GREAT JOURNS

Journal of Arts and Humanities 3(6),August 2021

Relationship between Cash Transfer Programme and Education of OVC Beneficiaries in Langas Eldoret

[1]Simon Orenge Ochego

Master of Arts in Development Studies

[2]Dr. Fred K. Wamalwa

Lecturer-The Catholic University of Eastern Africa

[3]Dr. Samuel Mutukaa

Lecturer-The Catholic University of Eastern Africa



ABSTRACT

Cash transfers are increasingly becoming the best practice in the social protection sector employed to address poverty and vulnerability in developing countries. In Kenya, the Orphans and Vulnerable Children Cash Transfer Program was launched as a pilot program in 2004 in response to extreme poverty and the effects of HIV/AIDS on children. The purpose of this research was to investigate Relationship between Cash Transfer Programme and Education of OVC Beneficiaries in Langas Eldoret. A sample of 203caregivers was selected through simple random stratified sampling and used purposive sampling to select 3 progamme officials, 7children, 7community health workers and 7 opinion leaders. The data for the study was collected using questionnaires and document analysis. Data analysis was done using descriptive statistics, ANOVA models and mixed methods. The study observed ethical concerns and ended with recommendation for policy considerations. The study found that OVC-CT programme has become an important tool of social protection and poverty reduction strategies in Kenya and particularly Langas. Many of the Cash Transfer Programmes target the ultra-poor and labour-constrained. They aim to improve children's socioeconomic situation, food

security, and health, as well as their nutritional and educational status. Improvements in human capital can lead to an increase in labor productivity and employability, therefore these expenditures in health and education can have economic advantages. Sensitization of beneficiary households on child participation and encouragement to involve OVCs in decision making on the utilization of the Cash Transfer.

Key Words: ***Cash Transfer Programme, Education of OVC Beneficiaries***

1.0 INTRODUCTION

Maluccio (2000-2001), to establish whether Red de proteccion social meaning social protection network had an effect on education and child labour in rural Nicaragua, conducted a study. The programme was intended to reduce both prevailing and future poverty. The study aimed to achieve the set objectives of the conditional cash transfer which included; reducing school desertion during the first four years of primary school, increasing the health care and nutritional status of children under age five and supplementing household income for up to three years to increase expenditure on food once received the cash transfer upon fulfilling pre-condition of attending a bimonthly educational workshops and on bringing their children under age 5 years for schedule health care appointment. One received a cash transfer upon regular school attendance of children from beneficiary households.

The researcher randomly selected beneficiaries from a pool of equally qualified candidates' recipients and non-recipients had both the same observed and unobserved characteristics on average. In both the intervention and control areas, data on households and individuals were collected before and after the cash transfer was introduced. This enabled the use of double difference method to calculate average programme impact. The study used a stratified random sample of 1585 households, approximately 13% of the household population in the study area. Follow up survey revisited all the original households and successfully re-interviewed 1494 households.

The study found that cash transfer had a significant and a substantial effect on schooling matriculation or admission and enrollment during its first year of operation in 2001. The effectiveness of the cash transfer program was found to have overwhelming approval in the study. The monetary transfer had resulted in a significant decrease in child labor within the target demographic. The experimental design applied in the study revealed that if the programme was expanded elsewhere, it could be equally successful. The Nicaragua government supported the expansion of cash transfer programme and made it a integral part of its poverty reduction programme. The study was conducted in rural Nicaragua and used a larger sample size of 1585 unlike this study, which was carried out in Kenya in an urban area Eldoret. Just like the study in Nicaragua, this study used stratified random sampling technique in getting information from heterogeneous population.

Attanasio and Emla (2008), carried out a research in rural areas in Colombia. The study's goal was to see how familias en Accio, or families in action, a conditional cash transfer program that has been in place in rural Colombia since 2002, affected school enrollment and child labor. The conditional cash transfer program aimed to alleviate long-term poverty by encouraging the accumulation of human capital among children from impoverished or poor/needy families, as well as lowering poverty through the transfer payment.

A survey was carried out to ascertain a general view of the familias en accio or families in action cash transfer. The study also used descriptive statistics and summarized information using the collected statistics. The research also used stratified sampling by partitioning the randomly selected population or households into sub populations. The study also used quasi experimental design and randomly assigned treatment areas and controlled areas whereby the study was done in areas receiving cash transfer and areas which did not receive the cash for comparison purposes.

The study found that the upsurge in conditional cash transfer in developing countries had matched by wide spread evaluation of the programme with all the evidence pointing to positive impacts on school enrolment. The study provides evidence that the programme had increased school enrolment substantially. The study found that the programme increased the school participation rates of 14 to 17 years old children quite

substantially by between 5% and 7% to reach enrolment rate of 64% and 82% in rural areas respectively. The study also found that time spent in doing domestic work was reduced by less than the increases in time spend in school. The study applied quasi experimental design compared to this research which used ex post facto design in investigating the past events of CT- OVC programme.

