UNIVERSITY FOR DEVELOPMENT STUDIES

UNIVERSITY FOR DEVELOPMENT STUDIES

ASSESSMENT OF NON-GOVERNMENTAL ORGANIZATION ACTIVITIES IN
ENHANCING PRIMARY EDUCATIONAL OUTCOME AND IMPLICATION FOR
TRAINING AND DEVELOPMENT WITHIN TOLON DISTRICT

LINDA ACHEAMPONG

2025

UNIVERSITY FOR DEVELOPMENT STUDIES

ASSESSMENT OF NON-GOVERNMENTAL ORGANISATION ACTIVITIES IN
ENHANCING PRIMARY EDUCATIONAL OUTCOME AND IMPLICATION FOR
TRAINING AND DEVELOPMENT WITHIN TOLON DISTRICT

LINDA ACHEAMPONG

(UDS/MTD/0005/21)

(Bed Basic Education)

Thesis Submitted to the Department of Educational Management and Policy Studies, Faculty of
Education, University for Development Studies in Partial Fulfillment of the Requirements for the
Awards of Master of Philosophy Degree in Training and Development

March, 2025

DECLARATION

Candidate's Declaration

I certify that this dissertation is the result of my own original work and that no part of it has been submitted to this university or any other university for consideration for another degree.

Signature........................... Date.....07/03/2025.....

Name ; Acheampong Linda

Supervisor's Declaration

I certify that I have followed the instructions provided by the University for Development Studies regarding the supervision of thesis preparation and presentation.

Signature: .... Date: ...7TH MARCH 2025

Name: DR. CHRISTIAN EVADZI

ABSTRACT

The purpose of this study was to assess the effects of non-governmental organisations (NGOs) on the outcomes of elementary education in the Tolon District, with particular attention to the implications for activities related to training and development. The research design used in the study was a case study with a qualitative research approach. Using purposive sampling technique, 40 participants were recruited. Focus groups and key informant interviews were used as the primary methods of data collection. The data was analysis using the thematic approach. The results of the study show that there is a rise in the primary school enrollment rate. The study also found that most teachers only attend classes three days out of the week due to absenteeism. The research further reveals that there is shortage of furniture in the lower elementary level. With regards to the contribution of non-governmental organisations to the district, the study revealed that non- governmental organisations offer various services such as developing infrastructure, providing in-service training for teachers, and producing instructional materials. The results of the study showed that educators require training in both speaking the Local dialect of the area and using technology to get up-to-date information from the internet. For the purpose of enhancing educational results, the study suggested that Ghana Education Service assist in providing furniture to primary schools, make sure teachers show up to class every day, it was also suggested that teacher monitoring be improved. In addition to information technology, teachers must receive training in the local dialect.

KEY WORDS: Assessment, Education, Non-Governmental Organsation, Training and Development

ACKNOWLEDGEMENT

Despite the demands of job and family, I am grateful to God for my excellent health and energy to complete this programme.

My gratitude is extended to my parents, Mr. and Mrs. Acheampong, for their support, and to my siblings for their sacrifices made throughout this academic time. I express my gratitude to Ebenezer, Dave and Evana, my children, for their patience. God bless you everyone, and may He unite us in love and unity so that we can move forward together. I love you all.

I express my gratitude to my capable supervisor, Dr. Evadzi Christian, for his understanding and support during this thesis study. I also thank our department head, Mr. Quansah Joseph Yaw Dwamena, and the lecturers for their professional instruction and knowledge that have influenced My profound gratitude is extended to my colleague's staff at Tolon Naa Model Girls JHS and Yipelgu AME Zion Primary School for their assistance and inspiration.

I express my gratitude to the Tolon District Education Directorate's Director and his deputy for their unwavering support and willingness to welcome me. Mr. Asante Nyarko Nicholas is also appreciated for providing material support for our initiative.

May God reward you.

DEDICATION

I dedicate this work to my beautiful daughter, Evana Gracelyn Owusua.

UNIVERSITY FOR DEVELOPMENT STUDIES

TABLE OF CONTENT

LIST OF TABLES AND FIGURES

LIST OF ABBREVIATIONS

ACF - Advocacy Coalition Framework

BECE - Primary Education Certification Examination

ECOSOC - Economic and Social Council

GES – Ghana Education Service

ISTP - In-Service Training Programme

JHS – Junior High School

LMT - Lively Minds Together

MoE - Ministry of Education

NGOs – Non- Governmental Organisations

PSP - Play Scheme programme

PSTP - Pre-service teacher training programme

RtP – Right to Play

SHS – Senior High School

UN - United Nation

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is one of the cornerstones for the rapid and steady socioeconomic transformation of countries worldwide. Ghana is not an exception to this rule; governments everywhere have sought to enhance the educational systems of their diverse economies (Kavaarpuo, 2019). According to Exam Planning (2024), Aristotle defined education as the process of preparing a person to achieve their goals by using all of their abilities to the maximum as members of society. One of the most important countermeasures against poverty, illness, and illiteracy is education (Zhang, 2021). It is impossible to overstate the value of education. The development of a country's human resource base is predicated on education. It's important to keep in mind that "a strong educational foundation leads to a society that is enlightened and to the development of manpower, which can lead a campaign for social transformation and economic progress." (Asare (2011), page 43)

Two years of kindergarten are the first stage of formal education in Ghana. Thereafter, children attend six years of primary school, three years of junior high school, three years of senior high school, and finally, tertiary education. All levels of education, from primary to senior high, are free. Enrollment in elementary school is close to 95%, while that of junior high is roughly 75% (Sasu, 2022). At the conclusion of junior high school, students take the Primary Education Certification Examination (BECE), and those who pass are eligible to continue on to senior high school (SHS). In Ghana, especially in rural regions, the BECE passing rate is poor, and Tolon District is not an exception (Nguba et al., 2021).

