital development, human capital development and financial capital development.

3.8 Validity of the Research Instruments

Validity refers the extent to which a concept is accurately measured (Heale & Twycross, 2015). In this study, face and content validity were considered. Face validity was determined through appraisal of the instruments to ensure that they were items were relevant and appropriate for the study. Content validity of the instruments was attained through development items based on the study objectives. Content validity was evaluated by professional experts to confirm if the instruments factored in all the objectives of the study.

3.9 Reliability of the Research Instruments

Reliability refers to the consistency of a measure (Heale & Twycross, 2015). Reliable research findings are obtained through ensuring that the research instruments yield consistent results. The goal of a good study is to measure data that is reliable (Creswell, 2008). A pilot study was conducted to assess the reliability of the research instruments. Two non-governmental organizations in Nyandarua County with similar characteristics as the accessible population were selected for pilot study. There are 17 non-governmental organizations that are registered under the Ministry of Labour Social Security and Services (MLSSS) that support education in Nyandarua County. Thus, 10% of that number were selected for pilot study, which was equal to two (2) organizations with a total number of 46 and 54 beneficiaries who had graduated from the education programs by the year 2015. According to Cooper and Schindler (2010), a sample of at least 10% of the population is usually acceptable in a pilot study. Hence, one (1) social worker and five (5) beneficiaries from each of the two non-governmental organizations selected were involved in the study. The sample size for pilot study comprised of two social workers and ten beneficiaries of education interventions. A pilot test of research instrument is recommended before the actual research is conducted to ensure consistency of data (Mugenda & Mugenda, 2003).

Statistical Package for Social Science (SPSS) version 20, was used to analyse data. Cronbach's alpha reliability coefficient was used to determine the internal consistency of the research instrument. A Cronbach's alpha reliability coefficient of 0.792 was attained for non-governmental organizations' education interventions beneficiaries involved in the study, also a reliability coefficient of 0.846 was obtained for non-governmental organizations' social workers in charge of education interventions. This denote that research instruments had internal consistency (Mugenda & Mugenda, 2003). Therefore, the research instrument was accepted since the reliability coefficient was more than 0.70 at $\alpha=0.05$. According to Gatotoh *et al.*

(2011), a Cronbach's alpha reliability coefficient greater than or equal to 0.70 is acceptable for social sciences.

3.10 Data Collection Procedure

The researcher requested for an introductory letter from the Board of Post Graduate Studies of Egerton University which was used to apply for a research permit and authorization letter from the National Commission for Science Technology and Innovation (NACOSTI). The research permit obtained from NACOSTI was used to obtain introductory letters from the Nakuru County Director for Education and Nakuru County Commissioner. The research permit was also used to seek an introductory letter to visit the selected organizations from Nakuru Children Homes Initiative an association that brings together charitable organizations in Nakuru County. The researcher further sought approval from the Director/Manager of the selected non-governmental organizations to collect data from social workers in-charge of education and beneficiaries of education interventions. The researcher described the rationale of carrying out the study to the directors/managers before the approval was granted.

Three research assistants were enrolled and trained for two days on how to conduct research. Through the training process, clarifications were sought and procedures to be followed were made clear. This helped reduce mistakes that would occur during the data collection process. In addition, this helped research assistants to comprehend the research instruments and what they research envisioned to measure.

The questionnaires were both self-administered and researcher administered, the researcher delivered the questionnaires to the respondents in their respective organizations with the help of trained research assistants. In cases where face to face meeting was not possible, the researcher emailed or sent the questionnaires to the respondents.

3.11 Ethical Considerations

The researcher briefed the respondents on the purpose of the study before commencement of data collection. This was done in order to deal with any fears, misunderstandings and also gave the respondents an opportunity to raise any concerns or questions that they had regarding the data that the researcher was intending to collect. The researcher ensured that the respondents participated out of their own will without coercion. Confidentiality of the information given regarding the influence of non-governmental organizations' education interventions on community empowerment was observed throughout the research period and even after the data

collection was completed through use of code names to safeguard the identity of the respondents. The researcher also ensured that the *COVID 19* guidelines by the Ministry of Health were adhered during the study. The researcher ensured that all who participated had their face masks on, washed their hands before and after handling the research instrument and also maintained the recommended social distance.

3.12 Data Analysis

This study comprised of five objectives. Data analysis was based on each of the five objectives. The completed questionnaires were serialized, checked for completeness and coded before embarking on data entry. Statistical Package for Social Sciences (SPSS) version 20 was used to analyse the data. The data were analysed using both descriptive statistics and inferential statistics. Descriptive statistics included frequency, percentages, mean, standard deviation, skewness and kurtosis while inferential statistics involved Pearson correlation coefficient, linear regression analysis for each of the independent variables and further a multiple regression analysis which was used to determine the influence of non-governmental organizations' education interventions on community empowerment.

Principal Component Analysis orthogonal varimax rotation method was conducted for objectives one, two, three and four to find factors of non-governmental organizations' education interventions that influence community empowerment. The rationale for conducting factor analysis was to reduce the data by summarizing the important information contained in the variables by a fewer number of factors. Fraenkel and Wallen (2009) argued that with factor analysis, variables that are highly correlated with one another can be condensed into factors.

Factor analysis was used to determine which of the variables contained in the factors were most important when it came to non-governmental organizations' education interventions for community empowerment. In this study, only factors with factor loading above 0.5 were used for further analysis. Factor loadings are parameter estimates that indicate the correlation between the observed variables and the factors extracted. Factor analysis produced descriptive summaries of data matrices that aided in control for the extraneous variables. It also yielded factor scores which are numeric that were used for further statistical analysis.

Using the mean factor scores for the dependent variable community empowerment and the mean factor scores for the independent variables, linear regression was conducted for each independent variable and also a multiple regression analysis was conducted to determine which

among the independent variables (non-governmental organizations' education financial interventions (FNI), non-governmental organizations' education basic needs interventions (BNI), non-governmental organizations' education capacity development interventions (CDI) and non-governmental organizations' education character-building interventions(CBI), influenced the dependent variable (community empowerment) and also determine the nature of the influence. The multiple linear regression analysis was used to analyse the influence of more than one independent variable. Factor scores obtained from factor analysis were used for the multiple linear regression analysis. This was done at 95% confidence interval.

The coefficient of determination (R^2 value) was used to indicate the percentage of variability of the community empowerment achieved, that was accounted for by all the four independent variables under analysis. It is through the R^2 value that the collective influence of all the independent variables was examined. This was followed by determination of the unstandardized beta (β) coefficients. These coefficients were used to indicate the direction and magnitude of the influence of the independent variables (non-governmental organizations' education interventions) on the dependent variable (community empowerment). The direction of influence is indicated as positive or negative. The unstandardized beta (β) coefficients also aided in comparing the relative contribution of each independent variable on community empowerment.

The data were analysed using Statistical Package for Social Sciences (SPSS) version 20. The study hypotheses were tested using the p value. The p value was used to help determine whether the influence of each of the independent variables (non-governmental organizations' education interventions; financial interventions, basic needs interventions, capacity development interventions and character-building interventions) on the dependent variable (community empowerment) was statistically significant or not. Lastly, the combined influence of non-governmental organizations' education interventions on community empowerment was determined. If the p value was less than the significant level (0.05), the null hypothesis was rejected, meaning that the independent variable had influence on the dependent variable.

Objective one was analysed using a linear regression. Linear regression model was used to determine the influence of non-governmental organizations' education financial interventions on community empowerment.

Linear regression model assumed the following form:

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where;

Y= Community Empowerment

β_0 = Constant

β_1 = Coefficients of X1

X1= Non-Governmental Organizations' Education Financial Interventions

ε =Error term

Objective two was analysed using linear regression. Linear regression model was used to determine the influence of non-governmental organizations' education basic needs interventions on community empowerment.

Linear regression model assumed the following form:

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where;

Y= Community empowerment

β_0 = Constant

β_1 = Coefficients of X1

X1= Non-Governmental Organizations' Education Basic Needs Interventions

ε =Error term

Objective three was analysed using linear regression. The linear regression model was used to determine the influence of non-governmental organizations' education capacity development interventions on community empowerment.

Linear regression model assumed the following form:

$$Y = \beta_0 + \beta_2 X_2 + \varepsilon$$

Where;

Y= Community Empowerment

β_0 = Constant

β_2 = Coefficients of X2

X2=Non-Governmental Organizations' Education Capacity Development Interventions

ε =Error term

Objective four was analysed using linear regression. The linear regression model was used to determine the influence of non-governmental organizations' education character-building interventions on community empowerment.

Linear regression model assumed the following form:

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where;

Y= Community Empowerment

β_0 = Constant

β_1 = Coefficients of X1

X1 =Non-Governmental Organizations' Education Character Building Interventions

ε =Error term

Objective five was analysed using multiple linear regression. The multiple linear regression model was used to determine the combined influence of non-governmental organizations' education (financial, basic needs, capacity development and character-building) interventions on community empowerment.

Multiple regression model assumed the following form:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where;

Y= Community Empowerment

β_0 = Constant

$\beta_1, \beta_2, \beta_3, \beta_4$ = Coefficients of X1, X2, X3, and X4, respectively

X1= Non-Governmental Organizations' Education Financial Interventions (FNI)

X2= Non-Governmental Organizations' Education Basic Needs Interventions (BNI)

X3= Non-Governmental Organizations' Education Capacity Development

Interventions (CDI)

X4= Non-Governmental Organizations' Education Character Building Interventions

CBI)

ε = Error term

The summary of statistical data analysis is indicated in Table 3 .

Table 3: Summary of Statistical Data Analysis

Research Hypotheses	Independent Variables	Dependent Variable	Method of Data Analysis
Non-governmental organizations' education financial interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya.	Financial interventions	Community empowerment	Percentages Standard deviation Pearson correlation Linear regression
Non-governmental organizations' education basic needs interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya.	Basic needs interventions	Community empowerment	Percentages Standard deviation Pearson correlation Linear regression
Non-governmental organizations' education capacity development interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya.	Capacity development interventions	Community empowerment	Percentages Standard deviation Pearson correlation Linear regression
Non-governmental organizations' education character-building interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya.	Character-building interventions	Community empowerment	Percentages Standard deviation Pearson correlation Linear regression
A combination of non-governmental organizations' education interventions has no statistically significant influence on community empowerment in Nakuru County, Kenya	Financial, Basic needs, Capacity Development and Character-building interventions	Community empowerment	Percentages Standard deviation Pearson correlation Multiple linear regression

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results and discussion. The purpose of the study was to investigate the influence of non-governmental organizations' education interventions on community empowerment in Nakuru County, Kenya. The study involved thirteen (13) non-governmental organizations that support education as one of their strategies for community development, thirteen (13) social workers in charge of education interventions in their respective organizations and a total of one hundred and one (101) beneficiaries of education interventions from the selected non-governmental organizations. The non-governmental organizations involved in the study were obtained through stratified random sampling, social workers sampled through purposive sampling based on their role in the organization while the beneficiaries were sampled through purposive sampling, proportionate sampling and simple random sampling method. Data were collected using both self-administered and researcher administered questionnaires. The data were analysed using frequencies, percentage, standard deviation, Pearson correlation, linear regression and multiple regression analysis. In addition, a total score was computed to measure the level of community empowerment for the beneficiaries of the non-governmental organizations' education interventions.

The results presented and discussed in this chapter include demographic characteristics of respondents both the social workers and beneficiaries, profile of non-governmental organizations and the findings from the five objectives and their interpretation. To fulfil the purpose of the study, each of the independent variables (non-governmental organizations' financial interventions, non-governmental organizations' basic needs interventions, non-governmental organizations' capacity development interventions and non-governmental organizations' character-building interventions) were regressed individually against the dependent variable community empowerment. Thereafter, a multiple linear regression was used to determine the combined influence of all the non-governmental organizations' education interventions on community empowerment. The hypotheses tests were done at 95 percent confidence level with a corresponding p value at 0.05 commonly used for social sciences (Moore *et al.*, 2013).

4.2 Demographic Characteristics of Social Workers In-Charge of Education Interventions

In this study, a social worker refers to the person in charge of non-governmental organizations education interventions who performs the role of; enrolment, follow up, exit of the beneficiaries and works closely with the beneficiaries to ensure that they benefit from the; knowledge, skills and abilities acquired through the education interventions support. The demographic characteristics of the studied non-governmental organizations' social workers in charge of education included gender, age, level of education and duration of years worked in the non-governmental organizations involved in the study.

4.2.1 Gender of Non-Governmental Organizations' Social Workers In-charge of Education Interventions

The study findings indicate that social workers of both genders were involved in the study. Hence, social workers in charge of the non-governmental organizations' education interventions were of both genders. The study results are presented in Table 4.

Table 4: Gender Non-Governmental Organizations' Social Workers In-charge of Education Interventions.

Gender	Frequency	Percent
Male	5	38.5
Female	8	61.5
Total	13	100.0

The study results indicate that majority of the social workers were female. However, a study by Hicks (2015) indicated that though social work is often described as a female dominated profession, there also males who mainly take up senior roles.

4.2.2 Age of Non-Governmental Organizations' Social Workers In-charge of Education

Age of the social worker play a key role in achieving the objectives of the non-governmental organizations. Social work involves a lot work which is very demanding. The study results indicate that the social workers involved in the study were between twenty years and forty years. The majority were between thirty to forty years. The results are presented in Table 5.

Table 5: Age of Non-Governmental Organizations’ Social Workers In-charge of Education

Age	Frequency	Percent
21-30 years	6	46.2
31-40 years	7	53.8
Total	13	100.0

The study findings show that majority of the social workers were between ages 31-40 years. This study results concur with World Bank (2013) which indicated that population in the age bracket between the age of 31-40 years contribute to a great extent to the work force in Kenya.

4.2.3 Highest Level of Education for Non-Governmental Organizations’ Social Workers In-charge of Education

Education is a critical tool for development as it shapes the destiny for every society (Mwaka *et al.*, 2014). The main objective of higher education is to transform the students through enhancing learning skills, behaviour, and lifelong empowerment as critical and logical reflective person (Harvey, 2000). The study results indicate that the social workers studied had varying highest levels of education. The results are presented in Table 6.

Table 6: Highest Level of Education for Non-Governmental Organizations’ Social Workers In-charge of Education

Highest Level of Education	Frequency	Percent
College Education	6	46.2
University Education	7	53.8
Total	13	100.0

The study findings indicate that all the studied social workers had acquired high level of education either college education or university education. Majority had acquired university education as highest level of education. However, the margin between those with university degree and those who had college education was small which was at 46.2% in relation to 53.8%. These two levels of education show that the social workers were well educated to run education programmes that are aimed at empowering communities through knowledge, skills and abilities. The findings of this study concur with Alpaslan (2019) who indicated that

education is crucial as it equips social workers with relevant knowledge and skills required in the field.

4.2.4 Duration of Years the Social Workers Worked for the Studied Non-Governmental Organization

Duration of working for non-governmental organizations contributes to experience. This equips the social workers with skills and knowledge which is positively related to productivity, job satisfaction as well as efficiency and this contributes to enhanced job and organizational performance. The study results show that the social workers had worked in the studied non-governmental organizations for some time. The study results are as indicated in Table 7.

Table 7: Duration of Years the Social Workers Worked for the Studied Non-Governmental Organizations

Duration of Years Worked in the Organization	Frequency	Percent
3-5 years	5	38.5
6-8 years	5	38.5
Above 9 years	3	23.1
Total	13	100.0

The study results reveal that most of the social workers had for over five years. This helps them to understand the education programmes and also improve how they identify, plan, implement, monitor and evaluate the education programmes. This enabled them to perform their job well due to experience. Most of social workers who had worked in the organization for 3-5 years could be attributed to their age.

There is a direct relationship between the employee’s experience and performance. Employee’s experience enhances the sense of purpose, belonging, happiness, achievement and vigour making the employees to perform at higher levels and contribute beyond the expectations. The study findings concur with Gabriel and Biriowu (2022) which indicated that employee experience contributes to success of an organization.

4.3 Demographic Characteristics of the Beneficiaries of Non-Governmental Organizations' Education Interventions

Beneficiary refers to a person or community that benefit from a project (AbouAssi, 2014). In this study, a beneficiary refers to a person who is a recipient of non-governmental organizations' education interventions support. The demographic characteristics of the beneficiaries of non-governmental organizations' education interventions assessed in this study included gender, age and highest level of education attained.

4.3.1 Gender of the Beneficiaries of Non-Governmental Organizations' Education Interventions

Sustainable development goal number four aims at achieving equitable and quality education for both male and female (United Nations Educational Scientific and Cultural Organizations, 2015). As a result, establishing the gender of the beneficiaries of non-governmental organizations' education interventions involved in the study was important to help establish if the aim of non-governmental organizations was in line with sustainable development goals. The study results of the gender of the beneficiaries are presented in Table 8.

Table 8: Gender of the Beneficiaries of Non-Governmental Organizations' Education Interventions

Gender of Beneficiaries	Frequency	Percent
Male	49	48.5
Female	52	51.5
Total	101	100.0

The study results indicate that majority of the respondents who participated in the study were female as compared to the male gender. However, according to Nakuru County Integrated Development Plan (2018-2022), the population of male is higher than that of female. The female dominance in the non-governmental organizations' education programs could have been prompted by the vulnerability of the girl child which impel non-governmental organizations to focus on supporting more female than male to enable them access equitable and inclusive education as way of empowering them. Poverty, geographical isolation, minority status, disability, early marriages and pregnancy, gender-based violence and traditional attitudes about the status and role of women are among the many obstacles that stand in the way of fully exercising their rights to access education.

Education is a critical tool for development as it shapes the destiny for every society (Mwaka *et al.*, 2014). The benefits associated with educating girls include reduction of; population growth, poverty, poor health and also play a role in helping overcome barriers set by low autonomy, low social and economic status (United Nations Educational, Scientific and Cultural Organization, 2014). The findings agree with Nandhini and Periasamy (2017) that through girls education, the whole family is educated as well as the overall society.

Girl's education contributes greatly towards individual, family and community development. Following the Millennium Development Goals mentioned as well as the goals of Education for All, and those of Kenya Vision 2030, Kenya like many other developing countries intensified on the improvement of women education by initiating a gender policy in education (Ministry of Education, 2008). However, poverty cuts across both gender and as a result there are areas where the boys are disadvantaged and have no access to education. As a result, in order to achieve community empowerment through education, non-governmental organizations support education for both girls and boys with the aim of realizing sustainable development goals.

Ending discrimination against women and girls is not only a basic human right, its crucial for sustainable future; it's proven that empowering women and girls helps promote economic growth and development (United Nations Educational Scientific and Cultural Organizations, 2015). Through the support of education interventions for both gender, non-governmental organizations enhance gender equality which is key in promoting sustainable community development. The findings concur with Queisser (2016) that gender equality requires an approach that ensures that girls, boys, women and men not only gain access to education and complete the education cycles but are empowered to be able to bring change into their lives.

4.3.2 Age of the Beneficiaries of Non-Governmental Organizations' Education Interventions

Age is a crucial aspect to consider when determining to productivity of community members. Young and energetic members of a community contribute to the labour force which has a direct relation with productivity. The age of the beneficiaries of non-governmental organizations' education interventions influences their participation in community activities which contribute to community development through development of social capital, human capital, and financial capital. All the respondents were within an age bracket that is employable or are able to self-employ themselves thus are able to provide for themselves and participate in community activities leading to community development. According to the Kenya National Bureau of

Statistics (2019), majority of the labour force are between 20-50 years of age, where beneficiaries of non-governmental organizations' education interventions involved in the study fall under. Table 9 shows the study results.

Table 9: Age of the Beneficiaries of Non-Governmental Organizations' Education Interventions

Age of the Beneficiaries	Frequency	Percent
21-30 years	53	52.5
31-40 years	37	36.6
41-50 years	11	10.9
Total	101	100.0

The study results show that most of the beneficiaries of non-governmental organizations, education interventions were in the 21-30 years age bracket then those between 31-40 years and the minority were those in between the age of 41-50 years.

4.3.3 Highest Level of Education of Beneficiaries of Non-Governmental Organizations' Education Interventions

Education is an effective engine and catalyst for social transformation which lead to community development (United Nations Educational, Scientific and Cultural Organization, 2014). Education is aimed at equipping learners with a sense of purpose, the competencies they need, to shape their own lives and contribute to the lives of others (Organization for Economic Co-operation and Development, 2018). Education is offered in three different forms which are; formal education, informal education and non-formal education. Formal education is the structured education system that runs through various levels from pre-primary school to university, and include specialized programmes for vocational, technical and professional training. Non-formal education is a loosely organized learning activity that may or may not be guided by a structured curriculum and may be led by a qualified trainer or a facilitator with experience. Informal education happens outside of a formal learning environment and is guided by a person who possesses certain skills, knowledge or experience (Eaton, 2010). The study results are indicated in Table 10.

