



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

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Date of Submission: 15-09-2022

Date of Acceptance: 30-09-2022

Abstract

Adoption of Sustainable Development Goals is aimed at ending poverty. Development actors have been working together in pursuit of these goals. Non-governmental organizations play a key role in development through various strategies. Education is one of approaches used to transform social-economic status of community members. Non-governmental organizations support capacity development education interventions with the aim of equipping community members with knowledge, skills and abilities that they can use to transform their lives leading to sustainable community development. The study sought to establish the influence of non-governmental organizations' capacity development education interventions on community empowerment in Nakuru County, Kenya. The study adopted an ex-post facto research design and correlational research design. The accessible population was 116 non-governmental organizations in Nakuru County. The study sample size was 114, which comprised of social workers and beneficiaries. Stratified random sampling and purposive sampling were used. Data was collected using questionnaires and analyzed using both descriptive statistics and inferential statistics (Pearson correlation and linear regression analysis). Capacity development construct was measured in three parameters: acquisition of life skills, vocational skills and entrepreneurship skills. Community empowerment was measured using three parameters: social capital, human capital and financial capital development. The F statistic was 6.610 at p-value of 0.012, implying that capacity development education interventions supported by non-governmental organizations has statistically significant influence on community empowerment.

The study recommends that non-governmental organizations supporting education as one of the strategies for community empowerment should support capacity development education, to achieve community empowerment which is a prerequisite to community development.

Keywords: Non-governmental organizations, education, capacity development education interventions, influence, community empowerment.

I. Introduction

1.1. Background Information

Achievement of Sustainable Development Goals is a global challenge which prompted development agencies to work together towards realization of these goals (United Nations Educational Scientific and Cultural Organizations, 2015). Non-governmental organizations are key actors of development and play a major role in working towards realization of sustainable development goals through various interventions such as agriculture, health, climate change, gender, family planning, water and sanitation and education. Each of these interventions are aimed at helping achieve sustainable community development. However, education as one of the interventions is an integral part in achievement of all the other 16 sustainable development goals (United Nations Educational Scientific and Cultural Organizations, 2015).

According to United Nations Educational, Scientific and Cultural Organization (2014) education equips individuals with knowledge, skills and capabilities leading to individual empowerment. Non-governmental organizations support education as a vital tool for sustainable development through various education



interventions such as financial, basic needs, character-building and capacity development education interventions. However, capacity development education interventions play a key role in empowering individuals and communities. Capacity development education interventions enable individuals to gain knowledge, skills and abilities that help transform lives, promote social economic development, eradicate poverty and key driver towards sustainable community development.

Capacity development education interventions equip individuals and communities with life skills, vocational skills and entrepreneurship skills. These skills are key in the job market in the world today. They help individuals and communities gain access to power, resources and control of their lives. Capacity development empower individuals to gain knowledge, skills and abilities that help them access resources, gain power to thus helping them realize social economic development. Empowerment is the process through which individuals and communities gain power, access resources and attain control over their lives (Robbins et al., 2012). However, non-governmental organizations have been measuring success of capacity development education interventions using indicators of individual empowerment. Therefore, there is need to assess the influence using indicators of community empowerment a prerequisite for community development.

1.2. Statement of the Problem

Capacity development is a key component for non-governmental organizations working towards empowering communities using education. Capacity development education interventions by non-governmental organizations enable individuals and communities in developing and undeveloped countries to gain access to education which equips them with knowledge, skills and abilities that are crucial in transforming their social economic status. Acquisition of life skills, vocational skills and entrepreneurship skills helps develop capacities of individuals and communities to change their lives. There is no doubt that the quality of education matters and as a result the non-governmental organizations can no longer just support access to education without considering the quality of education intervention offered.

In order for non-governmental organizations' education interventions to have an impact on community development, it is essential that capacity development education interventions contribute to both individual empowerment and

community empowerment which is a prerequisite for community development, the overall aim of non-governmental organizations and other development agencies.

In Nakuru County, non-governmental organizations support capacity development education interventions to enable poor communities access education with the aim of empowering communities. Studies have shown that education is a human right and fundamental tool for community development. However, non-governmental organizations measure success of capacity development education interventions on community development using indicators of individual empowerment. As a result, there exists an empirical gap in knowledge on the influence of non-governmental organizations' capacity development education interventions on community empowerment, a prerequisite for community development.