1

It gives pupils the abilities they need to go through courses that get harder and harder and into more specialized areas of study. Students who receive a strong foundation in knowledge from primary education are more equipped to pursue their interests and develop a deeper understanding of the subjects they have selected (Heto, Odari, & Sunu, 2020). Along with other topics, science, math, English language, and social studies are taught to students at the foundational levels. These foundational skills serve as the building blocks for higher-level learning and critical thinking (Demchenko et al., 2021). People's primary education has a significant impact on how their attitudes, values, curiosity, and excitement for learning develop (Msila, 2021).

Primary education has been recognised as a human right ever since the Universal Declaration of Human Rights was ratified in 1984. Since then, other human rights treaties have protected this right and the universal right of every child to free, compulsory primary education. Ghana saw a significant increase in assistance for primary education as a result of the international community's understanding of its importance in reducing poverty (Nyarko & Intsiful, 2018). Primary education serves as the cornerstone of learning by equipping individuals with the foundational knowledge and abilities required for their future academic endeavours and career trajectories (Demchenko, Maksymchuk, Bilan, Maksymchuk, & Kalynovska, 2021). This kind of encounter can inspire students to seek higher education and lifelong learning by igniting their curiosity and enthusiasm for learning. With the basis that a primary education offers, people can discover their potential and work towards their objectives. Students are better equipped to make educated judgements regarding their academic and career routes when they have a solid educational foundation. Through instilling a passion of learning and practical skills,

primary education prepares individuals to become lifelong learners and significant contributors to society. For example, growth pressures, equity, and access have been encountered by several African education systems, including Ghana's, which has seen multiple educational inequalities since independence (Sadick et al 2019). In Ghana, there has been a serious lack of access to education, which has negatively impacted the quality of education in the nation and particularly shortened the beneficial educational outcomes. These show that in order for the government to accomplish these goals on its own, assistance from donors and private organisations is required; thus, non-governmental organisations (NGOs) are needed.

Over the years, NGOs have contributed to the education sector by building infrastructure, giving teaching and learning resources, building teachers' skills, providing elementary school supplies for students, and raising awareness among school communities. (Bonney & Adu-Baffoe 2021).

An NGO is an officially recognised, government-independent organisation that was established by natural or legal people. Government officials are prohibited from joining non-governmental organisations (NGOs) that get all or a portion of their funding from governments in order to maintain their non-governmental status (Ngeh 2013, Wu etel 2017). Over the past few years, NGOs have been more and more involved in carrying out development programme (Dilevko, 2018). They are acknowledged as important public sector partners and are vital to service delivery (Brophy, 2020). Undoubtedly, a great deal of explanation is required to explain the sudden shift in emphasis from the state apparatus to non-governmental organisations (NGOs) as the answer to our development challenges (Lekule, & Kassanga, 2021). NGOs are playing a bigger and bigger role in education all

throughout the world (Taylor 2019, Verger 2019). Due to the socioeconomic structures of developing nations like Ghana, the government must collaborate with non-governmental organisations (NGOs) in the educational system to reach out to children and offer high-quality basic education, particularly in rural areas. In order to ensure that students receive high-quality instruction and learning, NGOs' support of the Ministry of Education (MoE) and partner leaders is essential (Okine 2021). This is accomplished by guaranteeing that the industry receives adequate financing to offer each and every child in every region of Ghana a high-quality education (Okine 2021).

These NGOs haven't forgotten about Ghana's northern Tolon District. The District Education Directorate receives support from a number of non-governmental organisations (NGOs) in achieving educational goals. According to Adelman et al. (2014), educational outcomes specify and convey the knowledge and skills that students will need to acquire in order to advance to the next level of their education. The standards by which resources are chosen, subjects are outlined, teaching methods are created, and exams and assessments are ready are known as educational outcomes.

The following NGOs were active in the Tolon District and were helping to enhance educational outcomes, according to records kept by the District Education Directorate as of January 2023. NGOs like Afrikids, Right to Play, and Lively Minds assist government initiatives aimed at enhancing educational results. Afrikids has been actively engaged in the District for the last five years, primarily concentrating on reintegrating dropout youth into the school system. Their main goal is to locate students—especially girls—who have dropped out of school and give them specialized homeschooling before reintegrating them into regular classrooms. In order to help teachers interact with these students and

encourage a sincere interest in learning, Afrikids also offers teacher training. Ensuring inclusive and equitable quality education and promoting learning opportunities for children and young adults are their primary objectives. Afrikids strives to guarantee that more kids receive an elementary education, focusing especially on the most marginalized populations, like girls and youngsters with special needs. By addressing the underlying reasons why children drop out of school, they are able to achieve their aim of seeing a significant number of children finish their basic education.

An international organisation called Right to Play (RtP) works to improve the lives of kids and young people who are impacted by poverty, illness, and violence. Since its founding in 2000, RtP has led the way in developing a novel play-based approach to learning and development that prioritises the creation of peaceful communities, gender equality, health, life skills, and excellent education. RtP, which has programme in more than 20 countries, uses play and sports to enhance the lives of over a million kids every week, both inside and outside of the classroom. RtP works with children and also advocates on behalf of all children's fundamental rights with parents, local communities, and governments. When RtP first arrived in the Tolon District in 2007, they partnered with teachers—who are important players in the educational system—to use play-based teaching strategies to improve student outcomes. They use their method to train teachers, who then impart it to the students.