Table 10: Highest Level of Education of Beneficiaries of Non-Governmental Organizations' Education Interventions

Highest Level of Education	Frequency	Percent
Secondary Education	5	5.0
Technical Vocational Education	65	64.3
College Education	22	21.8
University Education	9	8.9
Total	101	100.0

The study findings show that the beneficiaries of non-governmental organizations' education interventions had acquired different levels of education with a majority having acquired technical vocational education which had a representation of 64.3%. Beneficiaries with college education were ranked second while those with university education were ranked third and those with secondary education as their highest level of education were the minority with the lowest representation of five percent.

4.3.4 Duration of Sponsorship for the Beneficiaries of Non-Governmental Organizations' Education Interventions

Non-governmental organizations support different levels of education from pre-school all through to university. Entry point of beneficiaries vary and this contribute to number of years the beneficiaries remain in the education sponsorship program before exiting after graduating or attaining the highest level supported by the sponsoring organization. The beneficiaries involved in this study had attained different levels of education and had been in the education sponsorship for a number of years. The results for the duration of years the beneficiaries had been in the education sponsorship are presented in Table 11.

Table 11: Duration of Sponsorship for the Beneficiaries of Non-Governmental Organizations' Education Interventions

Duration of Sponsorship	Frequency	Percent
3-5 years	7	6.9
6-8 years	46	45.5
Above 9 years	48	47.5
Total	101	100.0

The study findings show that majority of the respondents had benefited from non-governmental organizations' education interventions support for more than 9 years, while those who had benefited for 6-8 years were ranked second. Those who received education support for 3-5 years only, were the minority with a representation of 6.9%. The high percentage of the respondents who had received education for many years can be attributed to the fact that most of them had gone through primary and secondary education support before joining technical vocational college, college and university which contribute to the many years of education support.

4.4 Profile of Non-Governmental Organizations Studied

Non-governmental organizations are not for profit organizations that pursue activities to; relieve suffering, promote interests of the poor, protect environment, provide basic social services and undertake community development (Ghosh, 2012). Non-governmental organizations are typically value-based organizations which depend in whole or in part on charitable donations and voluntary service (Vilain, 2006). They include; children charitable institutions, faith based organizations, community based organizations, trusts and foundations (O'Dwyer & Unerman, 2008).

The respondents involved in the study were thirteen (13) social workers in charge of education, one from each of the studied non-governmental organizations and 101 beneficiaries of the education interventions supported by non-governmental organizations. These non-governmental organizations were profiled in terms of; duration of education support, levels of education supported, education interventions (financial, basic needs, capacity development and character-building education interventions), community engagement, sources of funding and leadership styles of non-governmental organization (Ministry of Education, 2018).

4.4.1 Duration of Education Support by Non-Governmental Organizations Studied

The researcher sought to determine the duration that the non-governmental organizations involved in the study have been in operation supporting education. In this study, duration of offering education support refers to the number of years non-governmental organizations have been supporting education as one of the strategies for community development through community empowerment. The focus of the study was on the non-governmental organizations that have been supporting education for more than ten years.

This criterion to select was used because non-governmental organizations that have been in existence for many years are likely to have had an impact on the communities they have been supporting. The social workers were asked to state the duration of education support. There was variation in the length of duration of education support by non-governmental organizations in Nakuru County as indicated in Table 12.

Table 12: Duration of Education Support by Non-Governmental Organizations

Duration of Education Support	Frequency	Percent
0-10 years	0	0
11-15 years	5	38.5
Above 16 years	8	61.5
Total	13	100.0

Based on the social workers' response, majority of non-governmental organizations have been supporting education for more than sixteen years (16). This shows that this data can be used to determine the impact of non-governmental organizations' education interventions on community empowerment since the interventions have been offered for some time, good enough to yield some results in terms of social capital development, human capital development and financial capital development among the individual beneficiaries of education interventions and their communities.

4.4.2 Levels of Education Supported by Non-Governmental Organizations

The researcher sought to determine the levels of education supported by the studied non-governmental organizations. Formal education in Kenya is offered at four main levels namely pre-primary, basic education, Technical and Vocational Education and Training (TVET) and university (Ministry of Education, 2019).

Determining the level of education supported by non-governmental organizations was necessary to reveal if the education interventions were aimed at equipping the beneficiaries with knowledge, skills, and abilities since education and training is the primary means of social mobility, national cohesion and socioeconomic development. The results are presented in Table 13.

Table 13: Levels of Education Supported by Non-Governmental Organizations

Level of Education	Frequency	Percentage
Primary Education	13	100
Secondary education	13	100
Vocational training education	13	100
College education	13	100
University education	9	69.2

The study results revealed that all the studied non-governmental organizations support primary education, secondary education, vocational training education and college education. However, not all that supported university education. Every non-governmental organization is unique in its own way, in terms of levels of education support and also the extent of support mainly because of availability of funds and donor prevalence. The findings of this study concur with Tomno (2013) who indicated that most of the non-governmental organizations are donor funded and as a result the interventions supported are dictated by the funding agencies.

4.5 Education Interventions Supported by Non-Governmental Organizations

Non-governmental organizations are key actors in development through support of interventions such as water and sanitation, agriculture, gender, capacity building, health, environment, food and education (Benjamin, 2007). According to the Bill of Rights, education is a fundamental human right. Education is a vital empowerment tool through which sustainable development is achieved (United Nations Educational Scientific and Cultural Organizations, 2019). Quality education is sustainable development goal number four and an integral part in achievement of all other sixteen sustainable development goals. Non-governmental organizations support education through various interventions to enable community members in developing and undeveloped countries achieve equitable, accessible and inclusive education. Education interventions supported by non-governmental

organizations include financial interventions, basic needs interventions, capacity development interventions and character-building interventions.

4.5.1 Education Financial Interventions Supported by Non-Governmental Organizations

Non-governmental organizations support education interventions in undeveloped and developing countries to enable the communities' access education. Poverty levels are estimated to be high in these countries and as a result hinder many people from accessing education. Non-governmental organizations support education as one of the ways of empowering communities. Education financial interventions supported by non-governmental organizations involved in this study include payment of school fees, provision of stationery, provision of text books, provision of education materials, recruitment and remuneration of teachers and support of school infrastructure. The results are presented in Table 14.

Table 14: Education Financial Interventions Supported by Non-Governmental Organizations

Non-Governmental Organizations'	Frequency	Percentage
Education Financial Interventions		
Payment of school fees	13	100
Provision of stationery	13	100
Provision of text books	9	69.2
Provision of education materials	13	100
Recruitment and remuneration of teachers	4	30.8
Support of school infrastructure	4	30.8

The study results in Table 14, indicate that all the non-governmental organizations provided financial support to cater for different needs of the learners who were under their sponsorship. Education financial support was offered through payment of school tuition fees in the different schools that the beneficiaries were in, provision of stationery, text books and other education materials either directly or indirectly. The study results also indicate that some of the non-government organizations studied, funded recruitment and remuneration of teachers in schools where there was a shortage of teachers or in order to help in offering remedial classes.

The study findings also indicate that there were few non-governmental organizations that funded school infrastructure. However, many schools in Kenya are government funded, but

most of them still lack adequate basic facilities such as classrooms, dormitories, laboratories and other relevant structures to make education accessible, inclusive and equitable for all. The government of Kenya introduced free and compulsory primary and secondary education in the year 2003 and 2008 respectively (Ministry of Education., 2008). However, education has not been equitable, accessible and inclusive for all. As a result, non-governmental organizations have been offering education financial support to enable the less privileged communities gain access to quality education as a way of empowering them since education is an empowerment tool for community development. The findings of this study concur with Majgaard and Mingat (2012) who indicated that lack of school fees, education materials and teachers were the major hindrance of accessing education for most of people living in sub-Saharan Africa.

4.5.2 Basic Needs Interventions in Education Supported by Non-Governmental Organizations

Provision of basic needs play an important part in the proper functioning of an individual. In the education sector, if the students' needs are not met, the students cannot be ready to learn because their efforts and attention are focused on survival and meeting the lower level needs (Burlison & Thoron, 2014). Students living in poverty struggle with fulfilment of their physiological and safety needs.

The Government of Kenya in collaboration with other stakeholders committed to provide basic needs to enable poor learners to effectively participate in education process through provision of; food, clothing, shelter, health and psycho-social well-being (Ministry of Education, 2009). However, this has not been achieved. Hence, non-governmental organizations as one of the stakeholders and key actors in development support basic needs interventions to ensure that education is equitable, accessible and inclusive. The findings of this study concur with a report by United Nations Educational Scientific and Cultural Organizations (2019) that non-governmental organizations support basic needs interventions to enable the underprivileged to access quality education. The results are presented in Table 15.

Table 15: Basic Needs Interventions in Education Supported by Non-Governmental Organizations

Non-Governmental Organizations' Education Basic Needs Interventions	Frequency	Percentage
Provision of school uniform	13	100
Provision of personal items	13	100
Provision of school feeding programme	9	69.2

The study results indicate that all the non-governmental organizations involved in this study supported education through basic needs interventions in various ways. All the non-governmental organizations involved in the study provided school uniforms to their beneficiaries as a one way of meeting their clothing need.

School uniform contributes greatly to the comfort of learners in a school. Results also show that the learners under the non-governmental organizations' sponsorship also received personal items support in terms of toiletries and sanitary towels.

According to the Ministry of Public Service and Gender (2018), many girls continue to miss out on education due to absenteeism that is related to reproductive health issues as they are forced to stay away from school when they are not facilitated to manage their menstruation. Girls from poor families miss 20% of school days in a year due to lack of sanitary towels. Non-governmental organizations support provision of personal items to ensure that girls do not miss out of school. In addition, a number of non-governmental organizations support school feeding programme by providing food in school and also some take home package.

The findings of this study concur with Burleson and Thoron (2014) who indicated the importance of meeting the basic needs for one to function properly. Learners who have no food cannot go to school and if they do, their concentration and attention is minimal. Non-governmental organizations support school feeding programme as a way of keeping students in school and also as a way of encouraging those not schooling as an incentive to join school.

4.5.3 Capacity Development Interventions in Education Supported by Non-Governmental Organizations

Non-governmental organizations support capacity development interventions to equip individuals and communities with knowledge, skills and abilities to develop their aptitude to address social economic issues that affect their lives. Non-governmental organizations involved in the study support capacity development interventions through support of life skills development trainings, vocational skills development trainings and entrepreneurship skills development trainings. The results are presented in Table 16.

Table 16: Capacity Development Interventions in Education Supported by Non-Governmental Organizations

Non-Governmental Organizations' Education Capacity Development Interventions	Frequency	Percentage
Support of life skills development trainings	13	100
Support of vocational skills development trainings	13	100
Support of entrepreneurship skills development trainings	13	100

The study results show that all the non-governmental organizations involved in the study supported capacity development interventions in various ways such as life skills development trainings, vocational skills development trainings and entrepreneurship skills development trainings. Capacity development education interventions are aimed at equipping non-governmental organizations' education interventions beneficiaries with knowledge, skills and abilities as a way of empowering them. This empowerment enables individuals and community members gain knowledge, skills and abilities that they can use to identify their problems, analyse them, set objectives and goals, mobilize resources, implement and evaluate their progress and as a result solve problems that affect their lives leading to community development. The study findings concur with Noya *et al.* (2009) which indicated that capacity building focuses on enabling all community members to develop skills and competencies so as to take greater control of their own lives and also contributes to inclusive local development.

4.5.4 Character-Building Interventions in Education Supported by Non-Governmental Organizations

Character-building involves the development of habits and practices that are needed in order to live and function well in a world of difference (Berkowitz, 2011). Character-building interventions are aimed at implementing and improving moral values and ability, as well as to manifest them in their daily life (Nurhasanah & Nida, 2016). Non-governmental organizations' education character-building interventions include support of social skills trainings and ethical skills trainings. The study results are presented in Table 17.

Table 17: Character-Building Interventions in Education Supported by Non-Governmental Organizations

Non-Governmental Organizations' Education Character-Building Interventions	Frequency	Percentage
Support of social skills development trainings	13	100
Support of ethical skills development trainings	13	100

The study findings indicate that all non-governmental organizations involved in the study supported social skills development trainings and ethical skills development trainings. Social skills are an important condition for harmonious existence in a social group, a possibility for an individual to act effectively in a social environment and an assumption of a successful socialization (Margarita *et al.*, 2018). Social skills comprise of interaction skills, communication skills, participation skills, emotional skills, and social cognition skills. Possession of social skills enable individuals to effectively communicate, relate well with others, understand each other, meet the needs of others and be able to interact with people in various situations.

Ethical skills refer to code of conduct, courage, dependability, efficiency, ingenuity, initiative, perseverance, punctuality, resourcefulness, respect for all and responsibility. Ethical traits are the moral principles that one follows and displays to others that guides ones' behaviour in various situations. Character-building and learning of ethical and moral values are regarded as the main goal of education (Khanam, 2008).

The achievement of character-building is reflected in the knowledge, attitude and behaviour of individuals based on virtues which are universal moral values in the form acceptable in any given environment. The impact of character-building focus on strengthening ethical skills and

social skills (Kristjansson, 2013). The response of non-governmental organizations' social workers in charge of education indicate that all the non-governmental organizations studied supported character-building interventions to equip the beneficiaries with morals and values that they require in their daily lives as they interact and work with other people.

4.6 Characteristics of Non-Governmental Organizations Studied

The characteristics of non-governmental organizations studied were community engagement, funding sources and leadership styles. This information was obtained from the social workers who possessed in depth information about the non-governmental organizations and understood how they operate.

4.6.1 Community Engagement by Non-Governmental Organizations in Education Interventions

Community engagement is the process of collaboratively working with the interest group to address issues affecting their lives (Nursey-Bray, 2020). It is also a form of community participation that involves community members in problem identification, decision making, resource mobilization and problem solving. Community engagement is a necessary ingredient in development strategy among non-governmental organizations (Tsiga *et al.*, 2016). The study results are indicated in Table 18.

Table 18: Community Engagement by Non-Governmental Organizations Supporting Education Programs

Community Engagement by NGOs	Frequency	Percent
Identification of education interventions	13	100
Planning of education interventions	13	100
Implementation of education interventions	11	84.6
Evaluation of education interventions	9	69.2

The study results show that majority of the non-governmental organizations supporting education interventions engaged community members in various ways. The study results showed that 100% of the organizations involved the community members in identification and planning of the education interventions. Involvement of community members in the implementation of education interventions was adopted by 84.6% of the non-governmental organizations. Some of the non-governmental organizations did not engage community members in the evaluation of education interventions. Those organizations that engaged the

community members in evaluation process had a representation of 69.2%. The study results show that the community members were well involved in the education programs which is crucial to the success of a community project.

Community engagement approach advocates for the involvement of community members and other stakeholders in the all the stages from when designing projects that are aimed at benefiting local communities all the way to project evaluation and completion. Development strategy works through harnessing the potential of the community members by involving them, enlarging their capabilities which implies empowerment, enabling them to participate actively in their own development. The findings of this study agree with Chan (2013) who indicate that community engagement promotes participatory approach which is people centred and adopts a bottom-top approach and is effective in bringing about community development. Community engagement promote project ownership by the local community which may contribute to the success of the project.

4.6.2 Funding Sources for Non-Governmental Organizations Education Interventions

Funding is the act of providing financial resources mainly in form of cash or other values in order to implement the project. Non-governmental organizations are mainly funded by international donors (Barr *et al.*, 2005). In addition, there are non-governmental organizations that also derive their resources from other sources such as private sector, general public, governments and self-generated income (More, 2005). However, the well-established non-governmental organizations are more likely to access funds from the main sources while small organizations depend on external donors with little or no revenue from internal sources which is about 2.5 % of their annual budget (Mbuya & Osodo, 2018). The study findings are indicated in Table 19.

Table 19: Funding Sources for Non-Governmental Organizations’ Education Interventions

Funding Sources	Frequency	Percent
International donors	13	100
Local donors	3	23.1
Fundraising campaigns	9	69.2
Investment income	3	23.1
Donations in kind	13	100

The study results indicate that the non-governmental organizations supporting education interventions had international donors as one of their funding sources with a representation of 100%. Those that received funding from local donors were 23.1%. Non-governmental organizations also hold fundraiser campaigns to raise funds for financing education with a representation of 69.2%. There are non-governmental organizations that run some businesses that bring in some investment income as a way of raising funds. This had a representation of 23.1%. The study results also indicated that all the non-governmental organizations received funding through donations in kind which had a representation of 100%.

The study findings revealed that the main source of funding for non-governmental organizations supporting education interventions as a strategy for helping achieve community empowerment were the international donors. The study findings concur with Barr *et al.* (2005) which indicated that funding for non-governmental organizations is mainly from international donors. The study results also agree with Tomno (2013) who indicated that well-established non-governmental organizations are able to access funds from the main sources while small organizations depend on external donors with little or no revenue from internal sources which is about 2.5 % of their annual budget.

4.6.3 Leadership Style of Non-Governmental Organizations' Education Interventions

Leadership is a process where an individual influences a group or individuals to achieve a common goal (Lussier & Achua, 2015). Leadership style is the general manner, outlook, attitude and behaviour of a leader, particularly in relation to his or her colleagues and team members (Akpapere *et al.*, 2019). Various leadership styles are adopted by non-governmental organizations' supporting education interventions. The study results are shown in Table 20.

Table 20: Leadership Style of Non-Governmental Organizations' Education Interventions

Leadership Style	Frequency	Percent
Autocratic leadership style	2	15.4
Democratic leadership style	9	69.2
Bureaucratic leadership style	2	15.4

Effective leadership is crucial to the proper functioning and survival of non-governmental organizations (Rowe, 2007). The study results indicate that most of the non-governmental organizations that support education interventions adopted democratic leadership style. This

was the majority with a representation of 69.2%. Autocratic leadership style and bureaucratic leadership style had equal representation of 15.4%. Democratic leadership style was the most preferred for most non-governmental organizations. This can be attributed to the fact that democratic leadership style allows for the involvement of community members and other stakeholders in all the stages of the development project. The findings of the study concur with Oyelade *et al.* (2022) who indicated that democratic leadership style is the most effective and pursues greater productivity.

Community participation in community projects promotes effectiveness of the project. However, in any non-governmental organization context, a leader may be required to employ different styles of leadership based on the circumstances. Adoption of different styles of leadership at different times and situations promotes organization effectiveness. Leadership involves a type of responsibility aimed at achieving particular end by applying the available human and material resources and ensuring a cohesive and coherent organization (Arrowsmith & Parker, 2013).

4.7 Non-Governmental Organizations' Education Interventions Offered to the Beneficiaries Involved in the Study

Education is a vital empowerment tool through which sustainable development is achieved (United Nations Educational Scientific and Cultural Organizations, 2019). Non-governmental organizations are key actors that work towards realization of sustainable development goals. Education is one of the sustainable development goals and an integral part in achievement of all other sixteen sustainable development goals.

Non-governmental organizations support education as one of the strategies for community development. Education is a basic human right and foundation for community development (United Nations Educational, Scientific and Cultural Organization, 2014). Education is an empowerment tool that helps empower both individuals and communities. Community empowerment is a prerequisite for community development through realization of seven community capitals namely social capital, financial capital, human capital, natural capital, political capital, cultural capital and built capital (Flora & Flora, 2008). Non-governmental organizations support education through interventions such as financial interventions, basic needs interventions, capacity development interventions and character-building interventions.

4.7.1 Non-Governmental Organizations' Education Financial Interventions Offered to the Beneficiaries Involved in the Study

Financial interventions are the payments that are made directly or indirectly to the school or institution offering knowledge or skills. The beneficiaries benefit from various education interventions based on what their sponsoring organizations support. The beneficiaries benefited from some of these interventions if not all, namely school tuition fees payment, provision of stationery, provision of text books, provision of education materials, hiring and remuneration of teachers and support of school infrastructure. The results of financial interventions that beneficiaries benefitted from are presented in Table 21.

Table 21: Non-Governmental Organizations' Education Financial Interventions Offered to the Beneficiaries Involved in the Study

Non-Governmental Organizations' Education Financial Interventions	Frequency	Percentage
Payment of school fees	101	100
Provision of stationery	97	96
Provision of text books	95	94.1
Provision of education materials	96	95
Hiring and remuneration of teachers	31	30.7
Support of school infrastructure	16	15.8

The study results show that all the beneficiaries of non-governmental organizations' education interventions received financial support in terms of payment of school tuition fees. Majority of them also got stationery support, text books support and provision of education materials, while only a small number of them were in learning institutions where the non-governmental organizations financed hiring and remuneration of teachers and support of school infrastructure.