Reimers and DaSilva (2006), carried out a study to ascertain whether the specific objectives of Oportunidades meaning cash transfer opportunities in education in rural Mexico were being achieved. According to the department of social development in Mexico, the specific objectives of Oportunidedes or Opportunities were; to improve educational access to those in extreme poverty, to lower the rate of child illness to reduce school absences, to increase children's opportunities to complete basic education and to encourage family participation in schooling. The programme benefited only children attending grade 3 to 9 of basic education. The programme expanded to include children less than 18 years old who were enrolled in primary and lower secondary education and those less than 22 years old who were enrolled in upper secondary school.

Multivariate statistical methods were used whereby more than two statistical variables were analyzed at once to assess the impact of the cash transfer. The study also applied difference-in difference estimators. Most quantitative evaluation on education used data from both household surveys and school indicators/documents provided by the national educational authority. The research also used both quantitative and qualitative methods. The research applied quasi experimental design whereby treatment and controlled households were randomly selected. The study found that there was increased probability of boys' attendance by 1.3% to 1.8%. girls drop out in grades fell by 17.9% and boys by 14%. Repeating grades fell by 8.4% for girls and 3.8 for boys. Multivariate statistical analysis was appropriately used in the study because variables for the study were more than two. This study did simulation and used multivariate statistical analysis due to the four variables under investigation.

Behassine and Devoto (2013), conducted a study after being invited by the government of Morocco. The government of Morocco wanted to help in conducting a research of a new conditional cash transfer programme called Tayssir meaning facilitation which aimed at increasing the rural primary school completion rate which stood at 60% as of 2008 in Morocco. The programme targeted children aged 6 - 15 years. The study was undertaken to ascertain the impact of Tayssir or facilitation on children enrolment, transition and completion. The study took place in five poorest rural regions of Morocco out of sixteen administrative units.

The study used piloting technique which took place in five poorest regions out of the sixteen regions in Morocco. A total of 320 rural primary school sectors (65%) of all the selected regions were sampled for the study. Out of 320 school sectors in the study 260 were randomly selected to participate in Tayssir or facilitation pilot programme. The 260 school sectors constituted the treatment group while the remaining 60 school sectors were selected to constitute control or comparison group. The 260 school sectors in the treatment group were subdivided randomly into four sub groups with a two-two design that is; conditional on attendance or labeled cash transfer and father versus mother beneficiary. Father versus mother split to 50%-50% and the conditional versus labeled split to 69% -31%.

The study came up with the following findings: there was larger impact of labeled cash transfers. Over 2 years the labeled cash transfer reduced the dropout rate by around 70% among the enrolled at baseline. There was increased re-entry by 85% among those who had dropped out before the baseline and decreased the share of those regarded as never schooled by 43%. The cash transfer also had a large positive effect on school participation conditionality and lowered the impact on re-enrolment of children who had dropped out of school because conditionality discouraged some households or some teachers from enrolling weaker children in the programme. The study found very little difference in impacts between transfers made to fathers and transfers to mothers. The study was undertaken in Morocco rural schools unlike this study which focused on urban slum residents in Langas, Eldoret.

Miller and Tsoka (2017), carried out a study in rural Malawi particularly in Mchinji district. The aim of the study was to establish the impact of monthly cash grants targeted on ultra-poor households and designed to

reduce poverty and enable families to invest in human development. The specific objective of the study was to examine the short term impacts of the Malawi social cash transfer scheme on child education and labour. It assessed whether households receiving a monthly cash transfer invest in their children's human capital development by prioritizing child education and reducing child labour outside the home.

The researcher conducted randomized community trial with baseline and end line surveys of intervention and control households. The study verified school enrolment and completed key informant interviews and at the same time used group focus discussion. Data was obtained from a randomized community control and treatment using a mixture of qualitative and quantitative methods. The study applied multi-stage community evaluation in order to select 10% of the poorest households that were also labour constrained. Households receiving cash transfer were randomly selected from the first group villages and also randomly selected households from the four remaining control village groups/households.

Qualitative questionnaire, structured qualitative interview and focus group discussion guides were developed in English, translated into Chichewa language and translated back to English. Research assistants were trained to use all the data collection instruments which were then pilot tested. The questionnaire and qualitative instruments captured a range of demographic and economic information. Child labour was measured using indicators of whether children performed household chores for instance shopping, collecting firewood or water, doing laundry, working in the fields in business or selling things and income generating activities outside the household for money.

The study found that intervention children had higher enrolment rates than comparison children, the enrolment rate increased for all children between 6-15 years in each study group. In the enrolment verification, the study found that 96% of children reported by household heads to be in school. Among the 4% not in school were completely unknown and were probably ghost children. The study also found that 8-11% difference in the proportion of boys and girls doing household chores in intervention versus comparison households, household heads reported that boys spent on average of about 1-2 hours per week doing chores and girls spent 2-3 hours. Also children in school had higher rates of doing chores than out of school young people that is; 75% versus 62%. The study used translators to translate English to Chichewa language and back to English. This study used translators in some households due to heterogeneity of the population in Langas Ward.