1.3. Objective of the Study

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

1.4. Research Hypothesis

- ii. H_{01} : Non-governmental organizations' capacity development education interventions have no statistically significant influence on community empowerment in Nakuru County, Kenya.

II. Literature Review

2.1 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.

2.1.1 Social Capital Theory

This theory was propounded by French social theorist Pierre Bourdieu and two American social scientists James Coleman and Robert Putman 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 largely depends on the social capital among empowered individuals and their groups leading to empowered communities. Capacity development 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 is 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' capacity development education interventions in order to achieve community empowerment. However, use of this theory does not explain how non-governmental organizations' capacity development education interventions foster community empowerment hence the need to bridge the gap by use of empowerment theory.

2.1.2 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.

According to the United Nations Educational, Scientific and Cultural Organization (2014), education is an empowerment tool that equip people with knowledge, skills and abilities that they can use for their own development. The 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. Capacity development 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 capacity development education 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' capacity development 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.

2.1.3 General Systems Theory

This theory was propounded by Von Bertalanffy in 1968. This theory maintains that 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 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 variable, moderating variables and dependent variable. Non-governmental organizations' capacity development education interventions and forms the internal environment and is the main source of energy that gets into the system which is exchanged with the environment.

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' capacity development 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 the community and the success of those education interventions measured using indicators of individual empowerment. The aim of this study was to assess the influence of non-governmental organizations' capacity development education interventions on community empowerment.

2.2 Non-Governmental Organizations' Capacity Development Education Interventions and Community Empowerment.

Capacity is the ability of individuals, institutions and societies to perform functions, solve problems, set and achieve objectives effectively. Capacity-development is defined as the process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world. Capacity development interventions are those initiatives that enable individuals, organizations and societies to obtain, strengthen and maintain skills, knowledge and

abilities to set and achieve their own development (United Nations Development Programme, 2009).

Non-governmental organizations through capacity development interventions, develop capacities such as ability, skill and knowledge of mobilizing resources, planning and evaluating community initiation and solving problems to gain the mastery over their lives. Capacity building also motivates community members to participate in projects and help them to improve their living standards. Through this way, non-governmental organizations contribute towards sustainable community development. Furthermore non-governmental organizations help mobilize the community members to be self-reliant through discovery of their own potentials and reliance on their own resources (Hedayat & Mar'of, 2010). Through capacity development interventions, individuals acquire the following skills; life skills, entrepreneur skills and vocational skills.

III. Methodology

III.1. Research Design

The study adopted an *ex-post facto* research design 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' capacity development education 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' capacity development education interventions on community empowerment.

III.2. Target Population

The study target population was 1254 non-governmental organizations in 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 capacity development education 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). The study subjects were beneficiaries and social workers. The sample size of the beneficiaries was obtained using the coefficient of variation (Nassiuma, 2000). The social workers in charge of education interventions from the selected organizations were purposively selected. 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 developed by the researcher and 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, 2011). The instruments were checked for both validity and reliability to ensure suitability (Heale & Twycross, 2015). Data collection procedures were followed and a research permit obtained from National Commission for Science, Technology and Innovation and also introductory letters from Nakuru County Commissioner and County Director of Education. The ethical considerations done were anonymity and confidentiality.

III.5. Data Analysis

The data was coded and 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 capacity development education

interventions and community empowerment. Linear regression analysis was used to assess the influence of non-governmental organizations' capacity development education interventions on community empowerment in Nakuru County, Kenya at 95% level of significance. The Regression model is illustrated as follows:

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

Where;

Y= Community Empowerment

β_0 = Constant

β_1 = Coefficients of X_1

X_1 = Non-Governmental Organizations' Capacity Development Education Interventions

ϵ =Error term

IV. Results and Discussion

IV.1. Descriptive Statistics of Non-Governmental Organizations' Capacity Development Education Interventions

Capacity development interventions are those initiatives that enable individuals, organizations and societies to obtain, strengthen and maintain skills, knowledge and abilities to set and achieve their own development (United Nations Development Programme, 2009). Non-governmental organizations support capacity development education 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. 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 1.

Table 1: 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 mean of capacity development education interventions was 3.2599. The findings of the study indicate that the capacity development education interventions influence community empowerment.

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

To determine the influence of non-governmental organizations' capacity development education interventions on community empowerment, 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 capacity development interventions. The results presented in Table 2 summarizes the model fit of the linear regression.