The findings of this study resonate with Kremer (2003) who indicated that non-governmental organizations support education for poor communities directly or indirectly through financial interventions such as; payment of school fees, building of school infrastructure and employment of teachers as a way of enabling community access education. The study findings reveal that the support of financial interventions in education by non-governmental

organizations play a key role in making education equitable, accessible and inclusive, which is one of the strategies for empowering communities.

4.7.2 Non-Governmental Organizations' Education Basic Needs Interventions Offered to the Beneficiaries Involved in the Study

Basic needs refer to the minimal list of elements that human beings require in order to fulfil basic requirements and achieve a decent life. The list includes basic commodities such as food, clothing and shelter as well as essential services as access to drinking water, access to sanitation, access to education and access to health facilities. In broader terms basic needs further extend the attention to other psychological and social needs such as participation, self-reliance, autonomy and self-expression (Chiappero-Martinetti, 2014). Non-governmental organizations support basic needs interventions to enable poor communities to access education which is also a basic need in pursuit of community development. The study results are presented in Table 22.

Table 22: Non-Governmental Organizations' Education Basic Needs Interventions Offered to Beneficiaries

Non-Governmental Organizations' Education Basic Needs Interventions	Frequency	Percentage
Provision of school uniform	85	84.2
Provision of personal items	73	72.3
Support school feeding program	34	33.7

The study findings indicate that non-governmental organizations supported various basic interventions namely school uniforms, personal items and school feeding program. Majority of the beneficiaries received school uniform support which had a representation of 84.2%, this was followed by provision of personal items at 72.3%. The results show that only 33.7% of the studied beneficiaries received food support. The study findings concur with Mwambia (2013) who argued that non-governmental organizations support education through provision of; school uniforms, food, medical services and other personal items, as way of helping the needy community members to access education which equips them with knowledge, skills, abilities, attitudes and values which they can use to improve their lives Studies have shown that school feeding programme has been found to effectively increase school attendance since the meals are served to the students on the school attendance thus prompting the learners to be consistent

(Dheressa, 2011). Provision of basic needs helps the realization of sustainable development goal of equitable, accessible and inclusive quality education for all.

4.7.3 Non-Governmental Organizations’ Education Capacity Development Interventions Offered to Beneficiaries Involved in the Study

Capacity development interventions are those initiatives that enable individuals, organizations and societies to obtain, strengthen and maintain skills, knowledge and abilities which they can use to set and achieve their own development (United Nations Development Programme, 2009). Non-governmental organizations support capacity development interventions to equip individuals and communities with life skills, vocational skills and entrepreneurship skills to develop their capacity to address social economic problems in order to achieve community development. The study results on capacity development interventions are presented in Table 23.

Table 23: Non-Governmental Organizations' Education Capacity Development Interventions Offered to Beneficiaries Involved in the Study

Non-Governmental Organizations’ Education Capacity Development Interventions	Frequency	Percentage
Life skills training	71	70.3
Vocational skills training	98	97.0
Entrepreneurship skills training	86	85.1

According to the study findings majority of the beneficiaries of capacity development interventions acquired vocational skills through received vocational skills training. This was followed by entrepreneurship skills while life skills came in third. Capacity development interventions help equip beneficiaries with skills that they can use to transform their lives. The study findings concur with Noya *et al.* (2009) who indicated that community capacity building focuses on enabling all members of the community, including the poorest and the most disadvantaged, to develop skills and competencies so as to take greater control of their own lives and also contributes to inclusive local development.

4.7.4 Non-Governmental Organizations’ Education Character-Building Interventions Offered to Beneficiaries

Education is an empowerment tool that improves lives and pushes people to be better than they were before acquiring education. It helps one to understand the world around them and offers

great opportunities allowing one to use his/her experience and knowledge. However, education without character is of no use. Non-governmental organizations support character-building interventions through social skills development trainings and ethical skills development trainings to equip the beneficiaries with moral values. These are key components of a person's character. They are personality traits guiding people to make decisions according to their own sense of what is right and wrong, based on collective and individual experiences. The study results are presented in Table 24.

Table 24: Non-Governmental Organizations' Education Character-Building Interventions Offered to Beneficiaries

Non-Governmental Organizations' Education Character-Building Interventions	Frequency	Percentage
Acquisition of social skills	95	94.1
Acquisition of ethical skills	70	69.3

The study results indicate that most of the non-governmental organizations' education interventions beneficiaries acquired social skills and ethical skills with a representation of 94.1% and 69.3% respectively. Character-building skills are the building blocks of personality that help in building the moral values of an individual and the community (Mohammah, 2016). Non-governmental organizations support character-building interventions to equip individual with skills which are crucial in building social capital. This study findings concur with Kristjansson (2013) who argued that the impact of character-building focus on strengthening ethical skills and social skills.

4.8 Community Empowerment among Beneficiaries of Non-Governmental Organizations Education Interventions

Community empowerment is a process that enable community members to gain control over their lives through realization of the seven forms of community capitals namely human capital, social capital, financial capital, political capital, natural capital, cultural capital and built capital which are key pillars of community development (Flora & Flora, 2008).

In this study community empowerment was measured in regard to development of three key community capitals namely; human capital, social capital and financial capital which are directly influenced by education and enhance the realization of other four capitals namely;

natural capital, political capital, cultural capital and built capital (Emery & Flora, 2006). The three key community capitals were measured using the following indicators; Social capital was measured using indicators such as membership in self-help groups and number of self-help groups the beneficiaries were members; human capital was measured in regard to skills acquired, role played in the groups and employment status; financial capital was measured using indicators such as financial contributions towards community projects and resource mobilization for community projects.

4.8.1 Employment Status of the Beneficiaries of Non-Governmental Organizations' Education Interventions

The term employment refers to a relationship between two parties, usually based on a contract between an employer and an employee who is paid for work done. Education contributes to overall economic growth by improving the efficiency of the work force which translates to increased productivity. Non-governmental organizations support education interventions to enhance employability skills. Employability skills are categorized under the human capital. There are two types of employment namely formal employment and self-employment. The results of employment status are presented in Table 25.

Table 25: Employment Status of the Beneficiaries of Non-Governmental Organizations Education Interventions

Employment Status	Frequency	Percent
Formal employment	55	54.5
Self-employment	46	45.5
Total	101	100.0

The study findings show that all the respondents involved in the study were employed. The respondents who were in formal employment had a representation of 54.5%, while those in self-employment had a representation of 45.5%. The high level of employment can be attributed to education support by non-governmental organizations in Nakuru County. Education helps to equip individuals with knowledge, skills, capabilities and abilities which increase their employability skills and also enable them to succeed in running their own businesses for those in self-employment sector. The study results concur with Sharma (2016) who indicated that education has strong relationship with employability. The findings of this

study agree with empowerment theory which indicates that education is a powerful empowerment tool.

4.8.2 Financial Contribution Towards Community Projects

Community development is achieved through collective action, where community members come together, identify their problems and mobilize resources in order to address issues that affect their lives. Social capital is a key pillar of community empowerment which helps individuals to work together as a community. The study results in regard to financial contributions towards community projects are presented in Table 26.

Table 26: Financial Contributions towards Community Projects

Financial Contributions Towards Community Projects	Frequency	Percent
Does not contribute towards projects	41	40.6
Contributes towards projects	60	59.4
Total	101	100.0

The study findings show that 59.4 % of the respondents contributed towards community projects, while 40.6% were not involved in financial contributions towards community projects. This could be attributed to reliance on government funding and external donor funds for community project. This study findings concur with a report in Nakuru County Integrated Development Plan 2018-2022, that the county government has been funding development projects with the aim of promoting community development (County Government of Nakuru, 2018).

4.8.3 Resource Mobilization for Community Projects

Resource mobilization refers to all activities involved in securing new and additional resources for a project. It also involves making better use and maximizing existing resources. Resource mobilization for community projects involves the process of engaging communities to identify community problems, available resources, needs and possible solutions in such a way as to promote community participation and sustainable change. Active participation of community members in identifying the community needs encourage participation in resource mobilization.

Community resources include both human and material resources. Participation of community members in community projects and committing of their resources and skills develops and

strengthens a sense of ownership of community projects which is a great factor in the success and sustainability of a community project. Resource mobilization process involves three integrated concepts namely organizational management and development, communicating and prospecting and relationship building. The study findings are presented in Table 27.

Table 27: Resource Mobilization for Community Projects

Resource Sources for Community Projects	Frequency	Percent
Internal resource sources	24	23.8
External resource sources	5	5.0
Both internal and external resource sources	41	40.6
No other resource sources	31	30.7
Total	101	100.0

The study findings indicate that community projects were funded both internally and externally. This means that the community members mobilized resources for community projects from the community members and also from outside sources such as non-governmental organizations, governments, individuals, cooperates and other funders. The study results indicate that 40.6% community projects received resources from both internal and external sources, while 23.8% of the community projects received resources from internal sources only. The study results show that 5% of the community projects mobilized resources from external sources only. The study reveals that community projects had diversified funding sources implying financial stability. The study findings resonate with Carroll and Stater (2009) who argued that diversification of revenue sources for non-governmental organization help to increase their financial stability.

4.8.4 Self-help Group Membership

Self-help groups are informal groups of people with same social and economic status driven by a common interest come together to create opportunities and improve standards of living through social empowerment and economic empowerment. Self-help groups enable members to come together, identify their problems and mobilize resources to address issues of interest to them leading to community development. Community development is a holistic approach that is founded on principles of empowerment of human rights, inclusion, social justice, self-determination and collective action (Kenny, 2007). The study results are indicated in Table 28.

Table 28: Self-help Group Membership

Self-help Group Membership	Frequency	Percent
Does not belong to a self-help group	7	6.9
Belongs to a self-help group	94	93.1
Total	101	100.0

The study results indicate that most of the beneficiaries belonged to groups with a representation of 93.1% and only 6.9% of the beneficiaries involved in the study were not in any self- help group. Self-help groups plays a crucial role in alleviating poverty by providing self-employment, training, social mobilization and government subsidy and in this way improves the standard of living of communities. The study findings agree with Tiwari (2020) who indicated that self-help groups help build economic self-reliance, create confidence, promote savings, speed up economic empowerment, boost social empowerment and solve employment challenges. Self-help groups are an effective strategy for human capital development, social capital development and economic capital development which are key pillars of community development. The findings of this study agree with social capital theory which argue that social capital is a glue that join individuals and communities together through shared norms. Trust and trust and social networks.

4.8.5 Frequency of Self-help Group Meetings

Self-help group meetings are held regularly based on the agenda and the urgency. The meetings are held to; share information, learn a skill, make some products, collect financial contributions, take loans, pay fines and interests, plan for upcoming group activities and also update the members on how the group is doing in terms of savings. The frequency of self-help group meetings depends on the members and activities. The study results are presented in Table 29.

Table 29: Frequency of Self-help Group Meetings

Self-help Group Meetings	Frequency	Percent
Weekly meetings	23	22.8
Monthly meetings	59	58.4
Quarterly meetings	12	11.9
Not in any self-help group	7	6.93
Total	101	100

The study results show that majority of the self-help group members held their meetings once a month which had a representation of 58.4%, while those that met after every week had a representation of 22.8% whereas 11.9% held their meetings after every quarter. The frequency of the meetings was influenced by the purpose and the nature of activities that the group members engage in. Monthly meetings were the most preferred by the majority of the beneficiaries of the non-governmental organizations' education interventions involved in the study. This could be as a result of the fact that most beneficiaries were either employed or self-employed thus, they were too busy to attend frequent meetings. During weekly and monthly meetings these meetings, the group members learn, make products, save and borrow loans from their contributions aim economic empowerment to improve their standards of living and that of their community. The loan is repaid back with a small interest which is of benefit to the group members. The study findings agree with Randhawa and Mann (2023) who indicated that self-help groups were mainly held on monthly basis.

4.9 Level of Community Empowerment among the Beneficiaries of Non-Governmental Organizations' Education Interventions

Community empowerment refers to the process of enabling community members to increase control over their lives (Labonte & Laverack, 2008). According to Emery and Flora (2006), there are three key community capitals that are influenced by education namely social capital, human capital and financial capital. In this study, community empowerment was measured in regard to human capital development, social capital development and financial capital development.

Achievement of social capital development was measured using membership in self-help group and membership in more than one group. Achievement of human capital development was measured using the following indicators; acquired a skill (through post-secondary education), employment status of the beneficiaries and leadership role played in self-help group/groups. Financial capital development was measured using diversified sources of income for individuals, financial contributions towards community projects and resource mobilization for community projects both internally and externally. The study results of the descriptive statistics community empowerment indicators are indicated in Table 30.

Table 30: Descriptive Statistics of Community Empowerment Indicators

Indicators of Community Empowerment	N	Mean	Std. Deviation
Social capital development			
Membership in a self-help group	101	.9307	.25524
Membership in more than one group	101	.2871	.45468
Human capital development			
Acquired a skill	101	.9505	.21800
Leadership role in the self-help group	101	.5050	.50247
Leadership role in more than one self-help group	101	.0594	.23756
Employment status	101	1.0000	.00000
Financial capital development			
Diversified sources of income	101	.1485	.35738
Financial contribution towards community projects	101	.5941	.49352
Internal resource mobilization	101	.6436	.48133
External resource mobilization	101	.4554	.50049

The study findings indicate that employment status an indicator for community empowerment had the highest mean. The lowest mean was that of the leadership role in more than one group. In order to determine the extent of community empowerment for the beneficiaries of non-governmental organizations' education interventions in Nakuru County involved in this study, a total score was computed by summing up the scores of the indicators of community empowerment. The absence of the indicator of community empowerment was assigned figure zero (0), while the presence of a community empowerment indicator was denoted one (1).

The community empowerment total score ranged from (0-10). Further, the total scores were grouped into three categories identified as community empowerment levels for the beneficiaries of non-governmental organizations' education interventions. A total score in the range of 0-3.33 was indicated low level of community empowerment. A total score in the range of 3.34-6.66 indicated moderate level of community empowerment. High level of community empowerment was indicated in the range of 6.67-10. Thereafter, frequency of the total scores were computed to determine the distribution of community empowerment among the

beneficiaries of non-governmental organizations' education interventions. The results are presented in Table 31.

Table 31: Level of Community Empowerment among the Beneficiaries of Non-Governmental Organizations' Education Interventions

Community Empowerment	Total Score	Frequency	Percent
Low level of community empowerment	0-3.33	13	12.9
Moderate level of community empowerment	3.34-6.66	56	55.4
High level of community empowerment	6.67-10	32	32.6
Total		101	100.0

The results in Table 31, indicate a majority of the respondents had acquired a moderate level of community empowerment with a total score range of 3.34-6.66. Those with high level of community empowerment recorded a total score range of 6.67-10. The total score range of 0-3.33, had the lowest representation in terms of the number of respondents. Further, the study results indicate that the mean score for the level of community empowerment for the beneficiaries of non-governmental organizations education interventions was ($M=.6$ $SD=.2$).

The findings of this study show that education interventions by non-governmental organizations' play a key role in empowerment of both individuals and communities. As a result, education is an important tool for community empowerment, a prerequisite tool for community development. The study results concur with Santipolavut *et al.* (2011) who indicated that human capital, social capital and financial capital are the key indicators of community empowerment.

4.10 Factor Analysis for Data Reduction

In this study, we set out to determine the influence of non-governmental organizations' education interventions on community empowerment. Factor analysis was used to reduce the factors and create factor scores that are numeric and can be used for further statistical analysis. The data was divided into five segments; non-governmental organizations' education financial interventions, non-governmental organizations' education basic needs interventions, non-governmental organizations' education capacity development interventions, non-governmental organizations' education character-building interventions and community empowerment.

The reliability of the data was determined for each section. The study results indicate that all the variables had a Cronbach's alpha coefficient greater than 0.700. A Cronbach's alpha coefficient greater or equal to 0.700 is acceptable for social sciences (Gatotoh et al., 2011). Therefore, all the five variables of this study were suitable for factor analysis.

Suitability of the research data for factor analysis was determined by subjecting the data to the Kaiser-Meyer-Olkin Measure (KMO) of sampling adequacy. This measure indicates whether there is correlation in the data. The study results indicate that the KMO values range for the variables ranged between; 0.700 to 0.829. According to Pallant (2013), the sampling is adequate if the value of KMO is 0.6 and above. Thus, the research data for non-governmental organizations' education interventions beneficiaries was considered suitable for factor analysis.

Bartlett's Test of Sphericity was used to test whether the correlation matrix of the data is an identity matrix or not. It is actually a measure of a multivariate normality of set of distribution. The test also checks the null hypothesis that the original correlation matrix is an identity matrix. This indicate whether the variables are related and suitable for structure detection. In this study, all the variables had correlation coefficients <0.05 . According to Pallant (2013), the significant values less than 0.05, indicate that the research data do not produce an identity matrix and are thus approximately multivariate normal and acceptable for further analysis. The non-governmental organizations' education interventions beneficiaries' data was suitable for factor analysis since all variables had a Barlett's Test of Sphericity < 0.05 .

Orthogonal varimax rotation method was adopted since it tends to produce multiple group factors that are expected to be independent. Varimax rotation maximized the loading for each variable on one of the extracted factors while minimizing the loading on all other factors. To determine the number of factors to retain (factors that account for the most variance) in this study, the decision was based on the following:

- a. KMO measure of sampling adequacy equal or greater than 0.6
- b. Barlett's Test of Sphericity $p < 0.05$
- c. Cattell's scree test and simplicity of factor structure
- d. Eigenvalue of 1 and above
- e. Cut off factor loading 0.5
- f. Factor with two or more variables loading to it

4.10.1 Factor Analysis for Non-Governmental Organizations' Education Financial Interventions

Factor analysis was conducted to obtain factor scores since the initial data were measured at ordinal level of measurement. The non-governmental organizations' education financial interventions data was checked if it was suitable for factor analysis using the KMO and Bartlett's test. The results are indicated in Table 32.

Table 32: KMO and Bartlett's Test of Non-Governmental Organizations' Education Financial Interventions

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.714
	Approx. Chi-Square	466.897
Bartlett's Test of Sphericity	Df	210
	Sig.	.000

The study results indicate a Kaiser-Meyer-Olkin (KMO) value of 0.714 and Bartlett's Test of Sphericity value of 0.000. This indicate that the data was suitable for factor analysis. Tabachnick and Fidell (2007) indicated that if the Kaiser-Meyer-Olkin (KMO) is greater than 0.6 and the Bartlett's Test of Sphericity (BTS) is significant at p-value < 0.05, then factorability of the correlation matrix is assumed.

The non-governmental organizations' education financial interventions data was run through principal component analysis to reduce the number of items to a few factors. Principal component analysis using orthogonal varimax rotation method was used to identify the factorial structure of 21 variables. Variables with eigenvalues above 1 and factor loadings of 0.5 and above were retained. One variable; payment of school fees enhances personal savings loaded alone on factor 7, hence it was not included for further analysis, also three other variables; payment of school fees enhance entrepreneurship, employment of teachers enhances income generation, employment of teachers enhance participation in group activities and payment of school fees enhance personal savings had a factor loading of less than 0.5, as a result, they were excluded from further statistical analysis. The remaining 17 variables were reduced to six factors;

- i. School fees for group formation
- ii. Education materials for personal savings

- iii. School fees for employment
- iv. Teachers for employment
- v. Education materials for entrepreneurship
- vi. Teachers for resource mobilization for community projects

These six factors had eigenvalues greater than 1 and the total variance accounted for was estimated at 53.181% meaning that the six financial intervention factors have influence on community empowerment but there remains 46.819% that is unexplained which could be due to other factors that were not included in this study. The results are shown in Table 33.

Table 33: Total Variance Explained by Non-governmental Organizations' Education Financial Interventions

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.581	21.816	21.816	2.519	11.995	11.995
2	1.693	8.063	29.879	2.128	10.131	22.126
3	1.541	7.338	37.218	1.794	8.543	30.669
4	1.343	6.397	43.615	1.647	7.845	38.514
5	1.157	5.508	49.123	1.636	7.788	46.303
6	1.122	5.345	54.468	1.445	6.879	53.181
7	1.090	5.189	59.657	1.360	6.476	59.657

Extraction Method: Principal Component Analysis.

The first factor was named school fees. It had positive correlation with four variables (payment of school fees enhance group formation; payment of school fees enhances resource mobilization for community projects; provision of education materials promotes income generation and provision of education materials enhance group formation). The factor loadings ranged from 0.552 to 0.755 with a mean of 0.6335. These variables explained 21.816% of variance.

The second factor was named education materials and it correlated positively with four variables (provision of education materials for personal savings; provision of education materials enhance employment; employment of teachers enhances personal savings and

provision of education materials enhance group formation). The factor loadings ranged from 0.533 to 0.699 with a mean of 0.6198. These variables explained 8.063% of variance.