Eyal, Ingrid and Bur (2015), carried out study in South Africa to examine the effects of the South African child support grant on educational outcomes of older teenagers. The Child Support Grant was intended to remove racial and gender inequality by effectively targeting poor children no matter their household status, improving nutrition in the critical early years and scaling up to large numbers of recipients.

The study used the South African National income Dynamics Survey to examine the link between receipt of child support grant, school enrolment and educational attainment. The National income dynamics survey had measured economic, social and health information over a period of time by South African households. The study also used on-parametric estimates where by data from the National income dynamic survey was used without any guidance, hence estimating outcomes. Further the study applied descriptive statistics which involved calculating of frequency percentages and mean or average.

The study found that older teen child support grant beneficiaries had enrolment rates that were at least 10% higher than non-beneficiaries of similar income levels and that cumulative duration of receipt was also associated with higher enrolment. The research also found that there was no impact of accumulated receipt on educational attainment. The cash transfer improved mental health of recipients and was associated with higher enrolment levels. Both international and domestic literature reviewed showed that child support grant improved school enrolment. The study depended on document analysis to obtain information. Unlike this study, which used both questionnaire and document analysis to obtain required information.

Muthuri (2014), conducted a research which sought to investigate the relationship between cash remittances from government to poor households and school enrolment in Kenya. The study utilized cross sectional data

from the government of Kenya 2005/2006 household budget survey and utilized a probity model as the basis of its analysis. Data from the Kenya National Bureau of Statistics (KNBS) and descriptive statistics were also used.

The study found that cash transfers positively influenced school enrolment. It also increased social welfare to the poor. Cash transfer aided in breaking the vicious cycle of poverty. The study noted that primary, secondary and tertiary educated male household had negative effect on school enrolment contrary to their female counterparts and therefore concluded that Cash transfers should be channeled through women. Mathura's study investigated one variable that is education in schools, whereas this research was conducted in a residential area in an urban setting and investigated four variables.

Between 2015-2017 united Nation High Commission for Refugee (UNHCR), conducted a study in Kenya. The purpose of the study was to establish the impact of cash based interventions or cash assistance in refugee education in Kenya. The study was carried out in Nairobi, Dadaab and Kakuma where UNHCR supports and expands Kenya's free primary and secondary education through cash assistance.

The study was a field mission to Kenya and therefore a case study was conducted in a descriptive and exploratory analysis. Interviews were conducted with the key informants. Also the existing literature on the subject matter was reviewed. Further the study used observation method in gathering some information.

The study found that cash assistance had a positive impact on school attendance and educational outcomes. Further the study found that cash based interventions prevented school withdrawal, reduced child labour participation and hours worked. The cash assistance to refugee children protected them from child abuse. The study also found that the size and duration of the transfer influenced long term impact. It was also found that cash transfer conditionality can, but does not necessarily lead to greater educational outcomes. Further the study found that complementary interventions including supply related services would have influenced the impact.

The effects of cash transfer were largely limited to the duration of programme participation. The study revealed that cash transfer provided during multiple years helped in sustained enrolment and encouraged school completion. The cash transfer also reduced the retention rate as parents might not be able to cater for the other components such as lunch and transport. The common factor in UNHCR (2015-2017) study and this one is that it was undertaken in Nairobi and this one was carried out in Eldoret. The two studies were conducted in refugee camps which differ from this study in terms of environment.

Nasengo (2013), conducted research in Garissa County's Dujis District. The study's major goal was to determine the impact of a cash transfer program in improving the lifestyles and education of orphans and vulnerable children in Garissa County's Dujis District. The investigation was conducted using a survey method. This permitted the research to go beyond the statistical results, into finding out the effectiveness of the cash transfer programme deeply and exhaustively (Mugenda & Mugenda, 1999).

The target population of the study was 500 guardians of household who at least had an orphan benefiting from the programme. Mugenda and Mugenda, (1999), observed that a sample of 30% of the target population is sufficient. The study selected a sample of 150 households using systematic sampling procedures. Gay (2003) also proposed that a sample size of 10% is sufficient. The study also used census sampling in selecting 5 chiefs making a total sample population of 155 respondents.

The study revealed that the respondents spent the money for food, schooling, and clothing. The study also established that 66.7% responded that cash transfers had positively impacted the health and education of the beneficiaries. Only 0.6% of the respondents strongly disagreed with the statements. The study established that majority of the respondents 57% were doing farming as their primary activity. Majority kept animals with a few doing crop farming. This was followed by business with 28% which included operating small kiosks, selling milk and operating butcheries. The least were respondents who were employed with 15% with a majority working as casual workers. The study used systematic sampling and selected a sample of 150

households unlike this study which used random stratified sampling procedure with a sample size of 203 households. The environments of the two studies are quite different.

II: RESEARCH DESIGN AND METHODOLOGY

2.1 Research Design

A research design is a blue print or detailed plan for how a research study has to be completed (Kumar, (2014). According to Creswell, (2009) a research design has three major elements which include strategies of inquiry, philosophical assumptions and specific research methods. Therefore, this study employed mixed methods, that is; qualitative approach (thematic method) by writing field notes and used quantitative approach by generating numerical data using selected sample. The study also used household surveys (questionnaires) and document analysis to obtain relevant information.

