

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

important role in helping reduce poverty by equipping individuals and communities with knowledge and skills leading to community empowerment. Hence, it is a basic right and foundation for community development (United Nations Educational, Scientific and Cultural Organization, 2014).

Education also plays a vital role in the achievement of community development. Community development is a process where community members come together to take collective action to generate solutions to their problems (World Bank, 2010). Collective action builds assets that help increase the capacity of community members to improve their quality of life (Green & Haines, 2008). 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 built through education which refers to development of human aptitudes, capabilities, competencies, knowledge and skills thus enabling a person to think, process and act, making human beings the main drivers of development (United Nations Educational Scientific and Cultural Organizations, 2015). Hence, education is an 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 comprises of three dimensions which include, (i) individual empowerment which focus on what happens at a personal level, (ii) community empowerment which emphasize on collective processes and social change and (iii) the empowering professional practice which encourage realization of both the individual empowerment and community empowerment (Sadan, 2004).

Individual empowerment enables one to make positive decisions, and to take action that will bring them closer to achieving their goals and ambitions. Individual empowerment is measured using indicators such as ability to make decisions, self-efficacy and income generation. Community empowerment is the process through which community members increase their assets, attributes and build capacities to gain access, partners, networks and a voice, in order to gain control, leading to community development (Labonte & Laverack, 2008). Community empowerment is measured using the indicators namely; human capital, social capital, financial capital, natural capital, political capital, cultural capital and built capital (Flora & Flora, 2008). These seven community capitals are pillars of community development. These capitals interact to empower communities. However, the key community capitals are human capital, financial capital and social capital which are directly influenced by education and through which other capitals are enhanced (Emery & Flora, 2006).

According to Flora and Flora (2013) human capital refers to skills and abilities that individuals and communities possess, as well as capacity to access internal and external resources and knowledge. 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. This 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 to participate in community activities to solve their common problems. This 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.

Developing countries like Kenya are not able to offer equitable, inclusive and accessible education to all its citizens. As a result, non-governmental organizations play an important role in support of education as one of the strategies for community development (Hedayat & Mar'of, 2010). One way through which non-governmental organizations support education is financial interventions which involve; payment of school fees, provision of education materials, building of school infrastructures and employment of teachers as a way of enabling community members to access education (Kremer, 2003). One of the indicators of measuring the influence education interventions by non-governmental organizations as a tool for social transformation is through realization of seven community capitals that are pillars of community empowerment, a prerequisite for community development.

According to Emery and Flora (2006), human capital, financial capital and the social capital are the key community capitals that are influenced by education and through which all other four capitals are realized leading to achievement of community empowerment. Community empowerment is the process that enable community members to gain control over their lives through realization of the seven forms of community capitals. However, the non-governmental organizations measure success of education financial interventions on community development using indicators of individual empowerment. Studies have shown that the impact of education as an empowerment tool has majorly been measured using individual empowerment indicators (Batool et al., 2018). As a result, there exists an empirical gap in knowledge on the influence of non-governmental organizations' education financial interventions on community empowerment. Therefore, there is need to measure the influence of non-governmental organizations' education financial interventions on community empowerment in regard to key community capitals namely human capital, financial capital and social capital which are directly influenced by education.

1.2. Statement of the Problem

Achievement of sustainable community development in developing and undeveloped countries has been a challenge. This prompted the adoption of the 17 Sustainable Development

Goals as a commitment to ending poverty. Quality education (SDG 4) is an integral part in the achievement of sustainable community development. However, lack of equitable, inclusive and accessible education is a main challenge in these countries. As a result, non-governmental organizations which are key actors in development, support education as one of the strategies towards realization of sustainable community development through financial interventions to enable communities in developing and undeveloped countries to access equitable and inclusive education. Education is a key catalyst for community development.

Community development is achieved through both individual empowerment and community empowerment. However, non-governmental organizations supporting education with the aim of empowering communities measure success of education interventions on community development using indicators of individual empowerment. As a result, achievement of community empowerment which is a prerequisite for community development is unknown. Therefore, there was a need to measure the success of non-governmental organizations' education financial interventions on community development using indicators of community empowerment namely; human capital development, social capital development and financial capital development.

1.3. Objective of the Study

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

1.4. Research Hypotheses

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

1.5. Significance of the Study

The research findings of this study may be used to inform non-governmental organizations and other community development actors on the influence of education financial interventions on community empowerment. The findings obtained through this study may be used to inform policy makers on adoption of education financial interventions to promote access to inclusive and equitable education in order to achieve sustainable community development.

II. LITERATURE REVIEW

This chapter provides a review of literature related to the theoretical framework and non-governmental organizations' education financial interventions on community empowerment.