The third factor was named social capital. It correlated positively with three variables (payment of school fees improve employment; employment of teachers enhances group formation and payment of school fees enhance participation in group activities). Their factor loadings ranged from 0.619 to 0.690. The mean loading was 0.661. The factors explained 7.338 % of variance.

The fourth factor was named employment. This factor correlated positively with two variables (employment of teachers increase employment and employment of teachers increase entrepreneurship). The factor loadings ranged from 0.613 to 0.754, with a mean factor loading of 0.684. These variables explained 6.397% of variance.

The fifth factor was named education materials for entrepreneurship which correlated with two variables, namely provision of education materials promotes entrepreneurship and payment of school fees enhance income generation). The factor loadings ranged from 0.703 to 0.721, with a mean factor loading of 0.712. These variables explained 5.508% of variance.

The sixth factor was named resource mobilization. This factor correlated with variables employment of teachers enhance resource mobilization for community projects and provision of education materials enhance resource mobilization for community projects. The factor loadings ranged from 0.575 to 0.824, with a mean factor loading of 0.6995. These variables explained 5.345% of variance. The results are presented in Table 34.

Table 34: Rotated Component Matrix for Non-Governmental Organizations' Education Financial Interventions

	Component						
	1	2	3	4	5	6	7
Payment of school fees enhance group formation	.755						
Payment of school fees enhance resource mobilization for community projects	.646						
Provision of education materials promote income generation	.581						
Education materials enhance participation in groups	.552						
Education materials promote personal savings		.699					
Education materials enhance employment		.681					
Employment of teachers enhance personal savings		.566					
Education materials enhance group formations		.533					
Payment of school fees improve employment			.690				
Employment of teachers enhance group formations			.675				
School fees enhance participation in group activities			.619				
Employment of teachers increase employment				.754			
Employment of teachers increase entrepreneurship				.613			
Education materials promote entrepreneurship					.721		
Payment of school fees enhance income generation					.703		
Employment of teachers enhance resource mobilization for community projects						.824	
Education materials enhance resource mobilization						.575	
Payment of school fees enhance personal savings							.883

4.10.2 Factor Analysis for Non-Governmental Organizations' Education Basic Needs Interventions

Factor analysis was conducted to reduce the data and also to help obtain factor scores since the initial data was in ordinal level of measurement. The non-governmental organizations' education basic needs interventions data was checked for factorability using the KMO Bartlett's Test. The results are presented in Table 35.

Table 35: KMO and Bartlett's Test for Non-Governmental Organizations' Education Basic Needs Interventions

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.700
	Approx. Chi-Square	457.242
Bartlett's Test of Sphericity	Df	210
	Sig.	.000

The study results indicate a Kaiser-Meyer-Olkin (KMO) of sampling adequacy value of 0.700 and Bartlett's Test of Sphericity value of 0.000. This indicate that the data was suitable for factor analysis. The non-governmental organizations' education basic needs interventions data was run through principal component analysis to reduce the number of items into a few factors. Principal component analysis using orthogonal varimax rotation method was used to identify the factorial structure of 21 variables.

Variables with eigenvalues above 1 and factor loadings of 0.5 and above were retained. Three variables (provision of personal items enhance group formation; provision of personal items enhance participation in group activities and provision of feeding programme enhance personal savings) did not load on any of the factors since they had a loading of less than 0.05, the loading cut-off value. The variable personal items enhance employment had crossing loading of above 0.05 on both factor 1 and factor 5, as a result was excluded for further analysis. The variables (school uniform enhance resource mobilization for community projects; personal items enhance resource mobilization for community projects and school uniform enhance group formation) were also excluded since they loaded as the only variables on factors 5, 6 and 8 respectively Therefore, they were not included in further analysis.

The remaining 14 variables were reduced to five factors;

- a) Feeding programme for entrepreneurship
- b) School uniform for employment
- c) School uniform for group activities
- d) School uniform for personal savings
- e) Feeding programme for resource mobilization

These factors had eigenvalues greater than 1 and they accounted for total variance of about 64.102% as shown in Table 36.

Table 36: Total Variance explained by Non-governmental Organizations' Education Basic Needs Interventions

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.460	21.238	21.238	2.542	12.103	12.103
2	1.674	7.973	29.211	2.138	10.183	22.285
3	1.437	6.843	36.055	1.799	8.569	30.854
4	1.335	6.358	42.412	1.622	7.721	38.575
5	1.308	6.228	48.640	1.380	6.570	45.145
6	1.165	5.548	54.188	1.338	6.373	51.518
7	1.055	5.026	59.214	1.337	6.366	57.884
8	1.026	4.887	64.102	1.306	6.218	64.102

Extraction Method: Principal Component Analysis.

The first factor was named feeding programme for entrepreneurship. It had positive correlation with three variables (feeding programme enhance entrepreneurship; school uniform enhances income generation and personal items promote entrepreneurship). Their factor loadings ranged from 0.752 to 0.662 with a mean of 0.698. These variables explained 12.103% of variance.

The second factor was named school uniform for employment which correlated positively with four variables (school uniform improve employment; personal items promote income generation; school uniform enhance entrepreneurship and feeding programme enhance group

formations). Their factor loadings ranged from 0.812 to 0.522 with a mean of 0.615. These variables explained 10.183% of variance.

The third factor was named school uniform for group activities. This correlated positively with two variables (school uniform enhance participation in group activities and feeding programme increase employment). Their factor loadings ranged from 0.825 to 0.668. The mean loading was 0.747. The factors explained 8.569% of variance.

The fourth factor was named school uniform for personal savings. This factor correlated positively with three variables (school uniform enhance personal savings; personal items promote personal savings and feeding programme enhance income generation). The factor loadings ranged from 0.694 to 0.559, with a mean factor loading of 0.635. These variables explained 7.771% of variance.

The fifth factor was named feeding programme for resource mobilization. This correlated with two variables namely feeding programme enhance resource mobilization and feeding programme enhance participation in group activities. The factor loadings ranged from 0.673 to 0.501, with a mean factor loading of 0.587. These variables explained 6.366% of variance. The study findings are indicated in Table 37.

Table 37: Rotated Component Matrix of Non-governmental Organizations' Education Basic Needs Interventions

	Component				
	1	2	3	4	5
Feeding programme for entrepreneurship					
Provision of feeding programme enhance entrepreneurship	.752				
Provision of school uniform enhance income generation		.680			
Provision of personal items promote entrepreneurship			.662		
School uniform for employment					
Provision of school uniform improve employment		.812			

	Component			
	1	2	3	4
Provision of personal items promote income generation		.601		
Provision of school uniform enhance entrepreneurship		.524		
Provision of feeding programme enhance group formations		.522		
School uniform for group activities				
Provision of school uniform enhance participation in group activities			.825	
Provision of feeding programme increase employment		.668		
School uniform for personal savings				
Provision of school uniform enhance personal savings			.694	
Provision of personal items promote personal savings			.651	
Provision of feeding programme enhance income generation			.559	
Feeding programme enhance resource mobilization				
Provision of feeding programme enhance resource mobilization for community projects				.673
Provision of feeding programme enhance participation in group activities				.501

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

4.10.3 Factor Analysis for Non-Governmental Organizations' Education Capacity Development Interventions

Factor analysis was performed to reduce the data in order to obtain factor scores since the initial data was measured in ordinal level. The non-governmental organizations' education capacity

development interventions data was checked for factorability using the KMO and Bartlett's Test. The results are presented in Table 38.

Table 38: KMO and Bartlett's Test for Non-Governmental Organizations' Education Capacity Development Interventions

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.720
	Approx. Chi-Square	397.025
Bartlett's Test of Sphericity	Df	190
	Sig.	.000

The study results indicate a Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy value of 0.720 and Bartlett's Test of Sphericity value of 0.000. This indicate that the data was suitable for factor analysis. The non-governmental organizations' education capacity development interventions data was run through principal component analysis to reduce the number of items into a few factors. Principal component analysis using orthogonal varimax rotation method was used to identify the factorial structure of 20 variables. Variables with eigenvalues above 1 and factor loadings of 0.5 and above were retained.

Four variables (entrepreneurship skills increase employment, life skills promote entrepreneurship, life skills enhance participation in group activities; entrepreneurship skills enhance income generation, life skills enhance income generation) did not load on any of the factors since they had a loading of less than 0.05 the loading cut-off value. The variables (life skills enhance group formation and vocational skills increase entrepreneurship) loaded as the only variables hence they were excluded. The variable life skills enhance personal savings was also not included as it had a strong cross loading on two factors. Therefore, these variables were not further analysis.

The remaining 12 variables were reduced to five factors;

- i. Entrepreneurship for group formation
- ii. Vocational skills for employment
- iii. Vocational skills for resource mobilization
- iv. Vocational skills enhance group formation
- v. Entrepreneurship for resource mobilization

These five factors had eigenvalues greater than 1 and the total variance accounted for was about at 46.50%, meaning that the five capacity development intervention factors have influence on community empowerment but there remains 53.50% that is unexplained which could be due to other factors that were not included in this study as shown in Table 39.

Table 39: Total Variance Explained by Non-Governmental Organizations' Education Capacity Development Interventions

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.322	21.611	21.611	2.362	11.811	11.811
2	1.602	8.010	29.621	2.210	11.051	22.863
3	1.476	7.378	36.999	1.736	8.680	31.543
4	1.328	6.642	43.640	1.510	7.550	39.093
5	1.242	6.208	49.848	1.487	7.437	46.530
6	1.129	5.645	55.493	1.482	7.408	53.938
7	1.030	5.151	60.644	1.341	6.706	60.644

Extraction Method: Principal Component Analysis.

The first factor was named entrepreneurship skills for group formation. This factor was positively correlated with two variables (entrepreneurship skills enhance group formation and entrepreneurship skills enhance personal savings). The factor loadings of these variables ranged from 0.722 to 0.744 with a mean of 0.733. These variables explained 11.811% of variance. The second factor was named vocational skills for employment. This factor correlated positively with three variables (vocational skills enhance employment, life skills improve employment and vocational skills enhance income generation). The factor loadings of these variables ranged from 0.568 to 0.709 with a mean of 0.673. These variables explained 11.051% of variance.

The third factor was named vocational skills for resource mobilization. This correlated positively with three variables (vocational skills enhance resource mobilization; vocational skills enhance personal savings and vocational skills enhance income generation). Their factor loadings ranged from 0.545 to 0.710. The mean loading was 0.617. The factors explained 8.680% of variance.

The fourth factor was named vocational skills for group formation. This factor correlated positively with two variables (vocational skills enhance group formation and entrepreneurship skills enhance participation in group activities). The factor loadings of these variables ranged from 0.689 to 0.723 with a mean factor loading of 0.706. These variables explained 7.437% of variance.

The fifth factor was named entrepreneurship skills for resource mobilization. This correlated with two variables, entrepreneurship skills enhance resource mobilization and life skills promote resource mobilization. The factor loadings ranged from 0.595 to 0.773 with a mean factor loading 0.684. These variables explained 7.408% of variance. The other three factors not included in the further statistical analysis since they had only one variable loading on them. The results are presented in Table 40.

Table 40: Rotated Component Matrix for Non-Governmental Organizations' Education Capacity Development Interventions

	Component						
	1	2	3	4	5	6	7
Acquisition of entrepreneurship skills enhance group formation	.744						
Acquisition of entrepreneurship skills enhance personal savings	.721						
Acquisition vocational skills enhance employment		.709					
Acquisition life skills improve employment		.672					
Acquisition of vocational skills enhance participation in group activities		.568					
Acquisition of vocational skills enhance resource mobilization for community projects			.710				
Acquisition of vocational skills enhance personal savings			.598				
Acquisition of vocational skills enhance income generation			.545				
Acquisition of vocational skills increase entrepreneurship				.781			
Acquisition of vocational skills enhance group formation					.723		
Acquisition of entrepreneurship skills enhance participation in group activities					.689		
Acquisition of entrepreneurship skills enhance resource mobilization for community projects						.773	
Acquisition of life skills promote resource mobilization for community projects						.595	
Acquisition of life skills enhance group formation							.796

4.10.4 Factor Analysis for Non-Governmental Organizations' Education Character-Building Interventions

Non-governmental organizations' education character-building interventions data was run through factor analysis in order to obtain factor scores since the initial data was measured at ordinal level. The non-governmental organizations' education character-building interventions data was checked for factorability using the KMO and Bartlett's Test. The results are presented in Table 41.

Table 41: KMO and Bartlett's Test for Non-Governmental Organizations' Education Character Building Interventions

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.829
	Approx. Chi-Square	343.777
Bartlett's Test of Sphericity	Df	91
	Sig.	.000

The results indicate a KMO value of 0.829 and Bartlett's Test of Sphericity value of 0.000. This indicate that the data was suitable for factor analysis. Tabachnick and Fidell (2007) indicated that if the Kaiser-Meyer-Olkin (KMO) is greater than 0.6 and the Bartlett's Test of Sphericity (BTS) is significant at p value < 0.05 , then factorability of the correlation matrix is assumed.

The non-governmental organizations' education character-building interventions data was run through principal component analysis to reduce the number of items to a few factors. Principal component analysis using orthogonal varimax rotation method was used to identify the factorial structure of 14 variables. Variables with eigenvalues above 1 and factor loadings above 0.5 were retained. The variable that the acquisition of ethical skills enhance participation on group activities did not strongly load on any of the factors. Thus, it was not included for further analysis.

The remaining 13 variables were reduced to four factors;

- i. Ethical skills for resource mobilization
- ii. Social skills for personal savings
- iii. Ethical skills for employment
- iv. Social skills for employment

These four factors had eigenvalues greater than 1 and total variance accounted for by these factors was estimated at 58.194% meaning that the four character-building factors have influence on community empowerment but there remains 41.806% that is unexplained which could be due to other factors that were not included in this study. The study results are presented Table 42.

Table 42: Total Value Explained by Non-Governmental Organizations' Education Character-Building Interventions

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.474	31.959	31.959	2.485	17.748	17.748
2	1.378	9.843	41.802	2.165	15.462	33.209
3	1.165	8.324	50.127	1.898	13.558	46.767
4	1.129	8.068	58.194	1.600	11.427	58.194

Extraction Method: Principal Component Analysis.

The first factor was named ethical skills for resource mobilization. This factor was positively correlated to four variables (ethical skills promote resource mobilization; ethical skills enhance income generation; social skills promote income generation and ethical skills promote entrepreneurship). The factor loadings ranged from 0.635 to 0.730 with a mean of 0.675. These variables explained 17.748% of variance.

The second factor was named social skills for personal savings. It correlated positively with four variables (social skills enhance personal skills; ethical skills promote personal savings; social skills enhance resource mobilization for community projects and social skills enhance entrepreneurship). The factor loadings of these variables ranged from 0.535 to 0.725 with a mean of 0.633. These variables explained 15.462% of variance. The third factor was named ethical skills for employment. It correlated positively with three variables (ethical skills increase employment; social skills enhance group formation and social skills enhance participation in group activities). Their factor loadings ranged from 0.624 to 0.798. The mean factor loading was 0.720. The factors explained 13.558 % of variance. The fourth factor was named social skills for employment. This factor correlated positively with two variables

(acquisition of social skills enhance employment and acquisition of ethical skills enhance group formation). The factor loadings ranged from 0.653 to 0.856, with a mean factor loading of 0.755. These variables explained 11.427% of variance. The results are presented in Table 43.

Table 43: Rotated Component Matrix of Non-Governmental Organizations' Education Character-Building Interventions

Character-Building Variables	Component			
	1	2	3	4
Ethical skills for resource mobilization				
Acquisition of ethical skills promote resource mobilization for community projects	.730			
Acquisition of ethical skills enhance income generation	.672			
Acquisition of social skills promote income generation	.663			
Acquisition of ethical skills promote entrepreneurship	.635			
Social skills for personal savings				
Acquisition of social skills enhance personal savings		.725		
Acquisition of ethical skills promote personal savings		.688		
Acquisition of social skills enhance resource mobilization for community projects		.585		
Acquisition of social skills enhance entrepreneurship		.535		
Ethical skills for employment				
Acquisition of ethical skills increase employment			.798	
Acquisition of social skills enhance group formations			.737	
Acquisition of social skills enhance participation in group activities			.624	
Social skills for employment				
Acquisition of social skills enhance employment				.856
Acquisition of ethical skills enhance group formations				.653

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

4.10.5 Factor Analysis for Community Empowerment

Factor analysis was performed to reduce the data in order to obtain factor scores. The dependent variable community empowerment responses were checked for factorability using the KMO and Bartlett's Test. The results are indicated in Table 44.

Table 44: KMO and Bartlett's Test for Community Empowerment

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.788
	Approx. Chi-Square	239.007
Bartlett's Test of Sphericity	Df	28
	Sig.	.000

The results indicate a KMO value of 0.788 and Bartlett's Test of Sphericity value of 0.000. This indicate that the community empowerment data was suitable for factor analysis. Tabachnick and Fidell (2007) indicated that if the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is greater than 0.6 and the Bartlett's Test of Sphericity (BTS) is significant at p value < 0.05 , then factorability of the correlation matrix is assumed.

The community empowerment data was run through principal component analysis to reduce the number of items to a few factors. Principal component analysis using orthogonal varimax rotation method was used to identify the factorial structure of 8 variables. Variables with eigenvalues above one (1) and factor loadings above 0.5 were retained. A factor loading value of a variable that is more than 0.5 is acceptable but when is equal or above 0.7 is considered a good indicator (Hair *et al.*, 2010). The variable that the non-governmental organizations' education interventions enhance personal savings had a strong cross loading on two components. Thus, it was not included for further analysis. The remaining seven (7) variables were reduced to three factors;

- i. Human capital
- ii. Social capital
- iii. Financial capital

Two factors had eigenvalues greater than 1 while the third factor was 0.992 which is approximately one when rounded off to one decimal place. The total variance accounted for was estimated at 71.322% meaning that non-governmental organizations' education

interventions have influence on community empowerment but there remains 28.688% that is unexplained which could be due to other factors that were not included in this study. The study results are presented Table 45.

Table 45: Total Value Explained by Community Empowerment Indicators

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.332	41.646	41.646	2.386	29.820	29.820
2	1.382	17.278	58.924	1.789	22.367	52.187
3	.992	12.398	71.322	1.531	19.135	71.322

Extraction Method: Principal Component Analysis.

The first factor was named human capital. This factor was positively correlated to three variables (promote entrepreneurship, enhance employment and enhance income generation). The factor loadings ranged from 0.809 to 0.829 with a mean of 0.816. These variables explained 29.820% of variance.

The second factor was named social capital. It correlated positively with two variables (promote participation in group activities and enhance group formations). The factor loadings of these variables ranged from 0.806 to 0.835 with a mean of 0.820. These variables explained 22.367% of variance.

The third factor was named financial capital. It correlated positively with two variables (encourage internal resource mobilization for community projects and promote external resource mobilization for community projects). Their factor loadings ranged from 0.787 to 0.847. The mean factor loading was 0.817. The factors explained 17.322 % of variance. The results are presented in Table 46.

Table 46: Rotated Component Matrix of Community Empowerment

	Component		
	1	2	3
Human capital			
Promote entrepreneurship	.829		
Enhance employment	.811		
Enhance income generation	.809		
Social capital			
Encourage participation in group activities		.835	
Enhance group formations		.806	
Enhance personal savings	.505	.601	
Financial capital			
Encourage internal resource mobilization for community projects			.847
Promote external resource mobilization for community projects			.787

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Through factor analysis, factor scores were obtained through which new variables were created. Factor scores are defined as composite measures that are computed from the factor score coefficient matrix using the mean or sum measured variables that load on the factor. They are the estimate of the scores that would have been obtained if the variables were measured directly (Distefano *et al.*, 2008).

Factor scores provide information about a respondent's placement on the component. Factor scores are standardized measure with a mean of 0.00 and a standard deviation of 1.0. Factor scores obtained from factor analysis were used for further statistical analysis which include descriptive statistics for non-governmental organizations' education interventions and community empowerment, Pearson correlation coefficient, prerequisite analysis for regression tests and regression analysis.

4.11 Descriptive Statistics for Non-Governmental Organizations' Education Interventions and Community Empowerment

The study results were used to provide an understanding of the data by identifying the typical score and determine the distribution of the responses. This was achieved through exploration of the variables' mean, standard deviation, skewness and kurtosis. The study findings of the descriptive statistics of the five variables are presented in Table 47.

Table 47: Descriptive Statistics for Non-Governmental Organizations' Education Interventions on Community Empowerment

	Mean	Std. Deviation	Skewness	Kurtosis
Financial Interventions	2.8608	.41767	-.557	-.201
Basic needs Interventions	2.9222	.47057	.542	.944
Capacity Development Interventions	3.2599	.47350	.551	.470
Character Building Interventions	2.8545	.48710	.691	.466
Community Empowerment	3.4224	.64272	-.248	-.292

The study results indicate that non-governmental organizations' education interventions (basic needs, capacity development and character-building interventions) were positively significantly skewed at $p < .05$, while non-governmental organizations' education financial interventions and the dependent variable community empowerment were negatively significantly skewed at $p < .05$. Thereafter, Pearson correlation coefficients were computed for all variables.