The study used Ex Post Facto design in examining how an independent variable or variables, prior to the study affect dependent variable or variables. According to Wanjohi, the study used an ex-post facto research strategy, often known as a causal comparative design (2014).This design therefore sought to establish cause and effect, and how the independent variable relates to dependent variables after an action has occurred. The goal of the researcher was to establish if the cash transfer to orphans and vulnerable children programme (independent variable) affects beneficiaries' livelihoods in terms of their socio-economic status, health, education and food security (dependent variables) and then did comparison. The rationale for using this design was that the researcher would not have direct control of the independent variable. This research design was appropriate for the study because factors that affect beneficiaries' livelihoods such as availability of cash transfer, government policy and target group, had already occurred and could not be manipulated by the researcher.

2.2 Description of Target population

Yuko & Onen, (2005) define target population as the total number of subjects or the total environment of interest to the researcher. A sample is part of the target population or accessible population that has been procedurally selected to represent it (Yuko & Onen, 2005).The target population for the study was 411 caregivers who are registered on cash transfer for orphans and vulnerable children programme by the government of Kenya. The study purposively selected3 programme officials (Children Officers) who provided in-depth information about the programme, 1 child (aged between 15-17) from each village to validate the information provided by their caregivers, 1 community health worker from each village to provide information about beneficiaries' heath, nutrition and food security, 1 opinion leader from each village including the area Chief who provided overall information from their supervisory role perspective. Table1 below shows the researcher's target population matrix.

Table 1: Target Population Matrix

Name of Village	No. of Caregivers
Block 1	51
Block 2	63
Block 3	72
Block 4	66
Block 5	50
Block 6	76
Block 7 (Yamumbi)	33
Total	**411**

Source: **Children's Office Eldoret, 2020**

2.3 Description of the Sample and Sampling Procedures

Mugenda and Mugenda (2003) as a technique of selecting the subjects or cases to be included in the sample define sampling procedure. The study adopted Yamane, (1967) formula for calculating sample size from a target population of 411 OVC beneficiaries. The formula is; $n = \frac{N}{1+N(e)^2}$

Where n is the sample size, N is the population size, and e is the level of precision or error of tolerance with confidence level of 95% (giving a margin error of 0.05). Thus the equation below:

$n = \frac{411}{1+411(0.05)^2} n = \frac{411}{1+411\,x\,0.0025}$ $n = \frac{411}{1+\,x\,1.0275}$ $n = \frac{411}{2.0275} n = 202.7$

Approximated value of n = 203

The researcher applied proportional sampling using Yamane, (1967) formula to calculate sample proportions from each of the 7blocks/villages in Langas Ward to get a total sample size of 203 as shown in table 2 below

Table 2: Sample Size

Name of Village	Target Population	Proportion/Sample	Sample Size
Block 1	51	51*203/411=25	25
Block 2	63	63*203/411=31	31
Block 3	72	72*203/411=36	36
Block 4	66	66*203/411=33	33
Block 5	50	50*203/411=24	24
Block 6	76	76*203/411=38	38
Block7Yamumbi	33	33*203/411=16	16
Total	**411**	**203**	**203**

Source: Children's Office and Researcher Compilation, 2020

Krejcie, & Morgan, (1970) provides a table (table 1) for determining sample size from a given population. The table indicates that in a population of between 400 and 419 its sample size should be 196. Kothari,

(2004), observed that the size of a sample should neither be excessively large nor too small. It should be optimum and one which fulfills the requirement of representativeness. Based on this, the study used Yamane (1967) formula of selecting a sample size of 203 from a target population of 411.

The study used stratified random sampling with the seven blocks/villages forming the strata from which the sample was drawn from. Kothari, (2004), noted that stratified sampling technique is applied so as to obtain a representative sample. There are 411 registered CT beneficiaries in Langas Ward which is divided into 7 blocks/ villages. These blocks include block 1 with 51, Block 2 with 63, Block 3 with 72, Block 4 with 66, Block 5 with 50, and Block 6 with 76 and Block 7 (Yamumbi) with 33 making a total of 411 beneficiaries. The study also used proportional sampling as shown in table 3.2 above to reach the sample size of 203. Using the sampling frame, the starting point was randomly set as 1 in each of the seven blocks and every second household was selected until the sample size of 203 was reached.

The researcher also used non-probability sampling techniques (purposive/judgmental sampling). This is a sampling technique that allows a researcher to use cases that have the required information with respect to the research questions. The researcher therefore handpicked participants because they are informative and possessed some level of education (Mugenda & Mugenda, 2003).7Orphans and vulnerable children aged between 15-17 years, 7community health workers and 7 opinion leaders were purposively picked. The decision to use purposive or judgmental sampling technique was informed by its provision of an opportunity to create generalizations from the data collected using selected typical, useful cases only and its simplicity in administration as noted by Yuko & Onen, (2005).