II.1. Theoretical Framework

The study was guided by three theories namely 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 cumulative influence of the various types of non-governmental education interventions and the influence of factors in the external environment which was made of moderating variables on community empowerment.

II.1.1. Social Capital Theory

Social capital 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 and informal 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 is a joint action which mainly depends on the social capital among empowered individuals and their groups leading to empowered communities. Collective action builds assets that help increase the capacity of community members to improve their quality of life (Green & Haines, 2008). Education financial interventions enable individual to access education thus prompting inclusivity and equality (United Nations Educational, Scientific and Cultural Organization, 2014). Individual empowerment takes individual effort while community empowerment requires collective action of empowered individuals (Flora & Flora, 2013). Social capital enables communities to take collective action through which they are able to address issues that affects 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 financial interventions in order to achieve community empowerment. However, use of this theory does not explain how non-governmental organizations' education financial interventions foster community empowerment hence the need to bridge the gap by use of empowerment theory.

II.1.2. Empowerment Theory

Empowerment 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 (Robbins et al., 2012). The core concept of empowerment is the idea of power which occurs at individual level, group of individual's level and at community level. These three levels of empowerment are interactive and dependent on each other (Perkins, 2010).

Education is an empowerment tool that equip people with knowledge, skills and abilities which they can use for their own development (United Nations Educational, Scientific and Cultural Organization, 2014). Empowerment theory was relevant in this study as it helps depict the conditions that an effective empowerment strategy should fulfill in order to

realize community development. Through non-governmental organizations' education financial interventions individuals and communities are able to access quality education which gives them power and ability to attain resources.

In this respect, application of empowerment theory was used to enforce the adoption of education financial interventions 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 financial interventions) influence each other and also the effects of factors in the external environment on community empowerment, hence the need to bridge the gap by use of general systems theory.

II.1.3. General Systems Theory

General systems theory was propounded by Von Bertalanffy in 1968. Systems theory is an interdisciplinary theory about every system in nature, in society and also in scientific domain as well as a framework which can be used to investigate a phenomena from a holistic approach (Cristina et al., 2010). A system comprises of subsystems, whose inter-relationships and interdependence move toward equilibrium within larger system. Therefore, a system is a set of two or more parts where the behavior of each influence the behavior of the whole (Amagoh, 2008).

According to this theory, 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 subsystems and each has a boundary that separates 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. In order for a system to function properly, the force inside the system should be appropriate.

Systems theory assumes that a social system functions in its entirety and has its own characteristics and not a sum 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 environments which have 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 influences. The flexibility of a system enables it to address the needs that arise and to counter environmental influence (Bertalanffy, 1968).

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 variable, moderating variables and dependent variable. Non-governmental organizations' education financial

interventions form the internal environment and is the main source of energy that gets into the system which is exchanged with the environment.

Application of general systems theory in this study sought to reveal the importance of a functional system in pursuit of community empowerment using non-governmental organizations' education financial interventions. This study sought to assess the influence of non-governmental organizations' education financial interventions on community empowerment.

II.2. Non-Governmental Organizations' Education Financial Interventions and Community Empowerment.

Non-governmental organizations play an important role in the development of communities especially in the rural areas where the level of poverty is estimated to be high (Benjamin, 2007). Poverty can be described in terms of socio-economic characteristics such as 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). Education is a basic right and foundation for community development (United Nations Educational Scientific and Cultural Organizations, 2015). Non-governmental organizations support education through financial interventions (United Nations Educational, Scientific and Cultural Organization, 2014). 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.

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. Education promotes holistic development, helping one to fulfil his/her potential and shape a shared future built on the well-being of individuals and community as whole. 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 to promote and sustain healthy lifestyles and positive choices, nurture relationships, and enhance personal, family, and community well-being promoting community empowerment (Raghupathi & Raghupathi, 2020). 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. 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.

Financial interventions refer to monetary support that is offered directly or indirectly by the non-governmental organizations to the beneficiaries of their education programs. 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). Education plays a crucial role in the process of poverty eradication and economic development (Baker, 2007).

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. 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 (Kremer, 2003).

Lack of financial resources devoted to education can be 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 child seeking a primary education.

The problem of insufficient financial resources is further exacerbated by the need for sustained economic growth, particularly in poor countries, and the existence of ways and means to ensure distribution of resources including fiscal policy, tax systems and budget reforms. To bridge this gap non-governmental organizations, support education as one of the strategies to help poor countries eradicate poverty. Non-governmental organizations' financial interventions in education enable individuals and communities in developing countries to gain access to education.