4.12 Pearson Correlation Coefficients for Non-Governmental Organizations Education Interventions and Community Empowerment

Pearson correlation coefficient was used to establish the nature and the strength of the relationship between non-governmental organizations' education interventions and community empowerment and also to determine the direction of the relationship between the study variables. Correlation is a measure of a monotonic association between two variables. A monotonic relationship between two variables is one in which either if the value of one variable increases, the value of the other variable also increases; or if the value of one variable increases, the other variable value decreases (Schober *et al.*, 2018).

In correlated data, the change in the magnitude of one variable is associated with a change in the magnitude of another variable, either in the same or in the opposite direction. In other

words, higher values of one variable tend to be associated with either higher (positive correlation) or lower (negative correlation) values of the other variable and vice versa (Schober *et al.*, 2018). According to Ratner (2009), values of correlation coefficient range from -1 to +1. Positive value of correlation coefficient indicates positive relationship while negative value indicates negative relationship. The correlation coefficient tests results are presented in Table 48 .

Table 48: Pearson Correlation Coefficients between Non-Governmental Organizations’ Education Interventions and Community Empowerment

	Financial	Basic Needs	Capacity Development	Character Building	Community Empowerment
Financial	1	.264**	.099	.300**	.254**
Basic Needs	.264**	1	.154	.374**	.260**
Capacity Development	.099	.154	1	.025	.226*
Character Building	.300**	.374**	.025	1	.390**
Community Empowerment	.254**	.260**	.226*	.390**	1

Correlation is significant at the 0.01 level (2-tailed).

Correlation is significant at the 0.05 level (2-tailed).

The results in Table 48 indicate that the summary of correlation coefficient output of non-governmental organizations’ education financial interventions, basic needs interventions, capacity development interventions and character-building interventions had a positive relationship with community empowerment. The study results summary indicates that non-governmental organizations’ education financial interventions $r(99) = .254, p < .010$, non-governmental organizations’ education basic needs interventions $r(99) = .260, p < .009$, non-governmental organizations’ education capacity development interventions $r(99) = .226, p < .023$ and non-governmental organizations’ education character-building interventions $r(99)$

= .390, $p < .000$ are positive and statistically significantly correlated with community empowerment.

The study findings indicate that non-governmental organizations' education character-building interventions has the strongest relationship with community empowerment, while non-governmental organizations' education capacity development interventions had the least relationship. The key study findings show that there is a statistically significant relationship between non-governmental organizations' education interventions (financial, basic needs, capacity development and character-building interventions) and community empowerment.

The study results indicate that if non-governmental organizations' education interventions; financial interventions, basic needs interventions, capacity development intervention and character-building interventions are increased, they would have a positive influence on community empowerment. Thus, they have a positive relationship. This implies that, in order to achieve community empowerment using education as a strategy for community development, non-governmental organizations and other development actors need to have education interventions at the core of their development strategies in order to achieve community empowerment. However, correlation only indicate presence or absence of a relationship between non-governmental organizations' education interventions and community empowerment and not the nature of their relationship. That is, correlation is not causation. Thereafter, assumptions of regression analysis were tested to check if the data was fit for regression analysis.

4.13 Prerequisite Analysis for Regression Tests

The study sought to investigate the influence of non-governmental organizations' education interventions on community empowerment through regression analysis. Before conducting regression analysis, assumptions of the regression analysis were tested first, to ascertain if the research data conformed to the requirements for regression analysis or not. The assumptions tested included normality test, test for multicollinearity, test for heteroscedasticity and test for autocorrelation.

4.13.1 Normality Test

The normal distribution of residuals in a regression model can be determined using visual methods or statistical methods. For the data with a sample size greater than 30, the violation of the normality assumption is not serious. In this study, the Kaiser-Meyer-Olkin Measure (KMO)

of sampling adequacy test was used along with Bartlett’s test of Sphericity, (BTS) to check if the data was normally distributed. The research data met the minimum requirement of $KMO > 0.6$ (Shrestha, 2020).

4.13.2 Test for Multicollinearity for Non-Governmental Organizations’ Education Interventions

Multicollinearity is a prerequisite test for regression analysis. Multicollinearity occurs when the multiple linear regression analysis includes several variables that are significantly correlated, not only with the dependent variable but also to each other. One of the methods for checking multicollinearity, is the use of Variance Inflation Factor (VIF) for each independent variable. Variance inflation factor is a measure of the amount of multicollinearity in a set of multiple regression variable (Shrestha, 2020). Table 49 presents the study results of Variance Inflation Factor.

Table 49: Test for Multicollinearity

Variable	VIF
Financial Interventions	1.138
Basic Needs Interventions	1.223
Capacity Development Interventions	1.031
Character Building Interventions	1.228
Mean	1.155

Variance inflation factor greater than 10 indicate existence of multicollinearity. In this study, the findings indicate a mean VIF of 1.155 which is less than 10 and not substantially greater than one, hence the conclusion that there is no significant multicollinearity between independent variables non-governmental organizations’ education interventions and community empowerment the dependent variable.

4.13.3 Test for Heteroscedasticity

Heteroscedasticity refers to a phenomenon where the research data violate a statistical assumption. This assumption is known as homoscedasticity. Violation of this assumption can lead to increased type 1 error rates or reduced statistical power (Roposa *et al.*, 2013). On the other hand, homoscedasticity describes a situation where the error term is the same across all values of independent variables. The study findings of heteroscedasticity test are presented in Table 50.

Table 50: Heteroscedasticity Test

Model	Unstandardized		Standardized	t	Sig.	Collinearity Statistics	
	Coefficients		Coefficients				
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.522	.607		.860	.392		
Financial Interventions	.182	.148	.118	1.232	.221	.879	1.138
Basic Needs Interventions	.109	.136	.080	.798	.427	.817	1.223
Capacity Development Interventions	.263	.124	.194	2.115	.037	.970	1.031
Character Building Interventions	.422	.132	.320	3.200	.002	.814	1.228

The study results as shown in Table 50, indicate that the error term was different across all the independent variables. Therefore, the assumption of homoscedasticity was violated.

4.13.4 Test for Autocorrelation

Regression analysis require that there exists little or no autocorrelation in the data. Autocorrelation arises when the residuals are dependent on each other. While a scatterplot allows you to check for autocorrelations, you can test the linear regression model for autocorrelation with the Durbin-Watson test. Durbin-Watson's d tests the null hypothesis that the residuals are not linearly auto-correlated. As a rule of thumb values of $1.5 < d < 2.5$ show that there is no auto-correlation in the data. In this study, autocorrelation is tested using Durbin-Watson statistic. This statistic tested the presence of serial correlation in the residuals. The results of Durbin-Watson test are presented in Table 51.

Table 51: Test for Autocorrelation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.468 ^a	.219	.187	.57962	1.921

The value of the Durbin-Watson statistic ranges between zero and four. The general rule is that residuals are uncorrelated if the Durbin-Watson statistic is approximately two. The acceptable Durbin-Watson statistic range between 1.5 and 2.5 for residuals to be considered uncorrelated and independent (Draper & Smith, 2014). The study findings presented in Table 51 indicate a Durbin-Watson statistic of 1.921. This is within the acceptable range of 1.5 to 2.5. This imply that there was no autocorrelation among the residuals. Based on these findings the data was suitable for regression analysis.

4.14 Influence of Non-Governmental Organizations’ Education Financial Interventions on Community Empowerment in Nakuru County, Kenya

The first objective of the study sought to determine the influence of non-governmental organizations’ education financial interventions on community empowerment in Nakuru County, Kenya. In meeting this objective, a null hypothesis one (H_{01}): Non-governmental organizations’ education financial interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya was formulated and analysed using linear regression. In Nakuru County, most non-governmental organizations supported education financial interventions. This section presents the results and findings as follows: Descriptive statistics, model summary, analysis of variance (ANOVA) test, regression coefficient and linear regression model.

4.14.1 Descriptive Analysis of Non-Governmental Organizations’ Education Financial Interventions

The descriptive results for the variable non-governmental organizations’ education financial interventions are in terms of mean, standard deviation, variance, skewness and kurtosis. The results presented in Table 52 indicate the descriptive statistics of the variable non-governmental organizations’ education financial interventions.

Table 52: Descriptive Statistics of Non-Governmental Organizations’ Education Financial Interventions

	Mean	Std. Deviation	Variance	Skewness	Kurtosis
Financial Interventions	2.8608	.41767	.174	-.557	-.201

The study results indicate that the variable non-governmental organizations' education financial interventions were significantly negatively skewed at $p < .05$. The data was not transformed before further analysis since the values of asymmetry and kurtosis were within the acceptable range. According to Hair *et al.* (2010), the values of asymmetry and kurtosis are considered to be normal if skewness is between -2 to +2 and kurtosis is between -7 to +7.

4.14.2 Inferential Analysis of Non-Governmental Organizations' Education Financial Interventions on Community Empowerment

The first objective of the study was to determine the influence of non-governmental organizations' education financial interventions on community empowerment in Nakuru County. In order to meet this objective, a null hypothesis one (H_{01}): Non-governmental organizations' education financial interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya was formulated and analysed using linear regression. A linear regression model was fit to the data, with the dependent variable being the mean of the factor scores of community empowerment and the independent variable being the mean of the factor scores of non-governmental organizations' education financial interventions. Table 53 shows the model fit of the linear regression model.

Table 53: Model Summary of Non-Governmental Organizations' Education Financial Interventions and Community Empowerment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.254 ^a	.065	.055	.62469	1.548

The study findings indicate that R^2 value of 0.065 was achieved. This means that the linear regression model explains 6.5% of the data, which imply that non-governmental organizations' education financial interventions cause a 6.5% variation in the outcome of the dependent variable community empowerment. The remaining 93.5% is attributed to the error term and other variables not examined in this study.

4.14.3 Analysis of Variance (ANOVA) Test of the Influence of Non-Governmental Organizations' Education Financial Interventions on Community Empowerment

Analysis of Variance (ANOVA) is a statistical method used to test the null hypothesis, that the regression model with non-governmental organizations' education financial interventions as an independent variable explains zero variance in community empowerment. The results of ANOVA test for non-governmental organizations' education financial interventions on community empowerment is presented in Table 54.

Table 54: Analysis of Variance Test of Non-Governmental Organizations' Education Financial Interventions on Community Empowerment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2.675	1	2.675	6.855	.010 ^b
Residual	38.634	99	.390		
Total	41.309	100			

a. Dependent Variable: Community Empowerment

b. Predictors: (Constant), Non-Governmental Organizations' Education Financial Interventions

The F statistic from ANOVA test explains the overall significance of the regression model at 95% confidence interval. The criteria for rejecting the null hypothesis one (H_{01}) is to reject the null hypothesis if the p value of the F statistic is less than the p value at 0.05. The study results indicate that analysis of variance demonstrated that the influence of non-governmental organizations' education financial interventions was statistically significant on community empowerment, $F(1, 99) = 6.855, p = .010$. Therefore, the null hypothesis (H_{01}) was rejected and a conclusion reached that the regression model with non-governmental organizations' education financial interventions explains some variance in community empowerment.

4.14.4 Regression Coefficient of Non-Governmental Organizations' Education Financial Interventions on Community Empowerment

Regression coefficient is the constant 'b' in the regression equation that tells us about the change in the value of the dependent variable (community empowerment) corresponding to the unit change in the value of the independent variable (non-governmental organizations' education financial interventions). The summary of the regression coefficients of non-governmental organizations' education financial interventions is presented in Table 55.

Table 55: Regression Coefficients of Non-Governmental Organizations’ Education Financial Interventions on Community Empowerment

Model	Unstandardized Coefficients		Standardized	T	Sig.
	B	Std. Error	Coefficients Beta		
(Constant)	2.302	.432		5.324	.000
Financial Interventions	.392	.150	.254	2.618	.010

a. Dependent Variable: Community empowerment (CE)

b. Predictors: Non-governmental organizations ‘education financial interventions

The study results indicate that the unstandardized coefficient of non-governmental organizations’ education financial interventions is 0.392 and p value is 0.010. The study used linear regression model to determine the influence on non-governmental organizations’ education financial interventions on community empowerment in Nakuru County, Kenya. The regression model is indicated as:

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where;

Y= Community empowerment

β_0 = Constant value

β_1 = Regression coefficient of non-governmental organizations’ education financial interventions

X_1 = Non-governmental organizations’ education financial interventions

ε = Error term

Thus, the regression model showing the relationship between non-governmental organizations’ education financial interventions and community empowerment is:

$$\text{Community Empowerment} = 2.302 + 0.392(\text{non-governmental organizations’ education financial interventions}) + \varepsilon$$

Therefore, the regression model indicated in Table 55, means that a unit change in non-governmental organizations’ education financial interventions causes a change of 0.392 in community empowerment in Nakuru County, Kenya with a p value at 0.010. Therefore, the null hypothesis one (H_{01}): Non-governmental organizations’ education financial interventions

have no statistically significant influence on community empowerment in Nakuru County, Kenya was rejected. Hence, there is statistically significant evidence that non-governmental organizations' education financial interventions have statistically significant influence on community empowerment in Nakuru County, Kenya.

The study findings resonate the findings of Kremer (2003) that non-governmental organizations support for education through financial interventions such as payment of fees, provision of education materials, building of school infrastructure, employment of teachers enable marginalized and poor communities to access education. The results also concur with the findings of the study by Hedayat and Mar'of (2010) indicated that non-governmental organizations play a key role in support of education as one of the strategies for community development. Education enables people to survive and thrive and is the most effective investment in the fight against poverty, helping to promote socioeconomic development.

Generally, this study tested the relationship between education financial interventions by non-governmental organizations and community empowerment. The study results concur with the Kremer (2003) who indicated that non-governmental organizations support education through financial interventions to enable communities access education. According to Margaard and Mingat (2012), lack of school fees, education materials and teachers were the major hindrance of accessing education for most of people living in sub-Saharan Africa. Non-governmental organizations' education financial interventions enable individuals from social and economic disadvantaged communities, access education which is a basic right and foundation for community development. This also concurs with the findings of United Nations Educational Scientific and Cultural Organizations (UNESCO) (2015) that sustainable development starts with education which is the process of equipping individuals and communities with knowledge, skills and abilities that they can use to improve their lives.

4.15 Influence of Non-Governmental Organizations Education Basic Needs Interventions on Community Empowerment

The second objective of the study was to establish the influence of non-governmental organizations' education basic needs interventions on community empowerment in Nakuru County. To address this objective, a null hypothesis two (H_{02}): Non-governmental organizations' education basic needs interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya was formulated and analysed using linear regression. In Nakuru County, most non-governmental organizations supported education basic

needs interventions. This section presents the results and findings as follows; descriptive statistics, model summary, analysis of variance (ANOVA) test, regression coefficient and linear regression model.

4.15.1 Descriptive Analysis of Non-Governmental Organizations' Education Basic Needs Interventions

The descriptive results for the variable non-governmental organizations' education basic needs interventions are in terms of mean, standard deviation, variance, skewness and kurtosis. The results presented in Table 56, indicate the descriptive statistics of the variables measuring non-governmental organizations' education basic needs interventions.

Table 56: Descriptive Statistics of Non-Governmental Organizations' Education Basic Needs Interventions

	Mean	Std. Deviation	Variance	Skewness	Kurtosis
Basic Needs Interventions	2.9222	.47057	.221	.542	.944

The study results indicate that the variable non-governmental organizations' basic needs interventions were significantly positively skewed at $p < 0.05$. The data was not transformed before further analysis since the values of asymmetry and kurtosis were within the acceptable range. According to Hair *et al.* (2010), the values of asymmetry and kurtosis are considered to be normal if skewness is between -2 to +2 and kurtosis is between -7 to +7.

4.15.2 Inferential Analysis on Non-Governmental Organizations' Education Basic Needs Interventions on Community Empowerment

The second objective of this study was to determine the influence of non-governmental organizations' education basic needs interventions on community empowerment in Nakuru County. In order to meet this objective, a null hypothesis two (H_{02}): Non-governmental organizations' education basic needs interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya was formulated and analysed using linear regression. A linear regression model was fit to the data, the dependent variable was the mean of the factor scores of community empowerment and the independent variable was the mean of the factor scores of non-governmental organizations' education basic needs interventions. The results are presented in Table 57.

Table 57: Model Summary of Non-Governmental Organizations Education Basic Needs Interventions and Community Empowerment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.260 ^a	.068	.058	.62366	1.712

The study findings indicate that the R^2 value is 0.068. This means that non-governmental organizations' education basic needs interventions explained 6.8% of the variance in community empowerment. The remaining 93.2% is attributed to the error term and other variables not examined in this study.

4.15.3 Analysis of Variance (ANOVA) Test of the Influence of Non-Governmental Organizations' Education Basic Needs Interventions on Community Empowerment

Analysis of Variance (ANOVA) is a statistical method used to test the null hypothesis, that the regression model with non-governmental organizations' education basic needs interventions as an independent variable explains zero variance on community empowerment. Table 58, show the results of ANOVA test for non-governmental organizations' education basic needs interventions on community empowerment.

Table 58: Analysis of Variance (ANOVA) Test of Non-governmental Organizations' Education Basic Needs Interventions on Community Empowerment

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2.803	1	2.803	7.207	.009
Residual	38.506	99	.389		
Total	41.309	100			

a. Dependent Variable: Community Empowerment (CE)

b. Predictors: Non-governmental organizations' education basic needs interventions.

The F statistic from ANOVA test explains the overall significance of the regression model at 95% confidence interval. The criteria for rejecting the null hypothesis two (H_02) is to reject the

null hypothesis if the p value of the F statistic is less than the p value at 0.05. The study results indicate that analysis of variance demonstrated that the influence of non-governmental organizations' education basic needs interventions was statistically significant on community empowerment, $F(1, 99) = 7.207, p = .009$. This denotes that the null hypothesis (H_0) was rejected and a conclusion made that the regression model with non-governmental organizations' education basic needs interventions as the independent variable has statistically significant influence on community empowerment.

4.15.4 Regression Coefficient of Non-Governmental Organizations' Education Basic Needs Interventions on Community Empowerment

The Regression Coefficient is the constant 'b' in the regression equation that tells us about the change in the value of the dependent variable (community empowerment) that corresponds to the unit change in the independent variable (non-governmental organizations' education basic needs interventions). The summary findings of the regression coefficient of non-governmental organizations' education basic needs interventions on community empowerment is presented in Table 59.

Table 59: Regression Coefficient of Non-Governmental Organizations' Education Basic Needs Interventions on Community Empowerment

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
(Constant)	2.383	.392		6.075	.000		
Basic Needs Interventions	.356	.133	.260	2.685	.009	1.000	1.000

a. Predictors: (Constant), Non-governmental organizations' education basic needs interventions

b. Dependent Variable: Community Empowerment (CE)

The study results presented in Table 59, indicate that the unstandardized coefficient of non-governmental organizations' education basic needs interventions is 0.356 and p value is, .009. The study used linear regression model to establish the influence of non-governmental organizations' education basic needs interventions and community empowerment in Nakuru County, Kenya.

The model is indicated as:

$$Y = \beta_0 + \beta_2 X_2 + \varepsilon$$

Where;

Y = Community Empowerment

β_0 = Constant value

β_2 = Regression coefficient of non-governmental organizations' education basic needs interventions

X_2 = Non-governmental organizations' education basic needs interventions (BNI)

ε = error term

Thus, the regression model connecting non-governmental organizations' education basic needs interventions and community empowerment is:

$$\text{Community Empowerment} = 2.383 + 0.356 (\text{non-governmental organizations' education basic needs interventions}) + \varepsilon$$

Therefore, the regression model indicated in Table 59 imply that a unit change in non-governmental organizations' education basic interventions causes a change of 0.356 in community empowerment in Nakuru County, Kenya with a p value at 0.009. As a result, the null hypothesis two (H_{02}): Non-governmental organizations' education basic needs interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya was rejected. Hence, there is statistically significant evidence that non-governmental organizations' education basic needs interventions have statistically significant influence on community empowerment in Nakuru County, Kenya. This concur with the findings by United Nations Educational Scientific and Cultural Organizations (2015) that one of the sustainable development goals is achievement of education that is equitable, accessible and inclusive to all. Provision of basic needs by non-governmental organizations enable poor individuals and communities access education. The study findings concur with Mwambia (2013) who argued that non-governmental organizations support education through provision of; school uniforms, food, medical services and other personal supplies, as way of helping the needy community members to access education which equips them with knowledge, skills, abilities, attitudes and values which they can use to improve their lives.