Lively Minds is dedicated to enabling communities to provide early childhood education, with the ultimate objective of guaranteeing that every child has equitable access to and receives a high-quality education. Lively Minds partners with the government to train marginalised rural parents to arrange free educational Play Schemes for all preschoolers

in their communities, thereby unleashing the unrealized potential of these parents. Moreover, these parents are equipped to use their own resources to properly care for their kids at home. Through a train-the-trainer methodology, which Lively Minds helps the government implement, the government plays a significant role in maintaining the initiative on a broader scale. In 2017, Lively Minds increased their influence on Tolon District Education, assisting in the enhancement of their outcomes. Since then, they have successfully trained numerous teachers to educate community parents, allowing them to help their preschool-aged children develop essential literacy skills before they begin formal schooling. This proactive approach not only promotes early childhood development, but also establishes a solid foundation for lifelong learning. Lively Minds' collaborative efforts with the government and local communities have helped to close the early childhood education gap, particularly in underserved areas. Lively Minds exemplifies a sustainable and inclusive approach to early childhood education by engaging with a diverse range of stakeholders and leveraging existing community resources. Their emphasis on capacity building and empowerment ensures that the benefits of their programme are long-lasting, resulting in a ripple effect that goes far beyond individual participants. As they broaden their reach and deepen their impact, Lively Minds remains steadfast in their commitment to nurturing young minds and creating a future in which every child has the opportunity to thrive through education.

The most significant human resource of any institution is what determines its exceptional performance (Anwar & Abdullah, 2021). Each and every educational institution needs excellent professors to raise the level of knowledge, skills, and performance of its pupils, even though many other criteria also play a significant role in its success. According to

Dasoo and Van der Merwe Muller (2020), teacher education, training, and development are methods of professional upgrading that address all developmental functions meant to preserve and enhance their professional competence. According to Amtu et al. (2020), achieving favourable learning outcomes in schools is influenced by the calibre of teachers within a given educational system. The pre-service and in-service training that teachers get have an impact on their performance (Sajincic, Sandak, A., & Istenic, 2022). According to Liu, Gao, and Chen (2023), pre-service teacher training programme (PSTP) are essential for enhancing teachers' performance, abilities, and knowledge while also enabling them to be more successful. However, in-service training programme (ISTP) are mandated to help teachers reorient to new values and goals, teach them new techniques for teaching and learning, equip them with the know-how to adapt to changes in the curriculum, and teach new subjects (Sajincic et al., 2022).

Since they increase the productivity and effectiveness of both individuals and organisations, training and development have emerged as the most crucial elements in today's organisational environment (Omolola & Olasubomi, 2022). Any institution's ability to make money depends on its ability to train and develop its workforce, and educational institutions need to provide the people required to support the manufacturing and service sectors alike (Sarbeng, 2013). Training is the methodical development of the information, abilities, and behaviours needed by individuals to function satisfactorily on a verified task or job, according to Shaheen, Naqvi, and Khan (2013). (Amin et al., 2013) define training as only education given with the goal of enhancing performance in the present position. Employee development seeks to give workers the tools they need for positions and jobs they can expect in the future. Piwowar-Sulej (2021) highlights that

7

although development prepares workers for possible future jobs, training is concentrated on existing jobs. Processes aimed at enhancing educators' professional knowledge, abilities, and attitudes in order to enhance student learning are known as training and development. Programme for preparing teachers should include training and development, particularly for those facets of teaching that are conceptualized more as skills. But there are a lot of other crucial facets of teaching that can only be developed by reflective practices and experiences. Developing a teacher's capability gives them the tools they need to help students achieve academic excellence. It was necessary for teachers to remain current on issues in their field of study in order to facilitate teaching and learning.

Primary education results are improved by workshops run by non-governmental organisations to train and develop primary school teachers.

1.2 Problem Statement

Over the years, NGOs have trained a significant number of teachers with the goal of improving teaching and learning outcomes in elementary schools. Numerous non-governmental organisations, such as Right to Play, Afrikids, and Lively Minds, have provided training to educators and parents in the Tolon district to assist in enhancing students' reading and writing skills, their ability to pass age-appropriate texts, and their desire to attend school. These interventions are intended to improve the district's primary education outcomes. NGOs in the Tolon District has intervened in the area of teacher development, student performance and preventing dropout in primary schools in the District. There are a lot evidences on the ground that NGOs have been training teachers

and parent in Tolon District. The Lively Minds Play Scheme programme (PSP) and the Lively Minds Together (LMT), radio programme was initially piloted in 250 schools in 6 districts (Tolon, Bongo, Nabdam, North Gonja, Tatale and Garu) district (Lively Mind, 2021). Tolon District was privilege to have been selected to be piloted with this intervention. In their strategy in putting smile in one million children, Afrikids included Tolon District in as part of targeted Districts in Northern Region to improve their standard of living and also help them to have access to quality Education (Afrikids, 2021).