III. METHODOLOGY

This chapter describes the procedures that were followed in conducting this research. It gives an outline of the whole research process which include research design, study location,

population of the study, sampling procedure and sample size, instrumentation, validity of the research instruments, data collection procedure and data analysis.

III.1. Research Design

The study adopted an *ex-post facto* and correlational research design. *Ex-post facto* research design allowed a systematic empirical enquiry in which the researcher had no direct control of independent variables since their manifestation had already occurred (Fraenkel & Wallen, 2009). Correlational research design was used to explore relationship between independent variable (non-governmental organizations' education financial interventions) and the dependent variable (community empowerment) and also determine the strength of the relationship and make prediction. In addition, *ex-post facto* research design was used to assess the influence of non-governmental organizations' education financial interventions on community empowerment.

III.2. Target Population

The study target population was 1254 non-governmental organizations that support education in Nakuru County. The accessible population was 116 non-governmental organizations that support education and are registered under the Ministry of Labour Social Security Services. The subjects involved in the study were the social workers in charge of education and the beneficiaries of non-governmental organizations' education financial interventions.

III.3. Sampling and Sample Size

Stratified random sampling technique was utilized to categorize all the 116 non-governmental organizations that support education in sub counties. Categorization ensured homogenous subsets that shared same characteristics were represented in the sample (Taherdoost, 2016). Ten percent of each stratum were randomly selected, leading to 13 organizations from which the sample was obtained. Gall et al., (2007), indicate that, ten percent of the accessible population is appropriate for a study. The total number of beneficiaries of the 13 selected organizations was estimated at 1217 out of a total accessible beneficiary population of 11,176.

The study subjects were beneficiaries of the education interventions and social workers in charge of education programs. The sample size of the beneficiaries was obtained using the coefficient of variation formula (Nassiuma, 2000). 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). Purposive sampling and snowball sampling were used to select the beneficiaries that were involved in the study. A sample size of 101 beneficiaries and 13 social workers were involved in the study.

III.4. Data Collection

Data was collected using two questionnaires which were based on the objectives of the study. The questionnaires are advantageous in that they save on time, are confidential, and help eliminate researcher bias (Kombo & Tromp, 2006). The instruments were checked for both validity and reliability to ensure suitability (Heale & Twycross, 2015). Data collection procedures were followed. The ethical considerations done were anonymity and confidentiality.

III.5. Data Analysis

The data was analyzed using both descriptive and inferential statistics. Descriptive statistics involved percentage and standard deviation. Pearson correlation was used to assess the relationship between non-governmental organizations' education financial interventions and community empowerment. Linear regression analysis was used to assess the influence of non-governmental organizations' education financial interventions on community empowerment at 95% level of significance. The Regression model is illustrated as follows:

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

Where;

Y= Community Empowerment

β_0 = Constant

β_1 = Coefficients of X_1

X_1 = Non-Governmental Organizations' Education Financial Interventions

ε = Error term

IV. RESULTS AND DISCUSSION

This chapter presented the research findings and discussion. The purpose of the study was to assess the influence of non-governmental organizations' education interventions on community empowerment in Nakuru County, Kenya

IV.1. Descriptive Statistics for Non-Governmental Organizations' Education Financial Interventions

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. 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 1.

Table 1: Education Financial Interventions Supported by Non-Governmental Organizations

Financial Interventions	Frequency	Percentage
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

Source: Author's Computation (2022)

The study results in Table 1, indicate that all the non-governmental organizations provided financial support to cater for different needs of the learners who were under their sponsorship. 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. There other category of non-government organizations that 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. Though most of the schools in Kenya are government funded, many of them still lack basic facilities such as classrooms, dormitories, laboratories and other relevant structures to make education accessible and equitable for all. Though 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, inclusive and access to all. As a result, non-governmental organizations have been offering 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.

IV.1.1. 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 provision of support of school infrastructure. The results of financial interventions that beneficiaries benefitted from are presented in Table 2.

Table 2: 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
School infrastructure	16	15.8

Source: Author's Computation (2022)

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 school infrastructure.

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. 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.

Further, 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 3 indicate the descriptive statistics of the variable non-governmental organizations' education financial interventions.

Table 3: Descriptive Statistics for Non-governmental Organizations' Education Financial Interventions

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

Source: Author's Computation (2022)

The study results indicate that the variable non-governmental organizations' education financial interventions were significantly negatively skewed at $p < 0.05$. The data was not transformed before further analysis since the skew was not very bad.

IV.2. Regression Analysis of Non-Governmental Organizations' Education Financial Interventions

The objective of this 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 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 4 shows the model fit of the linear regression model.