Table 2: 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	.250 ^a	.063	.053	.61775	1.524

a. Predictors: (Constant), Non-governmental organizations' education capacity development interventions (CDI)

b. Dependent Variable: Community Empowerment (CE)

The study results indicate that R Square of 0.063 was achieved. This means that the linear regression model explains 6.3% of the data, that is, non-governmental organizations' capacity development education interventions contribute 6.3% variation in community empowerment. As a result, the remaining 93.7% is attributed to the error term and other variables not examined in this study.

Analysis of Variance (ANOVA) was used to test the null hypothesis that the model with non-governmental organizations' capacity development education interventions as the independent variable explains zero variance in community empowerment. Table 3 presents the results of ANOVA test for non-governmental organizations' capacity development education interventions and community empowerment.

Table 3: Analysis of Variance (ANOVA) Test of Non-Governmental Organizations' Capacity Development Education Interventions and Community Empowerment

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2.522	1	2.522	6.610	.012 ^b
Residual	37.780	99	.382		
Total	40.303	100			

a. Dependent Variable: Community Empowerment (CE)

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

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, is to reject the null hypothesis if the p-value of the F-Statistic is less than the p-value at 95% confidence interval at 0.05. The study findings show that the calculated F-Statistic = 6.610 and a p-value=0.012<0.05. Hence,

the null hypothesis was rejected and the model with non-governmental organizations' capacity development education interventions as an independent variable explains some variance in community empowerment. Table 4 shows the coefficients of variation of non-governmental organizations' capacity development education interventions and community empowerment.

Table 4: Regression Coefficient of Non-Governmental Organizations' Education Capacity Development Interventions and Community Empowerment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.272	.430		5.286	.000		
Capacity Development Interventions	.335	.130	.250	2.571	.012	1.000	1.000

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



b. Dependent Variable: Community Empowerment (CE)

The study results in Table 4, indicate that the unstandardized coefficient of non-governmental organizations' capacity development education interventions is 0.335 and p -value is 0.012. 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:

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

Where;

Y = Community Empowerment

β_0 = Constant value

β_1 = Regression coefficient of non-governmental organizations' education capacity development interventions

X_1 = Nongovernmental organizations' education capacity development interventions (CDI)

ε = Error term

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

$$\text{Community Empowerment} = 2.272 + 0.335 (\text{non-governmental organizations' capacity development education interventions}) + \varepsilon$$

Therefore, the regression model means that a unit change in non-governmental organizations' education capacity development interventions causes a change of 0.335 in community empowerment in Nakuru County, Kenya with a p -value at 0.012. As a result, the null hypothesis: 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.

V. DISCUSSION, CONCLUSION AND RECOMMENDATION

V.1. Discussion

The study examined the influence of non-governmental organizations' capacity development education interventions on community empowerment in Nakuru County, Kenya. The results indicate that non-governmental organizations' capacity development education interventions statistically significantly influence community empowerment. This result was achieved using

ANOVA. The regression coefficient indicate that non-governmental organizations' capacity development education interventions positively and significantly influence the realization of community empowerment.

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. The finding in this study is mirrored in the report by UNDP (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 Badawi (2013) who posits that education is the main vehicle for development which should be oriented to proving the learners with a knowledge mindset through technical and vocational education and entrepreneurship education.

V.2. Conclusion

From the findings, the researcher concludes that the research explains the nature of the relationship between non-governmental organizations' capacity development education interventions and community empowerment. It is concluded that non-governmental organizations' capacity development education interventions significantly influence community empowerment, a finding that is supported using analysis of variance (ANOVA). The regression coefficient shows that non-governmental organizations' capacity development education interventions positively and significantly influence realization of community empowerment. This research establishes that for education to be used as an effective tool for community development, there is need to offer capacity development education through interventions such as life skills trainings, vocational skills training and entrepreneurship skills training so as to equip individuals and communities with knowledge, skills and abilities which they can use to improve their lives, leading to social economic transformation. The results led to rejection of the null hypothesis that non-governmental organizations' capacity development education interventions do not have statistically significant influence on community empowerment in Nakuru County, Kenya.



V.3. Recommendation

The study recommends that non-governmental organizations support capacity development education interventions that develop life skills, vocational skills and entrepreneurship skills of the education beneficiaries to enhance empowerment of both individuals and communities. Based on the findings of this study, other community development theories should be examined to increase the parameters of non-governmental organizations capacity development education interventions studied, since this study examined on three. There is also a need for further studies to determine the effect of non-governmental organizations leadership styles as a mediator variable, given its influence on the achievement of community empowerment.

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