2.4 Description of Research Instruments

Instruments or instrumentation refer to the tools to be used for collecting data and how those tools were developed (Yuko & Onen, 2005). The study collected both primary and secondary data. Primary data for the study was collected using questionnaires. Secondary data was collected by analyzing documents from the Ministry of Labour and Social Protection and Kenya Bureau of Statistics and cash transfer database. The collection of primary data was done using questionnaires filled by caregivers, programme officials, OVCs, community health workers and opinion leaders with the assistance of research assistants. The study used self-made tools which included questionnaires and rating scales (ordinal scales).

Questionnaire refers to a research instrument consisting of a series of questions for the purpose of gathering information from respondents. The study therefore used both structured and closed ended questions, unstructured or open ended questions. This study preferred questionnaires because it is an effective method of collecting data on samples and can easily be analyzed (Cooper and Schindler, 2011). Mugenda and Mugenda, (2009) describe a questionnaire as a suitable tool designed to address the specific objectives and test hypothesis. According to Mugenda and Mugenda, (2009), structured questions give precise information which minimizes bias and facilitates data analysis while unstructured questions allowed respondents to express themselves freely and make suggestions where possible.

All questionnaire items were anchored on a five point ordinal scale with 1= Very often 2= Often 3= Not often 4= Not at all 5 = undecided. The wordings on this scale varied depending on the items. The researcher used ordinal scale which is usually arranged in ascending or descending order. These attributes are used to depict or measure the degree of occurrence of a variable. Kothari, (2004) observed that ordinal scales only permit the ranking of items from highest to lowest. The choice of ordinal scale was based on its ease comparison of variables, extremely convenient to group the variables after ordering them and its simplicity of analysis and categorization.

The researcher also used document analysis as an important tool in this study. Secondary data provided a useful starting point for this study by providing what is already known and what remains to be identified in a particular topic (Steward & Kamins, 1993). The rationale of using document analysis as a tool was that secondary sources suggested problem formulations and further research directions, and allowed the researcher to address issues and detect gaps in existing literature regarding different segments of the research

area. Document analysis therefore included the evaluation of results of other researchers' work in the related field, cash transfer journals, and cash transfer database, Ministry of Labour and Social Protection publications and other relevant books.

2.5 Description of Data Collection Procedures

Mugenda and Mugenda (2003), observed that a researcher should carry out pre-field work activities before embarking on data collection in the field. This study therefore sought for a research permit, prepare a work plan or research protocol, train research assistants, pre-test research instrument and distributing it.
The researcher developed questionnaires that were used in collecting data from the respondents. The researcher also sought for a letter of introduction from The Catholic University of Eastern Africa which was vital in obtaining research permit from the National council of science and technology. In addition, the researcher sought for permission/approval from the Office of the President through the County Commissioner, Uasin Gishu County and the Ministry of Labour and Social Protection through the department of children services Uasin Gishu and finally consent from the respondents before the commencement of the actual data collection.

The researcher did self - collection of data in Langas Ward and was assisted by four trained research assistants. The 203 questionnaires were dispatched to the respondents accompanied with a forwarding letter and an introduction letter from The Catholic University of Eastern Africa. The population of Langas Ward was heterogeneous and therefore the researcher needed interpreters from English to Kiswahili and where possible to mother tongue. Translation work in this study was done by trained research assistants. The researcher administered the questionnaires by himself while being assisted by 4 research assistants who assisted in feeling the questionnaire and also work as interpreters especially among illiterate respondents.

2.6 Validity of the instrument Results

Nachmias, and Nachmias, (1996) cited by Wanjohi, (2014), observed that validity (accuracy) is the degree to which a test or an instrument measures what it purports to measure. Further Nachmias and Nachmias postulate that there are two main types of validity such as face validity and content validity. Face validity relates to whether a test appears to be a good measure or not. Content validity involves a systematic examination of the test content to determine whether it covers a representative sample (Anastasi & Urbina, 1997).

According to Bryman (2008), validity refers to whether an indicator or combination of indicators designed to measure a notion actually measures that concept. Validity refers to the accuracy and significance of inferences drawn from study findings. Validity refers to the degree to which the outcomes of data analysis accurately reflect the subject under investigation. It is how accurate the data obtained in the study represents the variables of the study (Mugenda & Mugenda, 2003).

The researcher tested content validity in an instrument by consulting a panel of experts who reviewed the instrument such as a questionnaire in terms of specifications and the selected items as observed by Foxcroft, Paterson, le Roux & Herbst, (2004).The study employed expert judgment of content validity to ascertain whether the data in the questionnaire represented all variables under study. In order to test the validity of research instruments (questionnaire and document analysis), the researcher sought for expertise and opinion from the supervisors and other research experts ahead of the researcher with experience to be able to assess relevance of the content in the research tools against the research questions of the study.

The decision to use expert judgment as a method of determining validity was guided by Kothari, (1990), who noted that the determination of content validity is primarily judgmental and intuitive (depending on one's knowledge and experience), and can be determined using a panel of persons who judge how well the instrument meet standards. On this basis, the suggestions were obtained from the experts to improve the items on the questionnaire used in this study.