Table 4: Model Summary of Non-Governmental Organizations' Education Financial Interventions

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.254 ^a	.065	.055	.62469	1.548
a. Predictors: (Constant), Non-Governmental Organizations' Education Financial Interventions					
b. Dependent Variable: Community Empowerment					

Source: Author's Computation (2022)

The study findings indicate that R square 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 such as capacity development and basic needs interventions. Further, analysis of Variance (ANOVA) was used to test the null hypothesis, that the regression model with non-governmental organizations' education financial interventions as an independent variable explains 0.010 variance in community empowerment. The results of ANOVA test for non-governmental organizations' education financial interventions on community empowerment is presented in Table 5.

Table 5: 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					

Source: Author's Computation (2022).

The F-Statistic from ANOVA test explains the overall significance of the regression model at 95 percent 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 95% confidence level 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 for community empowerment, $F = 6.855$, $p = 0.010$. Therefore, we

fail to accept the null hypothesis (H_{01}) and conclude that the regression model with non-governmental organizations' education financial interventions explain some variance in community empowerment. Further, regression coefficient was used to tell us about the change in the value of dependent variable (community empowerment) that corresponds 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 6.

Table 6: Regression Coefficients of Non-governmental Organizations' Education Financial Interventions on Community Empowerment

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

- Dependent Variable: Community empowerment (CE)
- Predictors: Non-governmental organizations' education financial interventions (FNI)

Source: Author's Computation (2022).

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 test the relationship between non-governmental organizations' education financial interventions and 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 6, 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. As a result, we fail to accept the null hypothesis. Hence, there is significant evidence that non-governmental organizations' education financial interventions have significant influence on community empowerment in Nakuru County, Kenya.

V. DISCUSSION, CONCLUSION AND RECOMMENDATION

V.1. Discussion

This study assessed the influence of non-governmental organizations' education financial interventions on community empowerment. The results indicate that non-governmental organizations' education financial interventions significantly influence community empowerment. This result was achieved using ANOVA. The regression coefficient shows that non-governmental organizations' education financial interventions positively and significantly influence achievement of community empowerment.

The study examined how non-governmental organizations' education financial interventions influence community empowerment in Nakuru County, Kenya. The use of 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. The study findings concur with the report of United Nations Educational Scientific and Cultural Organizations (2015), which indicate that support of education financial interventions promote realization of sustainable development goal number four of equitable, accessible and inclusive education.

The regression coefficient indicate that non-governmental organizations' education financial interventions positively and significantly influence attainment of community empowerment. The study findings echo the findings of Kremer (2003) that non-governmental 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 findings also concur with the findings of the study by Hedayat and Mar'of (2010), which indicate 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 improve socioeconomic development.

Generally, this study tested the relationship between education financial interventions by non-governmental organizations and community empowerment. The study overall findings concur with the findings of Kremer (2003), who argued that non-governmental organizations support education through financial interventions to enable communities access education. According to Majgaard and Alain (2012), lack of school fees,

education materials and teachers were major hindrance of accessing education for most of people living in sub-Saharan Africa. Financial interventions enable communities from social and economic disadvantaged communities, access education which is a basic right and foundation for community development. This also concurs with the findings by United Nations Educational Scientific and Cultural Organizations, (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.

V.2. Conclusion

From the study findings the researcher concludes that the research explains the nature of the relationship between non-governmental organizations' education financial interventions and community empowerment. It is concluded that non-governmental organizations' education financial interventions significantly influence community empowerment, a study finding that is supported using analysis of variance (ANOVA). The regression coefficient shows that non-governmental organizations' education financial interventions positively and significantly influence community empowerment. This research established that, for education to be used as an effective tool for community development, it needs to be accessible, equitable and inclusive. The study findings indicate that the three key community capitals namely human capital, financial capital and social capital had an influence on community empowerment. As a result, we fail to accept null hypothesis that non-governmental organizations' education financial interventions do not have statistically significant influence on community empowerment in Nakuru County.

V.3. Recommendation

The study recommends that non-governmental organizations support education financial interventions to enable individuals and communities in developing and undeveloped countries to access quality education, a key empowerment tool. Based on the findings of this study, other community development theories should be examined to increase the parameters of non-governmental organizations education financial interventions studied, since this study examined only three. There is also a need for further studies to determine the effects of non-governmental organizations funding sources, community engagement and leadership styles as moderating variables on community empowerment.

The findings of this study may be used to inform: non-governmental organizations and other stakeholders on the influence of education financial interventions on community empowerment; policy makers on adoption of holistic education as an integral part of achieving sustainable development and also recommend development of an education for community empowerment model. Further research on the same area is recommended in other counties in Kenya.

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