4.16 Influence of Non-Governmental Organizations’ Education Capacity Development Interventions on Community Empowerment in Nakuru County, Kenya

The third objective of the study was to determine the influence of non-governmental organizations’ education capacity development interventions on community empowerment in Nakuru County, Kenya. In Nakuru County, most of non-governmental organizations supported education through capacity development interventions. This section presents the results and findings as follows: descriptive statistics, model summary, analysis of variance (ANOVA) test, regression coefficient, and linear regression model.

4.16.1 Descriptive Analysis of Non-Governmental Organizations’ Education Capacity Development Interventions

The study findings of descriptive statistics for the variable non-governmental organizations’ education capacity development interventions are in terms of mean, standard deviation, variance, skewness and kurtosis. The results are presented in Table 60.

Table 60: Descriptive Statistics of Non-Governmental Organizations’ Education Capacity Development Interventions

Descriptive Statistics	Mean	Std. Deviation	Variance	Skewness	Kurtosis
Capacity Development Interventions	3.2599	.47350	.224	.551	.470

The study results indicate that the variable non-governmental organizations’ capacity development interventions were significantly positively skewed at $p < 0.05$. The data was not transformed before further analysis since the values of asymmetry and kurtosis were within the acceptable range. According to Hair *et al.* (2010), the values of asymmetry and kurtosis are considered to be normal if skewness is between -2 to +2 and kurtosis is between -7 to +7.

4.16.2 Inferential Analysis of Non-Governmental Organizations’ Education Capacity Development Interventions

The third objective of the study sought to determine the influence of non-governmental organizations’ education capacity development interventions on community empowerment in Nakuru County, Kenya. To address this objective, null hypothesis three (H_{03}): Non-governmental organizations’ education capacity development interventions have no

statistically significant influence on community empowerment in Nakuru County, Kenya was formulated and analysed using linear regression. A linear regression was fit to the data, the dependent variable was the mean of the factor scores of community empowerment and the independent variable was the mean of the factor scores of non-governmental organizations' education capacity development interventions. The results presented in Table 61, summarizes the model fit of the linear regression.

Table 61: Model Summary of Non-Governmental Organizations' Education Capacity Development Interventions and Community Empowerment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.226 ^a	.051	.041	.62929	1.569

The study results indicate that R^2 value of 0.051 was achieved. This means that the linear regression model explains 5.1% of the data, that is, non-governmental organizations' education capacity development interventions contribute 5.1% variation in community empowerment. As a result, the remaining 94.9% is attributed to the error term and other variables not examined in this study.

4.16.3 Analysis of Variance (ANOVA) Test of Influence of Non-Governmental Organizations' Capacity Development Interventions on Community Empowerment

Analysis of Variance (ANOVA) is a statistical method that is used to test null hypothesis, that the model with non-governmental organizations' education capacity development interventions as an independent variable explains zero variance in community empowerment. Table 62, shows the results of the ANOVA test for non-governmental organizations' education capacity development interventions and community empowerment.

Table 62: Analysis of Variance (ANOVA) Test of Non-Governmental Organizations' Education Capacity Development Interventions and Community Empowerment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2.105	1	2.105	5.315	.023 ^b
Residual	39.205	99	.396		
Total	41.309	100			

a. Dependent Variable: Community Empowerment (CE)

b. Predictors: (Constant), non-governmental organizations' education capacity development interventions

The *F* statistic from **ANOVA** test explains the overall significance of the linear regression model at 95% confidence interval. The criteria for rejecting the null hypothesis three (**H₀₃**) is to reject the null hypothesis if the *p* value of the *F* statistic is less than the *p* value at 0.05. The study results indicate that analysis of variance demonstrated that the influence of non-governmental organizations' education capacity building interventions was statistically significant on community empowerment, $F(1, 99) = 5.315, p = 0.023$. As a result, the null hypothesis (**H₀₃**) that non-governmental organizations' education capacity development interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya was rejected and a conclusion made that regression model with non-governmental organizations' education capacity development interventions as the independent variable explains some variance in community empowerment.

4.16.4 Regression Coefficient of Non-Governmental Organizations' Education Capacity Development Interventions and Community Empowerment

The Regression Coefficient is the constant 'b' in the regression equation that tells us about the change in the value of the dependent variable (community empowerment) that corresponds to the unit change in the independent variable (non-governmental organizations' capacity development interventions). The study results for regression coefficient of non-governmental organizations' education capacity development interventions and community empowerment are shown in Table 63.

Table 63: Regression Coefficient of Non-Governmental Organizations’ Education Capacity Development Interventions and Community Empowerment

Model	Unstandardized		Standardized	t	Sig.	Collinearity	
	Coefficients		Coefficients			Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.424	.438		5.537	.000		
Capacity Development Interventions	.306	.133	.226	2.305	.023	1.000	1.000

a. Predictors: (Constant), non-governmental organizations’ education capacity development interventions

b. Dependent Variable: Community Empowerment (CE)

The study results in Table 63 indicate that the unstandardized coefficient of non-governmental organizations’ education capacity development interventions is 0.306 and *p* value is 0.023. The study used linear regression model to test the influence of non-governmental organizations’ education capacity development interventions and community empowerment in Nakuru County, Kenya. The linear regression model is indicated as:

$$Y = \beta_0 + \beta_3 X_3 + \varepsilon$$

Where;

Y= Community Empowerment

β_0 = Constant value

β_3 =Regression coefficient of non-governmental organizations’ education capacity development interventions

X_3 =Nongovernmental organizations’ education capacity development interventions

ε =Error term

Thus, the regression model connecting non-governmental organizations’ education capacity development interventions and community empowerment is:

$$\text{Community Empowerment} = 2.424 + 0.306 (\text{non-governmental organizations’ education capacity development interventions}) + \varepsilon$$

Therefore, the regression model means that a unit change in non-governmental organizations’ education capacity development interventions causes a change of 0.306 in community

empowerment in Nakuru County, Kenya with a p value at 0.023. As a result, the null hypothesis three (**H₀₃**): Non-governmental organizations' education capacity development interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya was rejected. Thus, there is statistically significant evidence that non-governmental organizations' education capacity development interventions statistically significantly influence community empowerment in Nakuru County, Kenya.

The findings of this study is mirrored in the report by United Nations Development Programme (2009) that capacity building initiatives enable individuals, organizations and societies to obtain strength, maintain skills, knowledge and abilities to set and achieve their goals. The findings concur with Ibrahim *et al.* (2015) who posits that education is the main vehicle for development which should be oriented to providing the learners with a knowledge mindset through technical and vocational education and entrepreneurship education.

4.17 Influence of Non-Governmental Organizations' Education Character-Building Interventions on Community Empowerment in Nakuru County, Kenya

The fourth objective of the study was to establish the influence of non-governmental organizations' education character-building interventions on community empowerment in Kenya. The corresponding hypothesis four (**H₀₄**): Non-governmental organizations' education character-building interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya. In Nakuru County, most of non-governmental organizations support education through character-building interventions. This section presents the results as follows; descriptive statistics, model summary, Analysis of variance (ANOVA) test, regression coefficient and linear regression model.

4.17.1 Descriptive Statistics of Non-Governmental Organizations' Education Character-Building Interventions

The study findings of descriptive statistics for the variable non-governmental organizations' education character-building interventions are in terms of mean, standard deviation, skewness and kurtosis. The results are presented in Table 64.

Table 64: Descriptive Statistics of Non-Governmental Organizations' Education Character-Building Interventions

Descriptive Statistics	Mean	Std. Deviation	Skewness	Kurtosis
Character-building interventions	2.8545	.48710	.691	.466

The study findings indicate that the variable non-governmental organizations' character-building interventions was significantly positively skewed. The data was not transformed before further analysis since the values of asymmetry and kurtosis were within the acceptable range. Hair *et al.* (2010) indicated that the values of asymmetry and kurtosis are considered to be normal if skewness is between -2 to +2 and kurtosis is between -7 to +7.

4.17.2 Inferential Analysis of Non-Governmental Organizations' Education Character Building Interventions and Community Empowerment

The fourth objective of the study was to determine the influence of non-governmental organizations' education character-building interventions on community empowerment in Nakuru County. To address this objective, null hypothesis four (**H₀₄**): Non-governmental organizations' education character-building interventions have no statistically significant influence on community empowerment in Nakuru County was formulated and analysed using a linear regression analysis. The influence of non-governmental organizations' education character-building interventions on community empowerment in Nakuru County, Kenya was examined by fitting a linear regression model with the mean factor scores of the non-governmental organizations' education character-building interventions as the independent variable and the mean factor scores of community empowerment as the dependent variable. The results for model fit of the regression analysis are presented in Table 65.

Table 65: Model Summary of Non-Governmental Organizations' Education Character - Building Interventions and Community Empowerment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.390 ^a	.152	.143	.59484	1.944

a. Predictors: (Constant), Non-governmental organizations' education character-building interventions

b. Dependent Variable: Community empowerment (CE)

The study findings indicate R^2 value of 0.152. This implies that, non-governmental organizations' education character-building interventions explain 15.2% of the variance in community empowerment. The remaining 84.8% is accredited to the error term and variables not examined in this research study.

4.17.3 Analysis of Variance (ANOVA) Test of Non-Governmental Organizations' Education Character-Building Interventions on Community Empowerment

The study results of the ANOVA test for non-governmental organizations' education character-building interventions and community empowerment are presented Table 66.

Table 66: Analysis of Variance (ANOVA) of Non-Governmental Organizations' Education Character-Building Interventions and Community Empowerment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	6.280	1	6.280	17.749	.000 ^b
Residual	35.029	99	.354		
Total	41.309	100			

a. Dependent Variable: Community empowerment (CE)

b. Predictors: (Constant), Non-governmental organizations' education character-building interventions

Analysis of variance (ANOVA) tests the null hypothesis that the regression model with non-governmental organizations' education character-building interventions as the independent variable explains zero variance in community empowerment as the dependent variable. The F

statistic from ANOVA test explains the overall significance of the regression model at 95% confidence interval.

The criteria for rejecting the null hypothesis four (H_{04}) is to reject the null hypothesis if the p value of the F statistic is less than the p value at 0.05. The study results indicate that analysis of variance demonstrated that the influence of non-governmental organizations' education character-building interventions was statistically significant on community empowerment, $F(1, 99) = 17.749, p = 0.000$. This calls for rejection of the null hypothesis that non-governmental organizations' education character-building interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya. This means that the model with non-governmental organizations' education character-building interventions as the independent variable explains a significant variance in community empowerment.

4.17.4 Regression Coefficient of Non-Governmental Organizations' Education Character-Building Interventions

The Regression Coefficient is the constant 'b' in the regression equation that tell us about the change in the value of the dependent variable (community empowerment) that corresponds to the unit change in the independent variable (non-governmental organizations' education character-building interventions). The study results for regression coefficient of non-governmental organizations' education interventions are presented in Table 67.

Table 67: Regression Coefficient of Non-Governmental Organizations' Education Character-Building Interventions and Community Empowerment

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
(Constant)	1.954	.354		5.526	.000		
Character Building Interventions	.514	.122	.390	4.213	.000	1.000	1.000

The results of the study indicate that the unstandardized coefficient is 0.514 and p value is 0.000. The study used linear regression model to test the influence of non-governmental

organizations' education character-building interventions and community empowerment in Nakuru County, Kenya.

The regression model is shown below:

$$Y = \beta_0 + \beta_4 X_4 + \varepsilon$$

Where;

Y= Community empowerment

β_0 = Constant value

β_4 = Regression coefficient of non-governmental organizations' education character-building interventions

X_4 = Nongovernmental organizations' education character-building interventions

ε = error term

The study findings thus, represents community empowerment as;

$$\text{Community empowerment} = 1.954 + 0.514 (\text{non-governmental organizations' education character-building interventions}) + \varepsilon$$

Therefore, a unit change in non-governmental organizations' education character-building interventions causes a change of 0.514 in community empowerment. The regression model tests the null hypothesis (**H₀₄**): Non-governmental organizations' education character-building interventions do not have statistically significant influence on community empowerment in Nakuru County, Kenya. The premise for rejecting the null hypothesis is to reject the null hypothesis if the *p* value of the *F* statistic is less than the *p* value at 0.05. The null hypothesis was tested using a linear regression model. The findings of the study indicate a *p* value at 0.000, hence, the null hypothesis is rejected. Thus, non-governmental organizations' education character-building interventions have statistically significant influence on community empowerment in Nakuru County, Kenya.

The findings of this study concur with Nurhasanah and Nida (2016) who argued that character-building interventions are aimed at implementing and improving moral values and ability, as well as to manifest them in their daily life. This also concurs with the findings that the impact of character-building focus on strengthening ethical skills and social skills (Kristjansson, 2013). The study findings indicate that character-building interventions helps community members to become employable, promote personal savings and resource mobilization which can be anchored to the three key capital of community development; social capital, human

capital and financial capital. This resonated with Berkowitz (2011) who asserted that character-building involves the development of habits and practices that are needed in order to live and function well in a world of difference.

4.18 Combined Influence of Non-Governmental Organizations' Education Interventions on Community Empowerment in Nakuru County, Kenya

The purpose of the study was to investigate the combined influence of non-governmental organizations' education interventions on community empowerment in Nakuru County, Kenya. The following non-governmental organizations' education interventions were investigated; financial interventions, basic needs interventions, capacity development interventions and character-building interventions. The combined influence of the independent variables (non-governmental organizations' education interventions) on community empowerment was determined using multiple linear regression. The overall hypothesis of the study was that non-governmental organizations' education interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya.

4.18.1 Descriptive Analysis of Non-Governmental Organizations' Education Interventions

The descriptive results for the combined variable of non-governmental organizations' education interventions (financial interventions, basic needs interventions, capacity development interventions and character-building interventions) are in terms of mean, standard deviation, skewness and kurtosis. The standard deviation shows how close to the mean of the respondent's data is. A small standard deviation show that the respondents' data is close to the mean while a large standard deviation means that the values in the respondents' data set are further away from the mean. The results are presented in Table 68.

Table 68: Descriptive Statistics for Non-Governmental Organizations’ Education Interventions and Community Empowerment

	Mean	Std. Deviation	Skewness	Kurtosis
Financial Interventions	2.8608	.41767	-.557	-.201
Basic needs Interventions	2.9222	.47057	.542	.944
Capacity Development Interventions	3.2599	.47350	.551	.470
Character Building Interventions	2.8545	.48710	.691	.466
Community Empowerment	3.4224	.64272	-.248	-.292

The study results indicate that all the independent variables (non-governmental organizations’ education interventions) were significantly skewed. While non-governmental organizations’ education basic needs interventions, non-governmental organizations’ education capacity development interventions and non-governmental organizations’ education character-building interventions were positively skewed while non-governmental organizations’ education financial interventions and dependent variable community empowerment were negatively skewed.

The combined variables of non-governmental organizations’ education interventions; financial interventions, basic needs interventions, capacity development interventions and character-building interventions had a close standard deviation. Majority of the respondents agreed with the opinion that non-governmental organizations’ education financial interventions influence community empowerment with a standard deviation of 0.41767. On the other hand, respondents had varied opinions on the statement that non-governmental organizations’ character-building education interventions influence community empowerment with a standard deviation of 0.48710. The respondents had varied opinions on the combined influence of non-governmental organizations’ education interventions on community empowerment with a standard deviation of 0.64272.

4.18.2 Multiple Regression Analysis of Non-Governmental Organizations’ Education Interventions on Community Empowerment in Nakuru County, Kenya

To determine the combined influence of non-governmental organizations’ education interventions on community empowerment in Nakuru County, a multiple regression analysis

was run with non-governmental organizations' education interventions (financial interventions, basic needs interventions, capacity development interventions and character-building interventions) as the independent variables and community empowerment as the dependent variable.

Multiple regression analysis was performed in order to compare the relative contribution of each non-governmental organizations' education intervention on community empowerment as well as determine their combined influence on community empowerment. Based on the results reported earlier in this document, all the four independent variables were found to be linearly related to community empowerment. In addition, the variable community empowerment showed a more or less normal distribution, the number of the participants were adequate for multiple regression analysis. Further, assumption tests for multiple regression analysis as indicated earlier in the document were met. These assumptions tests included normality test, multicollinearity test, heteroscedasticity test and autocorrelation test. Therefore, the research data was fit for multiple regression analysis.

This section presents the study results as follows; model summary, analysis of variance (ANOVA) test, multiple coefficient correlation and multiple regression model. The results presented in Table 69, summarizes the model fit of the multiple linear regression.

Table 69: Model Summary of Non-Governmental Organizations' Education Interventions on Community Empowerment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.468 ^a	.219	.187	.57962	1.921

a. Predictors: (Constant), Financial, Basic needs, Capacity Development and Character -Building

b. Dependent Variable: Community Empowerment

The study results indicate that R^2 value of 0.219 was achieved. This means that the multiple regression model explains 21.9% variance in community empowerment, which imply that 21.9% in community empowerment can be explained by non-governmental organizations' education interventions. The remaining 78.1% is attributed to the error term and other variables not examined in this study.

4.18.3 Analysis of Variance (ANOVA) Non-Governmental Organizations' Education Interventions on Community Empowerment

Analysis of Variance (ANOVA) is a statistical method that is used to test the null hypothesis, that the model with non-governmental organizations' education interventions (financial interventions, basic needs interventions, capacity development interventions and character-building interventions) as the independent variables explains zero variance in community empowerment. The results of the ANOVA test for non-governmental organizations' education interventions and community empowerment are presented in Table 70.

Table 70: Analysis of Variance of the Non-Governmental Organizations' Education Interventions and Community Empowerment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	9.057	4	2.264	6.740	.000 ^b
Residual	32.252	96	.336		
Total	41.309	100			

a. Dependent Variable: Community Empowerment

b. Predictors: (Constant), Non-Governmental Organizations' education Financial, Basic needs, Capacity Development and Character-Building Interventions

The F statistic from the analysis of variance test explains the overall significance of the multiple linear regression model at 95% confidence interval. The criteria for rejecting the null hypothesis five (H_{05}) is when the p value of the F statistic is less than the p value at 0.05. The study results indicate that analysis of variance demonstrated that the combined influence of non-governmental organizations' education interventions was statistically significant on community empowerment, $F(4, 96) = 6.740, p = 0.000$. Therefore, the null hypothesis that a combination of non-governmental organizations' education financial interventions, non-governmental organizations' education basic needs interventions, non-governmental organizations' education' capacity development interventions and non-governmental organizations' education character-building interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya was rejected and a conclusion made that a combination of non-governmental organizations' education interventions; financial interventions, basic needs interventions, capacity development interventions and character-building interventions have statistically significant influence on community empowerment in Nakuru County, Kenya.

4.18.4 Multiple Regression Coefficient of Non-Governmental Organizations' Education Interventions on Community Empowerment

The study results for the multiple regression coefficient of non-governmental organizations' education interventions (financial interventions, basic needs interventions, capacity development interventions and character-building interventions) on community empowerment are presented in Table 71.

Table 71: Multiple Regression Coefficients of Non-Governmental Organizations' Education Interventions on Community Empowerment

Model	Unstandardized		Standardized	t	Sig.	Collinearity	
	Coefficients		Coefficients			Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.522	.607		.860	.392		
Financial Interventions	.182	.148	.118	1.232	.221	.879	1.138
Basic Needs Interventions	.109	.136	.080	.798	.427	.817	1.223
Capacity Development Interventions	.263	.124	.194	2.115	.037	.970	1.031
Character Building Interventions	.422	.132	.320	3.200	.002	.814	1.228

a. Dependent Variable: Community Empowerment.

The multiple regression analysis produced a multiple correlation coefficient of $R=0.468$. The results of the study indicate that non-governmental organization's education financial intervention is positively related to community empowerment but has statistically insignificant influence at 95% confidence level, $r(1, 99) = 0.182$, $p < 0.221$. Non-governmental organization's education basic needs interventions have a positive but a statistically insignificant influence on community empowerment at 95% confidence level, $r(1, 99) = 0.109$, $p = 0.427$. Non-governmental organization's education capacity development interventions have a positive and statistically significant influence at 95% confidence level, $r(1, 99) = 0.263$,

$p = 0.037$. Non-governmental organization's education character-building intervention is positively related to community empowerment and has statistically significant influence on community empowerment at 95% confidence level $r(1, 99) = 0.422, p = 0.002$.