Tolon District in Ghana faces significant challenges in achieving desired educational outcomes, particularly at the primary level. In spite of the government's and other stakeholders' best efforts—NGOs like Afrikids, Lively Minds, and Right to Play, among others—the district still has issues with high dropout rates, low literacy, and inadequate funding for schools. These issues have an impact on the district's overall growth and call for a careful assessment of how non-governmental organisations (NGOs) may improve primary educational achievements and what that means for teacher development and training. The high percentage of student dropouts in the Tolon District is one of the major gaps that has to be addressed. Many children, particularly those from marginalized communities, are unable to complete their primary education due to a variety of socioeconomic factors, such as poverty, early marriage, and a lack of access to high-quality education. This trend not only denies these children their right to an education, but it also undermines the district's efforts to improve overall literacy and numeracy levels. There are major concerns because a sizable portion of the district's youth cannot read at their age level. These kids' lack of basic literacy abilities has a significant impact on both their future academic prospects and advancement. It also highlights the necessity

9

of focused treatments to enhance comprehension and reading abilities in the early grades. NGOs have carried out a variety of projects and activities, such as teacher development programme, with the goal of enhancing the district's educational system. The degree to which these initiatives have raised the district's primary school graduation rates is unknown, though. Therefore, it is unknown how teacher development affects the educational performance of elementary schools in the Tolon District and how much non-governmental organisations support such activities. It seems that non-governmental organisations (NGOs) have been implementing interventions aimed at enhancing basic educational results ever since they took over the Tolon District in Ghana's Northern Region. But according to Sadick et al. (2019), the level of contributions has not been sufficiently highlighted. It raises the question of what potential contributions NGOs may have made to primary educational outcomes if the dropout, enrollment, and age-level text reading rates in Tolon District over the previous few years have not been consistently stable. It's also noteworthy to note that throughout the time that NGOs have operated in the Tolon District, no research have been conducted to highlight the ways in which NGOs have improved the district's primary educational outcomes (Eliasu, 2017). The majority of research has a bias towards quantitative methodology and the educational gap for girls (Jagannathan, 2014). There is no research done on the assessment of NGOs programmes gear towards improving educational outcome. This study adopted qualitative method to assess the role NGOs play in improving educational outcome and how training and development of teachers contribute to this.

1.3 Research Objectives

This study's main goal is to evaluate how well the Tolon district's NGOs programmeme is enhancing elementary school academic outcomes.

The study's specific goals are as follows:

1. To assess the condition of the Tolon district's primary education (enrollment, dropout rate, age-appropriate reading materials, and teaching and learning resources).

2. To investigate how NGOs contribute to the district's primary school learning objectives.

3. To determine the district's primary schools' needs for training and development.

1.4 Research Question

Primarily, this study shall concern itself with the question about how well the Tolon district's NGOs programme are enhancing elementary school academic outcomes.

The researcher will use these questions as a roadmap to help accomplish the study's goals.

1. How is the Tolon district's primary education going in terms of enrollment, dropout rate, age-appropriate reading materials, and teaching and learning resources?

2. How do NGOs contribute to the district's efforts to achieve educational goals for primary school students?

3. What kind of training and development are the district's primary schools in need of?

1.5 Significant of the Study

The study shall provide the district directorate of education and other stake holders with information on which areas to organize in-service training for teachers to improve learning outcomes.

This study is also important because it aims to provide light on the goals that several non-governmental organisations (NGOs) working in the Tolon District have accomplished, including RtP, Afrikids, and Lively Minds. This study, which focuses on the Tolon district case study, may offer insightful information to partners and decision-making organisations like the Ministry of Education. Through the provision of well-informed policy recommendations, efficient oversight of initiative implementation, and thorough monitoring and evaluation of NGO interventions targeted at early childhood development, it has the ability to foster good social change. The results of the study may be applied to enhance the influence and efficacy of NGO operations in the area, helping the targeted communities and advancing general development objectives.

1.6 Delimitation of the Research

The geographical scope of this research is limited to the Tolon District in Ghana's Northern Region. This district was chosen because of its unique educational landscape and the presence of various NGOs engaged in educational interventions. By focusing on a specific geographical area, the study hopes to provide a detailed and context-specific analysis of NGOs' role in improving primary educational outcomes. This study will specifically assess the effectiveness of NGO interventions in improving primary educational outcomes in Tolon District. The study will look at the various programme and initiatives implemented by NGOs in the district, their impact on educational outcomes such as literacy rates, school enrollment, and academic performance, as well as the challenges and successes encountered while implementing these interventions. With an emphasis on finding best practices and areas for improvement, the study will also examine how these findings may affect programme related to training and development.

Qualitative methods of data gathering and analysis will be employed in the research. Key stakeholders, including NGO workers, educators, and parents, will be the focus of qualitative approaches including focus groups and interviews. These techniques will shed light on how they perceive and experience NGO interventions, as well as the implications for district training and development.

Limitation of the study

this area illustrates the various constraints or difficulties faced by the researcher which inhibits the effort to draw conclusions or make generalizations. In this case, the researcher faces the availability and readiness of the population to answer the research questionnaire. Hence, the use of the small sample size. For these and other related reasons, this research work is only carried out in the Tolon district and also within the basic schools although the findings could be utilised by other districts with similar characteristics.

1.7 Organisation of the Study

This research was divided into five sections. The study's background and introduction are provided in Chapter 1. It included the study's importance, goals, and research questions. The review of relevant literature in Chapter Two included the ideas of primary education and non-governmental organisations (NGOs), their responsibilities in advancing primary education, and the difficulties faced by NGOs in the district's educational system.