2.7 Reliability of the instrument Results

Kumar, (2005), observed that reliability is a measure of consistency, stability, predictability and accuracy of an instrument. Kumar further observed that the greater the consistency and stability of an instrument, the greater its reliability. Mugenda & Mugenda, (1999), noted that reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. When an instrument can precisely measure a variable and produce consistent findings over time, it is considered reliable. It is the ability of the research instruments to produce similar results repeatedly under consistent conditions.

The researcher employed a test-retest method of estimating reliability of instruments. This involved the administration of the instrument (questionnaire) twice within an interval of two weeks. The two sets of scores were correlated to establish the reliability of the instruments.
In the application of test-retest to estimate the reliability of the instruments, the correlation coefficient between the first set of data obtained from the second session of administration of the questionnaire was computed. The researcher therefore, computed the Karl Pearson coefficient of correlation between the data obtained from the first set of administration, and that obtained from the second session of administration of the questionnaire. Using Karl Pearson computation of data, the first administration and the second administration results, the coefficient was 0.91. This implied that the questionnaire was reliable Mugenda and Mugenda, (2003), noted that coefficient of 0.80 or more implies that there is a high degree of reliability of the data.

The researcher also employed split halves method to test internal consistency of the data. The questionnaires were split into two halves and the researcher assessed whether the data in the first halve was merging with the data in the second half. After assessment of the two halves, the researcher found that the data in two halves were consistent. This consistency of data assured the researcher of the reliability of the instruments.

2.8 Description of Data Analysis Procedures

Data analysis is a process of inspecting, cleaning, transforming and modeling data with the goal of underlining essential information (Ader & Mellenbergh, (2008). According to Mugenda and Mugenda (2003), data obtained from the field is in raw form and is difficult to interpret and therefore such data must be cleaned, coded, and key-punched into a computer and analyzed. Yuko and Onen, (2005), noted that data analysis involves organization, interpretation, and presentation of collected data.

The researcher employed both quantitative and qualitative data analysis. In quantitative data (numeric data) analysis procedure, descriptive statistics such as frequencies, percentages, means and standard deviations were used. The Statistical Package for Social Sciences (SPSS) was used to run the descriptive statistics. Tables and figures were used to summarize data. The researcher used ANOVA model to analyze quantitative data. This model was used to determine the mean, standard deviation P value or level of significance. The significance level of less than 0.05 was an indication that the effect of the measure was strong or significant and the significance level of more than 0.05 was an indication that the effect of the measure was insignificant. The study used ANOVA model results to determine the significance level of variables which were investigated.

The ANOVA model results were used to test H_1 H_2 H_3 and H_4.Mugenda and Mugenda, (2003), noted that if hypotheses are to be tested, the researcher must state the level of significance to be used in such tests. This study therefore tested the hypotheses at 95% level of confidence with a sampling error (margin error) of 0.05. In H_1 the Cash Transfer had a strong effect on the economic wellbeing of the beneficiaries with a P value of 0.011 which is less than 0.05 significance level. In H_2 the Cash Transfer had insignificant effect on the health of beneficiaries with a P value of 0.759 which is greater than 0.05 significance level. In H_3 the Cash Transfer had a significant effect on education level in Langas Ward with a P value of 0.007 which is less than 0.05 significance level. In H_4 the Cash Transfer had insignificant effect on food security with a P value of 0.417 which is greater than 0.05 significance level.

The qualitative data were derived from the caregivers of orphans and vulnerable children, Programme officers, OVCs, opinion leaders and community health workers who filled open ended questions in a questionnaire. In qualitative data analysis (non-numeric data), the researcher used thematic method to look for similar words or strings in a qualitative data, sorting and categorizing them into themes. This was done in order to reduce a large volume of raw data into homogeneous themes to get meaningful relationship as noted by Wanjohi (2014). The researcher used SPSS to determine the most repeated and less repeated themes. The results were presented in percentage form.

2.9 Ethical Considerations

Mugenda and Mugenda, (2003), defines ethics as that branch of philosophy which deals with one's conduct and serves as a guide to one's behaviour. In this study the researcher ensured that the respondent's confidentiality, privacy and anonymity were upheld. This was done through written assurance on the confidentiality of the respondents and use of codes rather than their names. This eliminated fear that was likely to arise due to suspicion. The researcher also sought for authorization from the office of the President through County Commissioner's office Uasin Gishu County. All the participants of the study were notified and updated with the aims, methods and the benefits of the research to both the researcher and the participants. Their consent was sought at every stage of the study to ensure that the study complied with the research ethics.

The study requested for the letter of transmittal as an important tool in research. According to Mugenda and Megenda (2003), this refers to a covering letter that provides a brief about the research. The researcher made a brief letter explaining the purpose, importance and significance of the study to the respondents. The researcher indicated in the letter how the findings of the study would be shared with the respondents and a brief assurance of confidentiality. The researcher wrote a letter to the parents and guardians of the children, requesting them to allow their children to participate in the study as they were major stakeholders. Finally the researcher sought for advice and clearance from The National Commission for Science, Technology and Innovation (NACOSTI) to pursue this noble career.