The overall multiple regression model fitted to the data was summarised as;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where;

Y= Community empowerment

β_0 = Constant

$\beta_1, \beta_2, \beta_3, \beta_4$ = Regression coefficients of X1, X2, X3, and X4, respectively

X1= Non-Governmental Organizations' Education Financial Interventions

X2= Non-Governmental Organizations' Education Basic Needs Interventions

X3=Non-Governmental Organizations' Education Capacity Development Interventions

X4= Non-Governmental Organizations' Education Character Building Interventions

ε =Error term

The study findings thus represent community empowerment as;

$$\text{Community empowerment} = 0.522 + 0.182 (\text{Non-Governmental Organizations' Education Financial Interventions}) + 0.109 (\text{Non-Governmental Organizations' Education Basic Needs Interventions}) + 0.263 (\text{Non-Governmental Organizations' Education Capacity Development Interventions}) + 0.422 (\text{Non-Governmental Organizations' Education Character Building Interventions}) + \varepsilon$$

Through multiple regression analysis, the study findings indicate that collectively, non-governmental organizations' education interventions had a statistically significant influence on community empowerment. Collectively, the non-governmental organizations' education interventions (financial interventions, basic needs interventions, capacity development interventions and character-building interventions explained 21.9% of the variation in community empowerment.

The study findings on the influence of these non-governmental organizations' education interventions agree with United Nations Educational Scientific and Cultural Organizations (2015) which indicated that education is an integral part of achieving all other 16 sustainable development goals. Therefore, support of education by non-governmental organizations to enable underprivileged community members access education play a key role in realization of sustainable development goals.

Non-governmental organizations' education interventions are aimed at enabling community members of interest achieve holistic education which is aimed at developing the whole person. This resonates with Forbes (2003) who indicated that holistic education aims at developing human beings fully to enable them become the best they can be and also develop their knowledge, skills and capabilities that make up human beings holistic education aims to educate. Study by Mulalic (2017) indicated that holistic education aims at developing the whole person, by carefully considering and responding to his/her soul, body and mind, and educating the person as part of the whole, by considering his/her as a part of the society, humanity and nature. Non-governmental organizations support education through various interventions as a way of empowering communities holistically.

Further, using methodological triangulation the findings reported earlier in Table 31 on the level of community empowerment for the non-governmental organizations' education interventions beneficiaries, the computed total score for community empowerment based on the indicators of social capital development, human capital development and financial capital development indicated that majority of the beneficiaries of non-governmental organizations' education interventions had attained moderate level of community empowerment, followed by those who recorded high level of community empowerment while those with low level of community empowerment were the minority. The study results of the total score of community empowerment computed helps to support the findings obtained through multiple regression on the influence of non-governmental organizations' education interventions on community empowerment. Therefore, we may conclude that non-governmental organizations' education interventions influence community empowerment. Hence, education is an important empowerment tool for community empowerment a prerequisite for community development.

The study findings echo the report by United Nations Educational Scientific and Cultural Organizations (2019) which indicated that education promotes the development of knowledge, skills, understanding, values and actions required to create a sustainable world, which ensures environmental protection and conservation, promotes social equity and encourages economic sustainability.

Table 72: Summary of Hypotheses Testing

Research Hypothesis	Results
<p>H01: Non-governmental organizations' education financial interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya.</p>	<p>The null hypothesis was rejected therefore, there is significant influence of non-governmental organizations' education financial interventions on community empowerment in Nakuru County, Kenya.</p>
<p>H02: Non-governmental organizations' education basic needs interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya.</p>	<p>The null hypothesis was rejected therefore, there is significant influence of non-governmental organizations' education basic needs interventions on community empowerment in Nakuru County, Kenya.</p>
<p>H03: Non-governmental organizations' education capacity development interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya.</p>	<p>The null hypothesis was rejected therefore, there is significant influence of non-governmental organizations' education capacity development interventions on community empowerment in Nakuru County, Kenya.</p>
<p>H04: Non-governmental organizations' education character-building interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya.</p>	<p>The null hypothesis was rejected therefore, there is significant influence of non-governmental organizations' education character-building interventions on community empowerment in Nakuru County, Kenya.</p>
<p>H05: Non-governmental organizations' education interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya.</p>	<p>The null hypothesis was rejected therefore, there is significant influence of non-governmental organizations' education interventions on community empowerment in Nakuru County, Kenya.</p>

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study findings, conclusions and recommendations drawn from the study. They are presented in line with the purpose of the study which was to investigate the influence of non-governmental organizations' education interventions on community empowerment in Nakuru County, Kenya. Specifically, the study analysed the influence of: non-governmental organizations' education financial interventions; non-governmental organizations' education basic needs interventions; non-governmental organizations' education capacity development interventions and non-governmental organizations' education character-building interventions on community empowerment in Nakuru County, Kenya. The study also determined the combined influence of the aforementioned non-governmental organizations' education interventions on community empowerment in Nakuru County, Kenya. The non-governmental organizations' education interventions were the independent variables, while community empowerment was the dependent variable.

5.2 Summary

The purpose of the study was to investigate the influence of non-governmental organizations' education interventions (financial interventions, basic needs interventions, capacity development interventions and character-building interventions) on community empowerment in different non-governmental organizations in Nakuru County, Kenya, that support education as an empowerment tool for community development. Statistical tests performed included descriptive tests such as percentages, frequencies, mean, standard deviation, skewness and kurtosis while inferential tests included Pearson correlation, analysis of variance (ANOVA) test, linear regression and multiple linear regression.

Specifically, the study examined the following areas:

- i. The influence of non-governmental organizations' education financial interventions on community empowerment in Nakuru County, Kenya
- ii. The influence of non-governmental organizations' education basic needs interventions on community empowerment in Nakuru County, Kenya

- iii. The influence of non-governmental organizations' education capacity development interventions on community empowerment in Nakuru County, Kenya
- iv. The influence of non-governmental organizations' education character-building interventions on community empowerment in Nakuru County, Kenya
- v. The combined influence of non-governmental organizations' education interventions on community empowerment in Nakuru County, Kenya.

The primary data was collected using questionnaires for the respondents which included beneficiaries of the non-governmental organizations' education interventions and the social workers in charge of education intervention programs. The results of the study were summarized in accordance with the objectives. The study target population was non-governmental organizations in Nakuru County that support education as one of the strategies for community empowerment a prerequisite for community development. The study established that non-governmental organizations' education interventions influence community empowerment in Nakuru County, Kenya. Based on study result discussed in chapter four, the study found out the following:

5.2.1 Influence of Non-Governmental Organizations' Education Financial Interventions on Community Empowerment

The study examined how non-governmental organizations' education financial interventions influence community empowerment in Nakuru County, Kenya. The use of education financial interventions as a strategy to empower communities was evident. The study results indicate that non-governmental organizations' education financial interventions statistically significantly influence community empowerment. Therefore, the non-governmental organizations' education financial interventions enhance community empowerment.

5.2.2 Influence of Non-Governmental Organizations' Education Basic Needs Interventions on Community Empowerment

The study found that non-governmental organizations' education basic needs interventions are statistically significant in achievement of community empowerment in Nakuru County, Kenya. The factors tested under basic needs were: feeding programme for entrepreneurship, school uniforms for employment, school uniform for group activities, school uniform for group activities, school uniform for personal savings and feeding programme for resource

mobilization. Basic needs interventions promote equality, accessibility and inclusivity of education for all.

5.2.3 Influence of Non-Governmental Organizations' Education Capacity Development Interventions on Community Empowerment

The study found that non-governmental organizations' education capacity development interventions are statistically significant in achievement of community empowerment in Nakuru County, Kenya. The factors tested under capacity development were; entrepreneurship for group formations, vocational skills for employment, vocational skills for resource mobilization, entrepreneurship for group activities and entrepreneurship for resource mobilization.

5.2.4 Influence of Non-Governmental Organizations' Education Character-Building Interventions on Community Empowerment

The study found that non-governmental organizations' education character-building interventions are statistically significant in achievement of community empowerment in Nakuru County, Kenya. The factors tested under non-governmental organizations' education character-building interventions were; ethical skills for resource mobilization, social skills for personal savings, ethical skills for employment, and social skills for employment. The study results indicate that non-governmental organizations' education character-building interventions influence community empowerment through impacting individuals and community members with social and ethical skills.

5.2.5 Combined Influence of Non-Governmental Organizations' Education Interventions on Community Empowerment in Nakuru County, Kenya

To determine the combined influence of non-governmental organizations' education interventions (financial interventions, basic needs interventions, capacity development interventions and character-building interventions) on community empowerment, the study adopted the use of multiple linear regression analysis to test the combined influence of non-governmental organizations' education interventions on community empowerment. The study findings revealed that the combined independent variables (non-governmental organizations' education interventions namely financial, basic needs, capacity development and character-

building interventions) statistically significantly influence the achievement of community empowerment, a prerequisite for community development.

To measure the influence of non-governmental organizations education interventions on community empowerment, a three-point index score was developed. The study results reveal that a high percentage of the beneficiaries had a moderate level of community empowerment followed by those with high level of community empowerment. This implies that non-governmental organizations' education interventions influence community empowerment. This confirm that the goal of education is to give individuals the power and capabilities to change their own lives, improve lives of their communities and that of generations to come. Thus, education is a crucial tool that can be used to transform lives, eradicate poverty and drive sustainable development.

5.3 Conclusions

Based on the study findings, the following conclusions were made:

- i. Non-governmental organizations' education interventions had influence on community empowerment. Non-governmental organizations support education for the needy and the poor communities with the aim of equipping them with knowledge, skills, abilities, capabilities and values that they can use to improve their quality of lives. It is through individual empowerment that community empowerment is achieved. This is realized as a result of collective action of empowered individuals who work together, pull resources in order to address issues that affect their lives. Education promotes the realization of three key community capitals namely social capital, human capital and financial capital which are directly influenced by education. It is through these key capitals that other capitals which are not directly influenced by education are achieved such as natural capital; cultural capital; political capital and built capital.
- ii. Non-governmental organizations' education character-building interventions (acquisition of social skills and ethical skills) have statistically significant influence on community empowerment in Nakuru County. Acquisition of social skills and ethical skills enhances development of social capital which is key in promoting community development. It is through social capital that individual beneficiaries are able to collaborate and partner with others in effort to achieve community empowerment.

- iii. Non-governmental organizations' education capacity development interventions (acquisition of life skills, vocational skills and entrepreneurship skills) have statistically significant influence on community empowerment. Through acquisition of capacity development skills, the human capital and financial capital increased and as a result contribute to community empowerment. .
- iv. Non-governmental organizations' education financial interventions (payment of school fees, provision of education materials and employment of teachers) have statistically significant influence on community empowerment. Through education financial interventions the beneficiaries are able to access quality education that enhances the development of key community capitals namely human capital, social capital and financial capital.
- v. Non-governmental organizations' basic needs education interventions (provision of school uniforms, personal items and school feeding programme) have statistically significant influence on community empowerment. Provision of basic needs such as uniforms, personal items and school feeding programme ensure that equitable, accessible and inclusive education is achieved which is a powerful tool of development.

5.4 Recommendations

Based on the conclusions of the study, the following recommendations can be made:

- i. Non-governmental organizations and other development actors should support education in order to equip the communities with knowledge, skills, abilities and values that develop the whole person, in order to help them realize sustainable development.
- ii. The policy makers on community development should emphasize on the importance of supporting education interventions: financial, basic needs, capacity development and character-building interventions in order to achieve community empowerment a prerequisite for community development.
- iii. Non-governmental organizations and other development actors should work with the government to ensure that that education is equitable, accessible and inclusive to all, as this is the only way to achieve sustainable community development.

- iv. Non-governmental organizations and other community development actors should adopt the education for community empowerment model developed in this study, to all stakeholders using education as a strategy for community development.

5.5 Areas for Further Research

This study was conducted in Nakuru County, Kenya and focused on the influence of non-governmental organizations' education interventions on community empowerment. From the study findings, the following recommendations for further research are made:

- i. Similar studies may be carried out in other counties in order to give more comprehension on the influence of non-governmental organizations' education interventions on community empowerment.
- ii. Further research to investigate whether there are other factors that influence community empowerment apart from education interventions by non-governmental organizations.
- iii. To investigate why character-building interventions had more influence on community empowerment compared to other education interventions by non-governmental organizations.
- iv. Studies may be carried out on the influence of non-governmental organizations' education interventions leadership style on community empowerment.
- v. Further research on how funding influence effectiveness of non-governmental organizations' education interventions on community empowerment.

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APPENDICES

Appendix A: Questionnaire for Non-Governmental Organizations' Social Workers

Questionnaire Number

Dear Sir/Madam,

I am Mary Mutiga, a postgraduate student pursuing a Doctor of Philosophy Degree at Egerton University, Faculty of Education and Community Studies, Department of Applied Community Development Studies. I am carrying out an academic research study titled "Influence of Non-Governmental Organizations' Education Interventions on Community Empowerment in Nakuru County, Kenya".

I am requesting you to fill out the questionnaire below, which will help me complete my studies. Kindly respond to the questions appropriately based on your organization. All the responses given will be confidential and will not be used for any other purpose apart from the academic research. Answering the questions correctly will be highly appreciated.

Thanks in advance.

Yours Sincerely,

Mary W. Mutiga

ED21/13093/17

Instructions

Kindly respond by ticking (✓) in the boxes provided, that correspond with your answer or by writing a brief statement in the space provided.

Section A: Demographic Information

1. What is your gender? (*Tick (✓) the appropriate response*)

a) Male ()

b) Female ()

2. What is your age? *(Tick (✓) the appropriate response)*

- a) 21 - 30 years ()
- b) 31 - 40 years ()
- c) 41 - 50 years ()
- d) Above 51 years ()

3. What is your highest level of education? *(Tick (✓) the appropriate response)*

- a) Secondary education ()
- b) Technical vocational education ()
- c) Tertiary college education ()
- d) University education ()

4. How long have you worked in the current organization? *(Tick (✓) the appropriate response)*

- a) Below 3 years ()
- b) 3 - 5 years ()
- c) 6 - 8 years ()
- d) Above 9 years ()

5.

a) Had you worked as a social worker in another organization before the current organization?

(Tick (✓) one response)

- i. Yes ()
- ii. No ()

b) If your answer is yes, how many years?

Section B: Non-Governmental Organization Profile

6. How many years has your organization supported education interventions for community empowerment? *(Tick (✓) the appropriate response)*

- a) 5 – 10 years ()
- b) 11 – 15 years ()
- c) Above 16 years ()

7. What levels of education has your organization been supporting? (Tick (✓) all that apply)

- a) Secondary education ()
- b) Technical vocational education ()
- c) Tertiary college education ()
- d) University education ()

Any other level? (Kindly list below)

.....

Section C: Non-Governmental Organizations Education Interventions

8. Which type of education interventions does your organization support? (Tick(✓) all the appropriate response)

- a) Payment of school fees Yes () No ()
- b) Provision of school uniform Yes () No ()
- c) Provision of stationery Yes () No ()
- d) Provision of text books Yes () No ()
- e) Provision of education materials Yes () No ()
- f) Employment of teachers Yes () No ()
- g) School infrastructure Yes () No ()
- h) Provision of personal items Yes () No ()
- i) School feeding program Yes () No ()
- j) Support of life skills trainings Yes () No ()
- k) Support of vocational skills trainings Yes () No ()
- l) Support of entrepreneurship trainings Yes () No ()
- m) Support of social skills trainings Yes () No ()
- n) Support of ethical skills trainings Yes () No ()

Any other education interventions supported by your organization? (Kindly list below)

.....
.....

Section D: Objectives of Non-Governmental Organizations Education Interventions

9. What are your organizations’ objectives of supporting education interventions? (*Select all that apply and feel free to add what is not included*).

- a) To increase enrolment Yes () No ()
- b) To improve completion rates Yes () No ()
- c) To reduce drop up out rates Yes () No ()
- d) To improve self-esteem Yes () No ()
- e) To improve performance Yes () No ()
- f) To increase retention Yes () No ()
- g) To develop life skills Yes () No ()
- h) To develop vocational skills Yes () No ()
- i) To develop entrepreneurship skills Yes () No ()
- j) To develop ethical skills Yes () No ()
- k) To develop social skills Yes () No ()

Any other objective? (*Please list below*)

.....

10. How would you rate the extent to which the objectives you have selected in question 9 above are achieved. Key: *Very low extent (1), low extent (2), Moderate extent (3), High extent (4), Very high extent (5)*

Statements	Rating				
	1	2	3	4	5
To increase enrolment					
To improve completion rate					
To lower dropout rate					
To improve self-esteem					
To improve performance					
To increase retention					
To develop life skills					
To develop vocational skills					

To develop entrepreneurship skills					
To develop ethical skills					
To develop social skills					

Section E: Community Engagement by Non-Governmental Organization in Education Interventions

11. Which of these areas does your organization engage community members in? (*Kindly select all that apply*)

- a) Identification of the education ()
- b) Planning of education interventions ()
- c) Implementation of education interventions ()
- d) Evaluation of education interventions ()

12. To what extent do you agree with the following statements in regard to community engagement by NGO in education interventions? Key: *Not at all (1), Low Extent (2), Moderate extent (3), High extent (4), Very high extent (5).*

Statements	Rating				
	1	2	3	4	5
Enhance group formations					
Encourage participation in group activities					
Improve employment					
Promote entrepreneurship					
Increase income generation					
Enhance personal savings					
Encourage internal resource mobilization for community projects					
Promote external resource mobilization for community projects					

Section F: Non-Governmental Organization Funding Sources for Education Interventions

13. What are the sources of funds for your organization (*Kindly select all that apply*)

- a) International donors ()
- b) Local donors ()
- c) Fundraising campaigns ()
- d) Invest income ()
- e) Donations in kind ()

Any other sources? (*Kindly list below*)

.....

14. To what extent do you agree with the following statements in regard to NGO funding sources for education interventions? Key: *Not at all (1), Low Extent (2), Moderate extent (3), High extent (4), Very high extent (5).*

Statements	Rating				
	1	2	3	4	5
Enhance group formations					
Encourage participation in group activities					
Improve employment					
Promote entrepreneurship					
Increase income generation					
Enhance personal savings					
Enhance internal resource mobilization for community projects					
Promote external resource mobilization for community projects					

Section G: Non-Governmental Organization Leadership Style in Education Interventions

15. Kindly select the statement that best describes leadership style in your organization. (*Select only one*)

- a) The top management make all decisions regarding education interventions ()

- b) The top management involves stakeholders in decision making process for education interventions ()
- c) The top management develop rules and guidelines to be followed with regards to education interventions ()
- d) The leaders transform the attitudes and beliefs of other stakeholders which influence and inspire them to work towards the goals of their superiors ()
- e) The top management are hands off and leave the other stakeholders to do whatever they want in regard to education interventions ()

16. To what extent do you agree with the following statements in regard to NGO leadership style in education interventions? Key: *Not at all (1), Low Extent (2), Moderate extent (3), High extent (4), Very high extent (5).*

Statements	Rating				
	1	2	3	4	5
Enhance group formations					
Encourage participation in group activities					
Improve employment					
Promote entrepreneurship					
Increase income generation					
Enhance personal savings					
Encourage internal resource mobilization for community projects					
Promote external resource mobilization for community projects					

17. Briefly describe any challenges faced by your organization in supporting education.....

THANK YOU

Appendix B: Questionnaire for Non-Governmental Organizations' Education Interventions Beneficiaries

Questionnaire Number

Dear Sir/Madam,

I am Mary Mutiga, a postgraduate student pursuing a Doctor of Philosophy Degree at Egerton University, Faculty of Education and Community Studies, Department of Applied Community Development Studies. I am carrying out an academic research study titled "Influence of Non-Governmental Organizations' Education Interventions on Community Empowerment in Nakuru County, Kenya".

I am requesting you to fill out the questionnaire below, which will help me complete my studies. Kindly respond to the questions appropriately based on your organization. All the responses given will be confidential and will not be used for any other purpose apart from the academic research. Answering the questions correctly will be highly appreciated.

Thanks in advance.

Yours Sincerely,

Mary W. Mutiga

ED21/13093/17

Instructions

Kindly respond by ticking (✓) in the boxes provided that correspond with your answer or by writing a brief statement in the space provided

Section A: Demographic Information

1. What is your gender? *(Kindly tick (✓) the appropriate response).*
 - a) Male ()
 - b) Female ()

2. What is your age? *(Kindly tick (√) one response).*

- a) 21 – 30 years ()
- b) 31 - 40 years ()
- c) 41 - 50 years ()
- d) Above 51 years ()

3. What is your highest level of education? *(Kindly tick (√) the appropriate response).*

- a) Secondary ()
- b) Technical vocational training college ()
- c) Tertiary College ()
- d) University ()

Any other education level *(Kindly list below)*

.....

4. How long did you benefit from the non-governmental organizations' education intervention? *(Kindly select the appropriate response).*

- a) Below 3 years ()
- b) 3 - 5 years ()
- c) 6 - 8 years ()
- d) Above 9 years ()

5. What type of education support did you benefit from? *(Kindly tick (√) all that apply)*

- a) Secondary education ()
- b) Technical vocational education ()
- c) Tertiary college education ()
- d) University education ()

Any other education intervention support? *(Kindly list below)*

.....