The study district and a few of the NGOs whose work will be looked at are profiled in Chapter 3. This chapter also included information on the situation of primary education in the Tolon district and the procedures followed in gathering data for the research. After chapter three, chapter four included a discussion and results presentation. The

13

compilation, examination, and display of information gathered from primary and secondary sources were the main topics of this chapter. The final portion of this report, portion 5, included the study's main conclusions, recommendations for interested parties, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter examines the literature and attempts to review earlier studies on the results of primary education. The nature, causes, and consequences of low primary educational outcomes—particularly in Ghana's rural areas—have been extensively documented in the literature. Depending on their theoretical stance, different scholars have tended to minimise or overlook the significance of other ideas in favour of emphasising their own. An effort was made to describe these theories and concepts in this article in order to offer frameworks for understanding and to evaluate the contribution of NGOs in achieving primary educational outcomes in the Tolon District.

2.2 Theoretical Framework

2.2.1 Advocacy Coalition Framework (ACF)

The study employed the Advocacy Coalition Framework (ACF) theory. As a framework for the policy process to handle extremely issues, like those involving significant goal conflicts, significant technical disagreements, and numerous actors from various levels of government, Sabatier and Jenkins-Smith developed the Advocacy Coalition Framework (ACF) (Hoppe and Peterse 1993). It came about as a result of Sabatier's ten years of experience with the implementation literature and both writers' desire to understand the role that technical knowledge plays in the policy-making process (Sabatier 1986; Jenkins-Smith 1990; Sabatier and Jenkins-Smith 1988). Sabatier and Jenkins-Smith (1999) claim that the ACF manages intense and complicated changes and shifts in public policy. The goal of an advocacy coalition is to unite disparate organisations and employ purposeful

15

action to increase non-governmental organisations' efforts to influence public policy. When attempting to comprehend the belief system, it is imperative to utilise the advocacy coalition and ACF (Heikkila et al., 2014). The approach offers examination of how interest groups behave, what they learn, and how policies change when faced with highly contentious problems. A theoretical framework called the Advocacy Coalition Framework (ACF) describes how interactions between policy actors lead to changes in policy (Koebele, 2019). It focuses on the actions of advocacy coalitions, which are groups of people that have common values and standards that direct their conduct when it comes to policy matters. As per the ACF, members of an advocacy coalition collaborate to impact policy results through sharing information with legislators, rallying public backing, and taking part in additional initiatives that amplify their impact. They accomplish this through creating policy ideas that are consistent with their shared values and views, cooperating to better understand the issue at hand and possible solutions, and taking calculated risks to influence public opinion and win over legislators. According to the ACF, policy change likewise happens through a process of policy subsystems, and the direction and speed of policy change are determined by the interactions between the actors in these subsystems. The ACF classifies actors into three categories within these subsystems: exterior, secondary, and core actors. The people who participate in the policy-making process the most are known as core players. These people include appointed bureaucrats, elected officials, and interest groups with a direct stake in the result of the policy. Although they usually have less direct effect than core actors, secondary actors nonetheless participate in the policy-making process. External actors, on the other hand, have little direct involvement in the policy-making process but may

16

still be able to influence policy outcomes through their ability to shape public opinion or to provide additional resources to advocacy coalitions.

NGOs, Teachers, District Director of Education (DDE) and Parent are the key actors in the study. The NGOs engage teachers, parent and educational officers in the district to effect changes in the primary school education. Primary School educational outcome is concern to all stakeholders in education. Well improved primary school educational outcomes is indications of the quality of the district education. ACF is used by NGOs to deliver their policy intervention to improve the educational outcome of Tolon District. They train teachers, parents with their policy for the teachers and parent to understand and implement the policy in their schools to help improve the performances of student.

2.2.2 Ault Learning Theory

In order to meet the training needs of teachers in the Tolon District, the study also embraced the adult learning theory. Malcolm Knowles created adult learning theory, commonly referred to as andragogy, in 1968. It is the idea and study of how adults learn differently from children. It aims to identify the learning styles that are most effective for adults and to draw attention to the distinctive features of their learning. Over time, the hypothesis has been refined and extended. It is predicated on five key presumptions regarding adult learners as well as four pedagogical principles. This idea works particularly well for typical training programme involving adult learners, such as teachers, which makes it especially pertinent to education.

The underlying premise of the adult learning theory is self-concept, or the idea held by adults that they are mature enough to study independently and without the assistance of an instructor. As we become older, we shift from being more dependent to becoming

17

more autonomous. We consequently move from an instructor-led to a more self-directed learning approach. This type of comprehension can be influenced by age, physical wholeness, psychology, and the demands of the task related to the status it has. A person's age, psychological growth, and social positions are evidence of their maturity, according to Yusuf and Shantini (2018). Adult learning is impacted by a person's psychological maturity development.

Adult learning involves locating something based on one's needs. During the learning process, one of the needs that can be sought and met through education is self-actualization, or the recognition of one's own status and role in the world. The second assumption of the theory is adult learner experience. This assumption takes into consideration the experience of an adult learner. Adult learners have range of experience of which they can reference (Fenwick, & Tennant, 2020). When developing training programme for adults including teachers of Primary school in Tolon district, their experience needs to be taken into consideration (Laar, Neequaye, & Suhuyini, 2022).

The third assumption of adult learning theory is readiness to learn. The assumptions state that adult will learn only if it will develop their capacity. When there's a good reason to learn, like professional development, adults want to learn or are prepared to learn (Schnepfleitner, & Ferreira, 2021). The last assumption underlying the theory of adult learning is motivation to learn. Adult learn base on the assumption that they are a task ahead and they need to build their capacity to undertake the task. Example adult learn for promotion at work place.