III: RESULTS

3.1 Effect of Cash Transfer on Education of Beneficiaries

The third objective of this study was to assess the influence of Orphans and Vulnerable Children Cash Transfer programme on education of the beneficiaries in Langas Ward. The effects of cash transfer on education was analyzed in terms of enrollment of OVCs in schools, school attendance academic performance, enhancement of education among OVCs, transition, school completion and retention of OVCs in school.

The Cash Transfer has reduced the number of school dropouts in Langas Ward. Out of 203 respondents, 201 (99%) said that the Cash Transfer has reduced the number of school dropouts. This can be interpreted to mean that Cash Transfer has enabled school going children to transition and complete school in Langas Ward. Only 2 respondents (1%) reported that the amount provided is inadequate to reduce school dropouts. Majority of the respondents (78.8%) reported that the cash transfer money is spent on paying school fees while 20.2% said that the money is spent on food. The remaining 1% reported that the cash transfer is spent on medication.

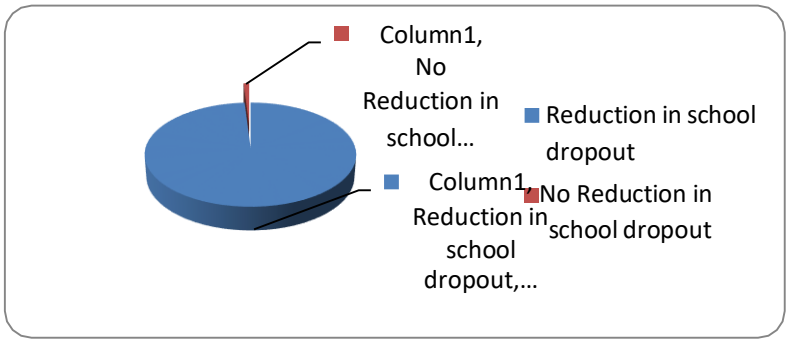


Figure 1. Whether Cash Transfer has reduced the number of school dropouts or not
Source: Survey Data, 2021

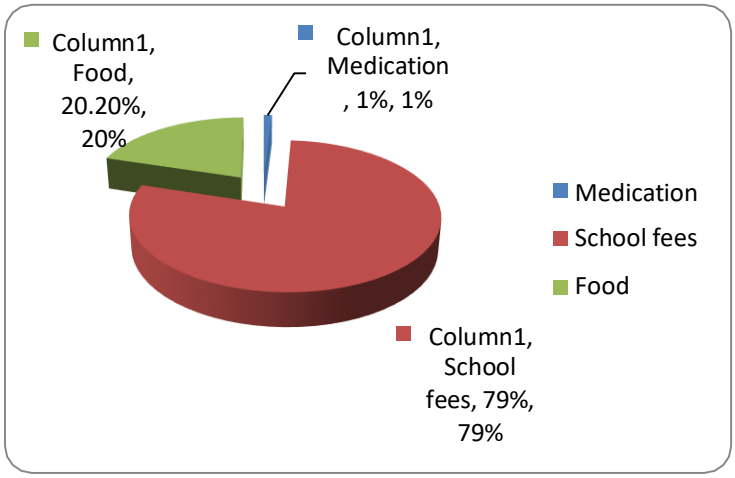


Figure 2.what is the main use of cash transfer?
Source: Survey Data, 2021

In the study conducted by Reimers and DaSlilva (2006) in Mexico, opportunidedes meaning opportunities, cash transfer improved educational access to those in extreme poverty, reduced school absences and provided children to complete school. This is similar to what was reported in Langas Ward.

The table below shows quantitative analysis and results of the effect of cash transfer on education of CT-OVC beneficiaries using ANOVA model.

Table 3.1: Effect On Education

Tests of Between-Subjects Effects

Dependent Variable: EDUCATION mean

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	5.116[a]	3	1.705	4.154	.007
Intercept	507.214	1	507.214	1235.337	.000
YEARS IN PROGRAMME	5.116	3	1.705	4.154	.007
Error	81.707	199	.411		
Total	776.328	203			
Corrected Total	86.823	202			

R Squared = .059 (Adjusted R Squared = .045)

Source: Survey Data, 2021

The Cash Transfer programme has significant influence on education level of beneficiaries in Langas ward, with p-value 0.007 which is less than 0.05 significance level as shown in table17 above. This implies that CT is effective in increasing education status among beneficiary children. Cash transfer can be labeled as an education support program. The effect of cash transfers is overall much stronger on schooling.

V: SUMMARY OF THE FINDINGS

5.1 Effects of the Cash Transfer on Beneficiaries' Education

The majority of the respondents (78.8%) revealed that the Cash Transfer money is spent on educational needs especially in paying school fees. The study established that the Cash Transfer has reduced the number of school dropouts in Langas Ward. Out of 203 respondents, 201 (99%) responded that the Cash Transfer has reduced the number of school dropouts. This implies that cash transfer has contributed to student retention in schools as well as transition from one level to another. Only 2 out of 203 (1%) participants responded that the cash transfer has not reduced the number of school dropouts among OVCs. This can be interpreted to mean that Cash Transfer has enabled school going children to transition and complete school in Langas Ward. The study also discovered that Cash Transfer Programme had significant influence on education level of beneficiaries in Langas ward, with p-value 0.007, which is less than 0.05 significance level. This implies that CT is effective in increasing education status among beneficiary children. Cash transfer has been labeled as an education support programme. The effect of cash transfers is generally much stronger on schooling in Langas Ward.