.....

6. What type of skills did you acquire through the education support by the NGO? (*Kindly list below*)

.....
.....

7.

a) Are you a member of a self-help group with other beneficiaries of your organization (*Kindly tick (✓) the appropriate response*)

i. Yes ()

ii. No ()

b) If yes in question six (a), how many groups are you in? (*Kindly indicate*)

.....

c) What role do you play in the group? (*Kindly indicate*)

i. Leadership role ()

ii. Membership role ()

d) If you are in more than one group? Yes () No ()

e) If your answer for the question above is yes, what role do you play in those groups?

i. Membership role ()

ii. Leadership role ()

f) What activities does your group engage in? (*Briefly describe*)

.....

g) If you are in more than one group, what are the activities of your groups? (*Kindly indicate below*)

.....

.....

8. How often do you meet in your groups? (*Tick (✓) the appropriate response*)

a) Weekly ()

- b) Monthly ()
- c) Quarterly ()
- d) Yearly ()

Any other? (*Kindly indicate*).....

9. What is your employment status? (*Tick (√) the appropriate response*)

- a) Employed
- b) Self-employed ()
- c) Not Employed ()

10. If your response in question eight above is employed, what kind of employment is it? (*Tick (√) the appropriate response*)

- a) Permanent ()
- b) Contract ()
- c) Casual ()

11. If your response in question eight is self-employed, what do you do? (*Kindly describe*)

.....

12. What are your other sources of income if any? (*Briefly describe*)

.....

13. Do you participate in resource mobilization for community projects?

- a) Yes ()
- b) No ()

14. If yes for question 13 above, what kind of projects does your community undertake? (*Briefly describe*)

.....

15. How do you raise resources for your community projects? (*Tick (√) all that apply*)

- a) Internally Yes () No ()
- b) Externally Yes () No ()
- c) Both ()

16. Briefly describe how you raise resources for community projects

.....
.....

Section B: Non-Governmental Organization Education Interventions

17. Which type of education interventions were you a beneficiary of? (*Tick (✓) all that apply*)

- a) Provision of school fees Yes () No ()
- b) Provision of school uniform Yes () No ()
- c) Provision of stationery Yes () No ()
- d) Provision of text books Yes () No ()
- e) Provision of education materials Yes () No ()
- f) Provision of personal items Yes () No ()
- g) Employment of teachers Yes () No ()
- h) Support of school infrastructure Yes () No ()
- i) School feeding program Yes () No ()
- j) Life skills training Yes () No ()
- k) Vocational skills training Yes () No ()
- l) Entrepreneurship skills training Yes () No ()
- m) Social skills training Yes () No ()
- n) Ethical skills training Yes () No ()

Any other education interventions? (*Please list*)

.....
.....

Section C: Objectives of Non-Governmental Organizations' Education Interventions Beneficiaries

18. What were your objectives when you joined the organization to benefit from education interventions selected above (*Kindly select the appropriate answer*)

- a) To proceed to another educational level Yes () No ()
- b) To complete school Yes () No ()

- c) To acquire knowledge Yes () No ()
- d) To acquire life skills Yes () No ()
- e) To acquire vocational skills Yes () No ()
- f) To acquire entrepreneurship skills Yes () No ()
- g) To acquire social skills Yes () No ()
- h) To acquire ethical skills Yes () No ()
- i) To improve income Yes () No ()
- j) To improve decision making ability Yes () No ()
- k) To gain self-confidence Yes () No ()
- l) To improve quality of life Yes () No ()

Any other: *(Please list below)*

.....

19. To what extent did the NGO education interventions help you achieve the objectives selected above? Key: *Very low extent (1), Low extent (2), Moderate (3), High extent (4), Very high extent (5).*

Statements	Rating				
	1	2	3	4	5
To proceed to another educational level					
To complete school					
To acquire knowledge					
To gain life skills					
To acquire vocational skills					
To attain entrepreneurship skills					
To acquire social skills					
To gain ethical skills					
To improve decision making abilities					
To gain self- confidence					
To improve quality of life					

Section D: Extent to which Non-Governmental Organizations’ Education Financial Interventions Influence Community Empowerment

20. To what extent do you agree with the following statements in regard to influence of non-governmental organizations’ education financial intervention on community empowerment?

Key: *Not at all (1), Low Extent (2), Moderate extent (3), High extent (4), Very high extent (5).*

Statements	Rating				
	1	2	3	4	5
Payment of school fees enhance group formations					
Provision of education materials enhance group formations					
Employment of teachers enhance group formations					
Payment of school fees enhance participation in group activities					
Provision of education materials enhance participation in group activities					
Employment of teachers enhance participation in group activities					
Payment of school fees improve employment					
Provision of education materials enhance employment					
Employment of teachers increase employment					
Payment of school fees enhance entrepreneurship					
Provision of education materials promote entrepreneurship					
Employment of teachers increase entrepreneurship					
Payment of school fees enhance income generation					
Provision of education materials promote income generation					
Employment of teachers enhance income generation					
Payment of school fees enhance personal savings					
Provision of education materials promote personal savings					

Employment of teachers enhance personal savings					
Payment of school fees enhance resource mobilization for community projects					
Provision of education materials promote resource mobilization for community projects					
Employment of teachers enhance resource mobilization for community projects					

Section E: Extent to which Non-Governmental Organizations' Education Basic Needs Interventions Influence Community Empowerment

21. To what extent do you agree with the following statements in regard to the influence of non-governmental organizations' education basic needs intervention on community empowerment?
Key: *Not at all (1), Low Extent (2), Moderate extent (3), High extent (4), Very high extent (5).*

Statements	Rating				
	1	2	3	4	5
Provision of school uniform enhance group formations					
Provision of personal items enhance group formations					
Provision of feeding programme enhance group formations					
Provision of school uniform enhance participation in group activities					
Provision of personal items enhance participation in group activities					
Provision of feeding programme enhance participation in group activities					
Provision of school uniform improve employment					
Provision of personal items enhance employment					
Provision of feeding programme increase employment					
Provision of school uniform enhance entrepreneurship					
Provision of personal items promote entrepreneurship					

Provision of feeding programme increase entrepreneurship					
Provision of school uniform enhance income generation					
Provision of personal items promote income generation					
Provision of feeding programme enhance income generation					
Provision of school uniform enhance personal savings					
Provision of personal items promote personal savings					
Provision of feeding programme enhance personal savings					
Provision of school uniform enhance resource mobilization for community projects					
Provision of personal items promote resource mobilization for community projects					
Provision of feeding programme enhance resource mobilization for community projects					

Section F: Extent to which Non-Governmental Organizations' Capacity Building Education Interventions Influence Community Empowerment

22. To what extent do you agree with the following statements in regard to influence of NGO capacity building education interventions on community empowerment? Key: *Not at all (1), Low Extent (2), Moderate extent (3), High extent (4), Very high extent (5).*

Statements	Rating				
	1	2	3	4	5
Acquisition of life skills enhance group formations					
Acquisition of vocational skills enhance group formations					
Acquisition of entrepreneurship skills enhance group formations					
Acquisition of life skills enhance participation in group activities					

Acquisition of vocational skills enhance participation in group activities					
Acquisition of entrepreneurship skills enhance participation in group activities					
Acquisition of life skills improve employment					
Acquisition of vocational skills enhance employment					
Acquisition of entrepreneurship skills increase employment					
Acquisition of increased enrolment in education programs enhance entrepreneurship					
Acquisition of life skills promote entrepreneurship					
Acquisition of vocational skills increase entrepreneurship					
Acquisition of entrepreneurship skills enhance income generation					
Acquisition of life skills promote income generation					
Acquisition of vocational skills enhance income generation					
Acquisition of entrepreneurship skills enhance personal savings					
Acquisition of life skills promote personal savings					
Acquisition of vocational skills enhance personal savings					
Acquisition of entrepreneurship skills enhance resource mobilization for community projects					
Acquisition of life skills promote resource mobilization for community projects					
Acquisition of vocational skills enhance resource mobilization for community projects					

Section G: Extent to which Non-Governmental Organizations Character Building Education Interventions Influence Community Empowerment

23. To what extent do you agree with the following statements in regard to influence of NGO character building education interventions on community empowerment? Key: *Not at all (1), Low Extent (2), Moderate extent (3), High extent (4), Very high extent (5)*

Statements	Rating				
	1	2	3	4	5
Acquisition of social skills enhance group formations					
Acquisition of ethical skills enhance group formations					
Acquisition of social skills enhance participation in group activities					
Acquisition of ethical skills enhance participation in group activities					
Acquisition of social skills enhance employment					
Acquisition of ethical skills increase employment					
Acquisition of social skills enhance entrepreneurship					
Acquisition of ethical skills promote entrepreneurship					
Acquisition of social skills promote income generation					
Acquisition of ethical skills enhance income generation					
Acquisition of social skills enhance personal savings					
Acquisition of ethical skills promote personal savings					
Acquisition of social skills enhance resource mobilization for community projects					
Acquisition of ethical skills promote resource mobilization for community projects					

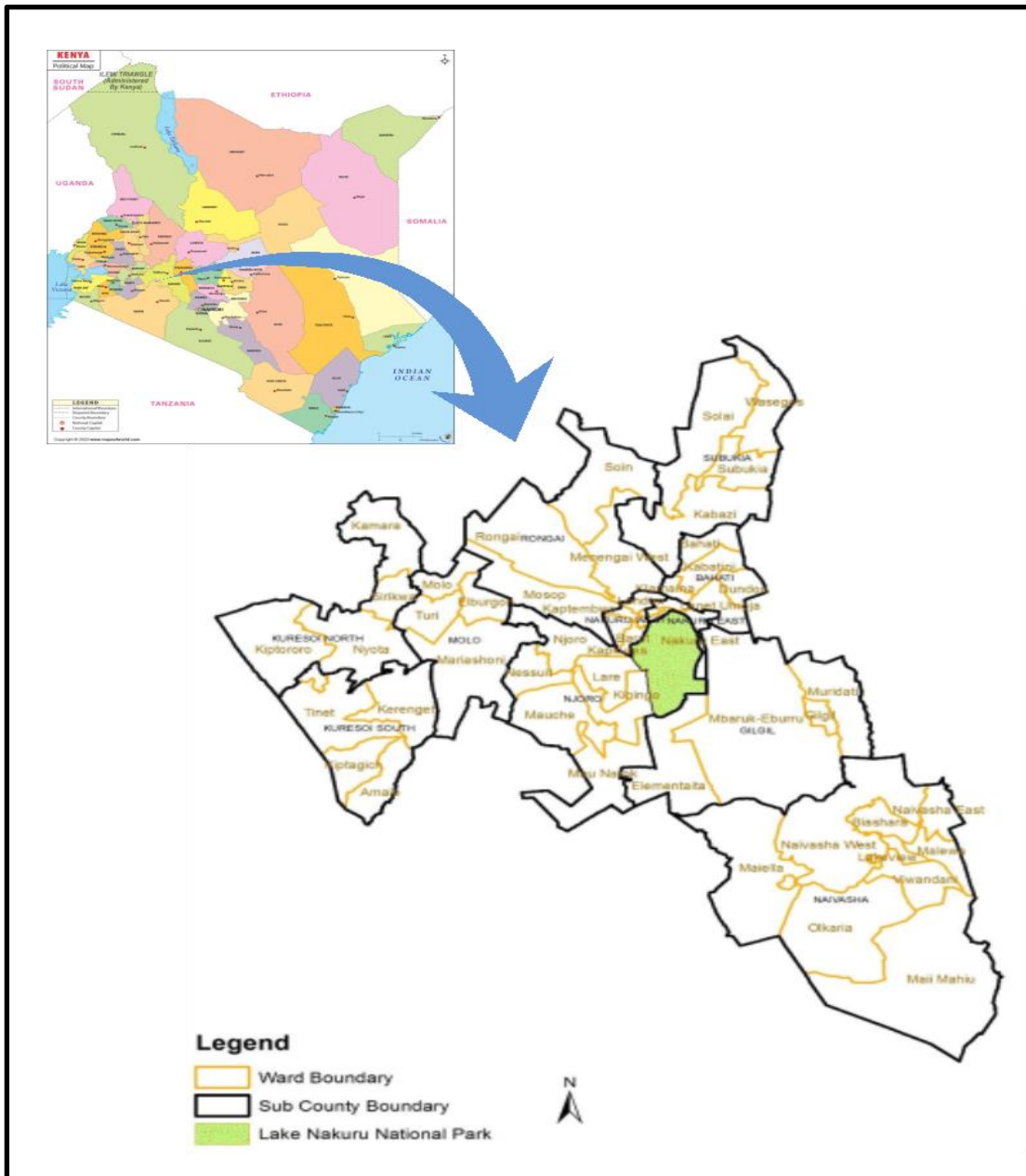
Section F: Extent to which Non-Governmental Organizations' Education Interventions Influence Community Empowerment

24. To what extent do you agree with the following statements in regard to influence of non-governmental organizations' education interventions on community empowerment? Key: *Not at all (1), Low Extent (2), Moderate extent (3), High extent (4), Very high extent (5)*

Statements	Rating				
	1	2	3	4	5
Enhance group formations					
Encourage participation in group activities					
Enhance employment					
Promote entrepreneurship					
Enhance income generation					
Enhance personal savings					
Encourage internal resource mobilization for community projects					
Promote external resource mobilization for community projects					

THANK YOU

Appendix C: Nakuru County Map



Map of Nakuru (Annual Development Plan 2019 – 2020)

Appendix D: Research Permit

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<p>This is to Certify that Ms. Mary Wangari Mutiga of Egerton University, has been licensed to conduct research in Nakuru on the topic: Influence of Non-Governmental Organizations' Education Interventions on Community Empowerment in Nakuru County, Kenya for the period ending : 07 September 2022.</p>	
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Appendix E: Published Paper on Objective Four

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The Influence of Non-Governmental Organizations' Character-Building Education Interventions on Community Empowerment

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Abstract: Adoption of Sustainable Development Goal number one (1) by 193 member states in New York was aimed at eradicating poverty. This prompted different development actors and agencies to work together. Non-governmental organizations are one of the key development actors through support of various interventions in different sectors such as agriculture, health, gender, family planning, environment and education. However, education support is one of the main strategies used to transform social-economic status of communities. Non-governmental organizations support character-building education with the aim of equipping community members with moral values and virtues that enable them live and function well in society. Non-governmental organizations have been supporting education interventions with the aim of empowering communities. However, they have been measuring the success of character-building interventions using indicators of individual empowerment, as a result the influence on community empowerment is not known. Hence, the study sought to explore the influence of non-governmental organizations' education character-building interventions on community empowerment in Nakuru County, Kenya. The research design adopted was ex-post facto research design and correlational research design. The study sample size was 114, which comprised of social workers and beneficiaries of those education programs. Stratified random sampling and purposive sampling were used. Data was collected using questionnaires and analyzed using both descriptive and inferential statistics (Pearson correlation and linear regression analysis). Character-building construct was measured in two parameters: social skills and ethical skills. The parameters of community empowerment were social capital, human capital and financial capital development. The F statistic was 17.749, with a corresponding p-value of 0.000, meaning that the education character-building interventions supported by non-governmental organizations significant influence on community empowerment. The study recommends that all non-governmental organizations supporting education interventions as one the strategies for community empowerment need to include character-building education, in order to achieve community empowerment.

Keywords: Non-governmental organizations, education, character-building education interventions, influence, community empowerment

I. INTRODUCTION

1.1. Background Information

Achievement of Sustainable Development Goals (SDG) is a global challenge which prompted different states and

development agencies to work together (United Nations Educational Scientific and Cultural Organizations, 2015). Non-governmental organizations are key actors of development (Abiddin et al., 2022). They play a major role in working towards the realization of the sustainable development goals through various interventions such as agriculture, health, climate change, gender, family planning, water and sanitation and education. However, education intervention (SDG 4) is an integral part in achievement of all the other 16 sustainable development goals (United Nations Educational Scientific and Cultural Organizations, 2015). Education enhances upward socioeconomic mobility and is key towards eradicating poverty which is the main hindrance to achieving community development.

Non-governmental organizations support education as a vital tool for sustainable development through various education interventions such as financial interventions, basic needs, capacity development and character-building interventions. Each of these education interventions play a key role towards realization of community empowerment. However, character-building education interventions play a key role in shaping the moral values and abilities of an individual which help define one's character and the way they interact and function in the society. Character-building interventions enhance the development of social and ethical skills.

Character is a way of thinking and conduct that distinguishes every individual. Character of a person appears as a habit manifested in attitude and behavior of an individual, making it possible to become a habit continuously done and practiced in every aspect of human environment (Lee, 2014). Character building interventions are aimed at implementing and improving moral values and ability, as well as to manifest them in their daily life (Nurhasanah & Nida, 2016).

Character-building education interventions equip individuals and communities with moral values that shape their character. Incorporation of character-building education interventions in the basic education supported by non-government organizations helps in developing the beneficially in a holistic manner. Holistic education is a comprehensive approach that is aimed at developing areas such as emotional, social, ethical and not just focusing on academic success as the main goal. This education approach aims at developing an all-round

Influence of Non-Governmental Organizations' Financial Interventions on Community Empowerment

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Abstract: Non-governmental organizations play a key role in promoting community development in developing and undeveloped countries through support of various interventions such as agriculture, health, climate change, gender, family planning, water and sanitation and education. Each of these interventions play a key role in the realization of sustainable community development. However, education is an integral part in achievement of all the other 16 Sustainable Development Goals. Education is one of strategies used by non-governmental organizations to empower individuals and communities through financial interventions which enable communities to access equitable and inclusive quality education. Though non-governmental organizations have been supporting education as a way of empowering communities with the aim of realizing community development, there are still challenges in terms of social economic development. Education is an empowerment tool that is regarded as effective through achievement of individual and community empowerment. However, success of education financial interventions is measured using individual empowerment, as a result, an empirical knowledge gap exists on their influence on community empowerment. The study aimed at assessing the influence of non-governmental organizations' education financial interventions on community empowerment in Nakuru County. The study was guided by Social Capital Theory, Empowerment Theory and General Systems Theory. The study adopted an ex-post facto and correlational research design. The accessible population was 116 non-governmental organizations in Nakuru County. Stratified random sampling and purposive sampling were used. Data collection instruments were questionnaires. The subjects involved in the study were beneficiaries of the education financial interventions and the social workers in charge of education. Statistical Package for Social Science Version 20 was used for data analysis. Descriptive and inferential statistics were used. The findings were non-governmental organizations' education financial interventions significantly influenced community empowerment ($r=0.261$; $p=0.008$). This finding may be used to inform; community development stakeholders on the influence of non-governmental organizations' education financial interventions on community empowerment; policy makers on adoption of education as an integral part of achieving sustainable development and recommend development of an education for community empowerment model.

Keywords: Non-governmental organizations, education, financial interventions, influence, community empowerment.

I. INTRODUCTION

1.1. Background Information

Sustainable Development Goals (SDGs) were born at the United Nations conference on sustainable development in Rio

de Janeiro in 2012. The objective was to come up with a set of universal goals that met the urgent environmental, political and economic challenges facing the world. The sustainable development goals replaced the Millennium Development Goals (MDGs) which started a global effort in 2000 to tackle the indignity of poverty. In the year 2015, leaders from 193 states who had congregated in New York adopted 17 sustainable development goals, a commitment to work together in building a safer, prosperous and equitable world. The collective efforts were; no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequality, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace and justice strong institutions and partnerships for the goals (United Nations Educational Scientific and Cultural Organizations, 2015).

The Sustainable Development Goals are unique in that they address issues that affect us all. The adoption of these goals, reaffirm the international commitment to end poverty. Poverty is a state in which a person or a community lacks the financial resources and essentials for a minimum standard of living. It can also be described in terms of socio-economic characteristics. Indicators of poverty include type of employment, level of education, availability of food, physical appearance, housing conditions, asset ownership, health status, social exclusion and marginalization (Aryeetey et al., 2013).

Achievement of Sustainable Development Goals has been a global challenge and this necessitate different states and other development agencies to come together in pursuit of those goals. Non-governmental organizations are key actors of development and as a result, play a major role in working towards realization of the sustainable development goals, through support of various interventions such as agriculture, health, climate change, gender, family planning, water and sanitation and education. Each of these interventions play a key role in the achievement of sustainable community development. However, education as one of the interventions is an integral part in achievement of all the other 16 Sustainable Development Goals. According to UNESCO (2015) sustainable development begins with education. Inclusion of equitable, inclusive and accessible quality education as goal number four laid emphasis on its importance in attainment of sustainable development across the world. Education plays an