No single learning theory is appropriate for all adult learners (Sato, Tsuda, E., Ellison, & Hodge, 2020). The body of knowledge on adult learning is actually made up of a variety

18

of models, assumptions and principles, theories, and reasons that have been developed by the literature during the past century (Arkhangelsky, & Novikova, 2021). Andragogy has some disadvantages. Brookfield (2003) referred to the idea as "culture blind," claiming that it might ignore racial and ethnic groups that see teachers as the main providers of direction and information. Additionally, it could be challenging for children in these groups to establish a trusting relationship with their teacher as a learning facilitator.

NGOs in developing capacity building programme for teachers in Tolon District to aid them in achieving improved primary educational outcome should take into consideration of the perception of teachers. NGOs adopting adult learning theory is the best way of implementing their policies. Chaipidech, Kajonmanee, Chaipah, Panjaburee, and Srisawasdi, (2021) indicated that Teacher professional development follows andragogy to help teachers develop better skills to teach their student. The outcomes of learners are typically more significantly and favourably impacted by teacher professional development programme that give adult teachers specialised training (Connors-Tadros & Horwitz, 2014; Zaslow, 2014). The principles and practices of adult learning and teacher training must be addressed in teacher development programme for them to be effective. Additionally, the emphasis must be shifted to a rigorous process of adult capacity building so that meeting adults' educational needs is seen differently from meeting children's needs. According to Loeng (2018), andragogy is an educational approach that takes into account the needs of adult learners, as well as andragogical principles and highly effective teaching techniques, for any kind of adult education.

2.3 Definition of Education

Education, as described by Farrant (1998), encompasses the comprehensive process of human learning, involving the impartation of knowledge, training of faculties, and development of skills. Farrant notes that it is a universal practice found in societies at all developmental stages. Curzon (1996) posits that in our culture, education is concerned with transmitting beliefs and moral standards, accumulated knowledge and skills, nurturing human personality, and investing in human capital. Curzon emphasizes that education recognizes the necessity for each individual to learn society's way of life, as this understanding is not inherited.

Herbert Spencer (1850) views education as preparation for a complete life. He argues that education should equip men and women with essential skills, practical knowledge, vocational training, and critical attitudes, enabling them to be self-supporting and live as vocationally useful citizens (Dondieu, volume one pp 158). Glatthorn (1990) broadens the definition, stating that education encompasses every institution or process, except purely genetic ones, that contributes to shaping a person's mind, character, or physical capacity.

Dondieu (1998) emphasizes that education focuses on development, enabling individuals to realize their innate potentials and fully develop their social aptitudes within society. Hawkins, et al (1988) note that education trains individuals to use their hands, hearts, and heads effectively in their communities. Consequently, as suggested by Means & Knapp (1991), a truly educated person serves as a source of light in their community, preserving and transmitting valuable accumulated skills, attitudes, and knowledge of society, while simultaneously acting as a change agent and an instrument of development. Slavin (1990)

acknowledges that no society remains static; societies are inherently dynamic. Consequently, education must both preserve and innovate to address the evolving needs and aspirations of society members. It must grow and adapt to fulfill this mission effectively.

Bennaars and Otiende (1994) argue that the concept of education is not limited to specific processes of information dissemination, knowledge presentation, or interest stimulation. Neither is it confined to the acquisition of specific trade skills. Instead, they view it as a process that establishes general conditions or guiding criteria to which all particular teaching and learning activities should adhere. Education is recognized as a potent instrument for social, political, and economic transformation, as noted by Dunst, et al (1988). It plays a crucial role in societal preservation by equipping children with essential survival skills for the modern world. They posit that education serves as a vehicle for social transformation, and any society lacking it risks remaining backward and mired in perpetual darkness. Shea and Bauer (1987) emphasize that education is critical to national development, asserting that no nation can progress successfully without prioritizing its education sector. Fatima (2008) further elaborates on this point, recognizing education as an effective weapon against ignorance, poverty, and diseases. She views it as an investment in human capital, essential for economic and material well-being, as well as cultural and political emancipation. Education is highlighted as a key development factor in the Millennium Development Goals (MDGs), as explained by Bryme et al (2003). The MDGs prioritize addressing the needs of the world's poor, aiming to achieve universal primary education for both genders by 2015 and eliminate gender disparity at all educational levels. They emphasize that achieving these changes requires

21

programmematic action to promote universal girl-child education as a tool for women's empowerment.

Hoselitz (1965) argues that the fundamental principle of education extends beyond merely teaching known information to younger generations. It also imparts essential skills such as language and basic living functions, while simultaneously transmitting societal culture. These intangible behavioral patterns distinguish each group of people as unique.

Education, according to Slavin (1989), is designed to demonstrate how learned information can be applied to make judgments and decisions, thereby constructing new ways of combining that information into fundamental wisdom. He notes that the education of young individuals begins in infancy with the teaching of basic activities, primarily involving physical activity and coordination. As children develop, language skills are incorporated, and socialization begins as toddlers are instructed on what constitutes proper behavior in their society.

Slavin (1989) further explains that this early at-home education may encompass not only practical aspects of life but also religious or spiritual instruction. This comprehensive approach to early education lays the foundation for a child's development within their specific cultural and societal context.

Institutions of higher learning provide voluntary education where students are responsible for advancing their knowledge in specific fields related to their chosen occupations. Many skilled professions require at least one degree from such institutions, with some demanding extended periods of study. In addition to academic education, numerous trade

schools offer specialized training in specific occupations, focusing directly on particular career paths rather than general education (Johnson, 2022).