SUMMARY OF THE FINDINGS

5.1 Conclusion

OVC-CT programme has become an important tool of social protection and poverty reduction strategies in Kenya and particularly Langas. Many of the Cash Transfer Programmes target the ultra-poor and labour-constrained. They aim to improve children's socioeconomic situation, food security, and health, as well as their nutritional and educational status. Improvements in human capital can lead to an increase in labor productivity and employability, therefore these expenditures in health and education can have economic advantages.

5.2 Recommendation

Sensitization of beneficiary households on child participation and encouragement to involve OVCs in decision making on the utilization of the Cash Transfer.

REFERENCES

Reimers, F & Da Silva, C. (2006).*Where is the "Education" in Conditional Cash Transfers in Education?*

Ressler. P. (2008).*The Social Impact of Cash Transfers. A study of the Impact of Cash Transfers on social Networks of Kenya Households Participating in Cash Transfer Programmes.*

Riccio J., A. (2013). *New Findings on New York City's conditional cash transfer programme. USA*

Rosella, D. & Rosana, (2013).*Effect of a Conditional Cash Transfer Programme on Children Mortality: a Nationwide Analysis of Brazilian Municipalities*.

Save the children UK, Sridhar D. & Seidenfeld, G. (2006). *A Review of the Impact of Cash Transfer Programmes in Honduras on Child Nutritional, Food Security Status and some Implications for Save the children UK Programmes.*

Schubert & Huijbregts, (2006).*The Malawi Cash Transfer Pilot Scheme, Preliminary Lessons Learned*. New York

Seidenfeld, D. & Tembo, G. (2014).*The Impact of an Unconditional Cash Transfer on Food Security and Nutrition: The Zambia Child Grant Programme*

Simon, M., K. & Goes, J. (2013).*Assumptions, Limitations, Delimitations and Scope of the Study. Dissertation Recipes*. Retrieved from https:www.desertationrecipes.com

Slater & Mphale, (2008).*Cash Transfers, Gender, And Generational Relations: Evidence From A Pilot Project In Lesotho*

Steward, D. & Kamins, M. (1993).*Secondary Research: Information, Sources and Methods (vol.4).* Beverly Hill: Sage.

Stiglitz, J., Sen, A. & Fitoussi, J. (2009).*Report by the Commission on the measurement of Economic Performance and Social Progress*. Retrieved from https://www.insee.fr/fr/publications-et-services/dossiersweb/stiglitz/doc-commission/RAPPORTanglais.pdf.

Strategic Plan. (2017-2021).*Education for Life*. Eldoret

Syanda, M., M. (2017).*Influence of Cash Transfer Programme on Social Economic Status of Beneficiaries in Kenya: a Case of Persons Living with Disabilities in Kitui Central Sub County in Kitui County*. University of Nairobi.

The National Gender and Equality Commission.(2014). *Participation of Vulnerable Populations in their own Programmes; the Cash Transfers in Kenya.*

United Nations Development Programme (UNDP, 2005*). Human Development Report, International Cooperation at a crossroads, Aid, Trade, and Security in an Unequal World*

United Nations Educational, Scientific and Cultural Organization (UNESCO, 2009).*Education Indicators: Technical Guidelines*. Retrieved from https://www.unece.org.

United Nations High Commission for Refugees (UNHCR, 2015-2017). *Cash Transfer for Education: a Global Review of UNHCR Programmes in Refugee Settings: Kenya.*

Vhurumuku, E., (2014). *Integrating Nutrition and Food Security Programming for Emergency Response*. Retrieved from https://www.fao.org.

Wanjohi, A., M. (2014).*Social Research Methods Series: Proposal Writing Guide.* Nairobi: Kepro Publications.

World Health Organization (WHO, 2003).*Millennium Development Goals – The Health indicators: Scope, Definitions and Measurement Methods.* Geneva

World Health Organization (WHO, 2015).*Global Reference List of 100 Core health Indicators*. Retrieved from https://www.apps.who.org.

Yamane, T. (1967).*Statistics, an Introductory Analysis 2nd Ed.*, New York: Harper and Row

Yefu, Z., Tong, Y., and Jing D. (2018).*Effect of a Conditional Cash Transfer Programme on Nutritional Knowledge and Food Practices among Caregivers of 3-5 years- Old Left-Behind Children in the Rural Hunan province, China*

Yuko & Onen, (2005).*A general Guide to Writing Research Proposal and Report*. Kisumu: Options Publishers

Zimmerman, M., A. (1995).*Psychological, Organizational & Community Empowerment Levels of Analysis. American Journal of Psychology*: Kluwer Academic