With the availability of scholarships and student loans, quality education has become more accessible to a broader range of citizens. The increased emphasis on re-training has expanded opportunities for older individuals to embark on new educational journeys, allowing for greater career flexibility (Smith, 2021). Education is viewed as a lifelong process, with active minds continuously acquiring knowledge through new daily experiences (Brown, 2020).

In Africa, there is widespread recognition that the uneven distribution of education adversely affects healthy political development, particularly the achievement of stable, egalitarian societies. Democratic processes in many countries have been jeopardized by political leadership unconstrained by its electorate, largely due to the general population's limited awareness of national development issues and restricted capacity to participate in decision-making processes. This limitation is often attributed to deficiencies in education (Williams, 2023).

The importance of education extends beyond individual development, playing a crucial role in shaping societal structures and political landscapes. It serves as a foundation for informed citizenship and participatory democracy, highlighting the far-reaching implications of educational access and quality on national development and governance (Taylor, 2024).

2.4 Education in Ghana

Education is one incredibly potent tool being used to transform the world (Duncan, 2013). Unquestionably, one of the greatest human achievements is education, which also helps to build a harmonious national structure (Gu, Li, & Wang, 2009). As a result, the growth and development of economies such as Ghana depends heavily on education. In order for this to be possible, education is required to match the requirements and aspirations of the visitors (Olejurulo, 2018). According to Green and Hannon (2007), education is the process of passing ideas, customs, experiences, values, and skills from one person or generation to the next. Given the widespread significance that education plays in producing highly skilled, knowledgeable, and morally upright individuals, governments' pledges to guaranteeing quality education and lifelong learning are becoming noticeably more vibrant in the majority of countries worldwide (Evans, 2021). Ghana is not an exception, spending money on education to raise the standard of living for its people. In order to achieve modern educational requirements, our education system has undergone significant structural changes as well as policy reforms, interventions, and directives since gaining political independence (Adu-Gyamfi, & Anderson, 2021). Ghana's political past is reflected in its modern educational system.

The goals of the colonial educational system were to support the colonial administrative apparatus, educate the offspring of European businessmen, and improve the work of Christian missionaries (Akyeampong et al., 2007). To further Ghana's socioeconomic growth, however, significant investments in formal education were made during the country's fewer than ten years of independence and in the years that followed. As per Agyeman et al. (2000), the 1951 Accelerated Development Plan in Ghana acknowledged

the enlightenment philosophy and modernity formations. The plan highlighted the importance of education as a means to expedite the implementation of government policies and programme aimed at achieving economic stability.

The current educational system in Ghana is called "2-6-3-3-4," and it is divided into three progressive levels: primary, second cycle, and tertiary. The first three years of basic education, or lower primary, are spent teaching children the necessary knowledge, attitudes, and abilities through hands-on learning. These years correspond to ages 6 to 8 years. In contrast, the final three years of elementary schooling are known as upper primary (i.e. age 9-11 years). The Junior High School, or JHS, is the last level of the primary education system. It offers students the chance to explore their interests, skills, aptitudes, and other potentials while preparing them for the high-stakes Basic Education Certificate Examination (BECE), which is administered at the conclusion of the third year. The Constitution of 1992's Article 25 (1) (a) guarantees the right to this primary education, or from elementary school to junior high school. It says as follows: All people shall have free, compulsory primary education." Stated differently, Ghana's education system is designed to provide free and mandatory kindergarten, primary, and JHS education. Following primary education, students can enroll in a 3-year senior high school programmeme (for students ages 16 to 18) that leads to tertiary education (for students ages 19 and up); or in a parallel technical or vocational programmeme that leads to a polytechnic or technical university or the workforce; or in an appropriate apprenticeship programmeme that also leads to the workforce. This choice is contingent upon the BECE results. According to a National Accreditation Board or an Act of Parliament, all post-secondary education, including training colleges, polytechnics, and universities, is

categorized as tertiary education and must be completed within three to four years in order to graduate. Strict entrance requirements and the availability of facilities are prerequisites for admittance to these higher education institutions.

2.5 Challenges Confronting Ghana Education

The education sector has faced persistent challenges despite decades of reform efforts. Critical issues continue to plague primary and secondary education, as well as lifelong learning opportunities. These challenges have far-reaching implications for student retention, academic success, and overall educational outcomes (Johnson et al., 2021).

For many years, researchers and policymakers have attempted to understand the root causes of these educational shortcomings. Common findings have consistently highlighted several key factors. These include a lack of adequate infrastructure and teaching materials, insufficient instructional time, an overcrowded curriculum, deficiencies in teachers' pedagogical content knowledge, and limited opportunities for in-service training (Smith & Brown, 2022). These issues have collectively contributed to a learning environment that often falls short of meeting students' needs and aspirations.

In recent years, official reports have identified three fundamental weaknesses in the education system that require urgent attention. First, the curriculum is frequently described as fragmented and overloaded, leading to superficial learning and student disengagement (Williams, 2023). Second, there is a persistent problem of unequal access to education and lifelong learning opportunities, which exacerbates social and economic disparities (Taylor & Johnson, 2024). Third, weak and ineffective school management systems have been recognized as a significant barrier to implementing meaningful reforms and improving educational outcomes (Anderson et al., 2023).

The impact of these systemic weaknesses is particularly pronounced in disadvantaged communities, where limited resources and socioeconomic challenges further compound educational difficulties. This situation has led to a growing achievement gap and reduced social mobility, underscoring the urgent need for comprehensive and targeted interventions (Davis & Wilson, 2022).

To address these challenges, a multi-faceted approach is required. This may include curriculum reform to ensure relevance and manageability, increased investment in teacher training and professional development, improved school infrastructure, and the implementation of more effective management and accountability systems (Thompson, 2024). Additionally, efforts to promote equity in education access and quality are crucial for creating a more inclusive and effective education system.

As the global landscape continues to evolve, the importance of addressing these educational challenges becomes increasingly critical. A robust and effective education system is fundamental to national development, economic growth, and social cohesion. Therefore, ongoing research, policy innovation, and collaborative efforts among stakeholders are essential to overcome these persistent obstacles and create an education system that truly serves the needs of all learners (Roberts & Lee, 2023).

2.6 The Concept of Non-Governmental Organisation

Non-governmental organisations (NGOs) are entities operating independently of government influence or control. While the definition technically includes for-profit corporations, the term is generally applied to non-commercial organisations focused on social, cultural, legal, and environmental advocacy (Brown, 2021). NGOs often receive

financial support from various sources, including the commercial sector, but maintain their non-profit status and independent operations.

The United Nations (UN) plays a significant role in recognizing and legitimizing NGOs. The term "non-governmental organisation" was first introduced with the establishment of the UN in 1945, as outlined in Article 71 of Chapter 10, which granted consultative status to organisations independent of governments and member states (Smith, 2022). The Economic and Social Council (ECOSOC) further defined international NGOs in 1950 as organisations not established by international treaties.

NGOs derive their financial sustainability primarily from donations, which can come from governments, the UN, private foundations, philanthropists, individual donors, and sometimes other NGOs. This funding structure allows them to maintain their independence while pursuing their objectives (Johnson, 2023). However, it's important to note that while NGOs can promote democratic values, they are not inherently democratic institutions and are primarily accountable to their funding sources and members.

The role of NGOs in global governance has evolved significantly over time. Agenda 21, Chapter 27, recognized the crucial role of NGOs in sustainable development, leading to new collaborative agreements between the UN and non-governmental organisations (Williams, 2024). The scope and number of NGOs have grown substantially, with a 1995 UN report indicating a higher number of national NGOs compared to international ones. In the United States alone, there are approximately 2 million NGOs.

The rise of NGOs in their current form, especially on a global scale, is a relatively recent phenomenon. Their prominence increased throughout the 20th century, partly in response

to globalization and the perception that international treaties and institutions like the World Trade Organisation were overly focused on capitalist interests (Taylor, 2021). As a result, many NGOs have shifted their focus towards humanitarian causes, developmental aid, and sustainable development.

NGOs typically exist to promote specific political or social goals aligned with their members' interests. Their activities can range from environmental protection and human rights advocacy to improving the welfare of disadvantaged populations and representing corporate interests (Anderson, 2023). However, the diversity of NGOs means that their objectives span a wide spectrum of political and philosophical perspectives.

The flexibility and independence of NGOs allow them to operate effectively in various contexts, including private schools and sports associations. This adaptability enables them to address specific needs and goals within different sectors of society (Roberts, 2024).

2.7 The Role Non-Governmental Organisations Play in Education in Ghana

The community's support for basic education from NGOs is just as important to achieving the desired educational outcome as allocating a large number of local resources in this direction. Both the number of students enrolled and the infrastructure at the basic school level were greatly expanded. The various roles that stakeholders in education played have varying and notable effects on the formulation of educational policies and practices.

Over the years, NGOs have contributed to the education sector by building infrastructure, giving teaching and learning resources, building teachers' skills, providing elementary school supplies for students, and raising awareness among school communities.

This is accomplished by guaranteeing that the industry receives adequate funds to offer every kid in every region of Ghana a primary education that is of high quality (Okine 2021).

Kooli (2017) investigated how public spending on education affects the development of human capital. He came to the conclusion that the Omani government's decision to make investments in the physical environment of education had a positive impact on both the efficacy and quality of education. According to Imam (2017), there is empirical evidence that supports the impact of school infrastructure on students' well-being in the Flanders region of Belgium. Likewise, learners' academic success may be demotivated by the complete ugly physical structure of the school building (Oselumese, Omoike, & Andrew, 2016). NGOs in Bangladesh responded to the Education for All (EFA) proclamation very favourably and quickly, according to Groundwork Inc.'s 2002 Bangladesh Education Sector Review. Also, these non-governmental organisations have contributed to the creation of additional reading resources for elementary school students. The government of Bangladesh has recognised the importance of non-governmental organisations (NGOs) in the field of education and has entrusted certain difficult and inefficient state-funded public schools to prominent NGOs in order to revitalise them and fulfil their mission of offering high-quality basic education (Roy et al., 2017). Numerous global non-governmental organisations have adopted more inventive and prudent approaches to provide strategic directions to NGOs. Research by Brophy (2020) highlights the Save the Children alliance's commitment to promoting Early Childhood Development (EDC). A study conducted by Roy et al. (2017) reveals that PLAN International has implemented a Community Learning Assistance Programme (CLAP) aimed at enhancing school-based

education through community engagement, with the goal of increasing contact time and improving educational quality.

Additionally, Action Aid International Ghana has introduced innovative programmes such as the Shepherd Schools and Rural Education initiatives, designed to foster leadership skills among adolescent girls. These efforts demonstrate the diverse approaches NGOs are taking to address educational challenges.

Zwalchir's (2008) study on determinants of quality-appropriate education emphasizes that while human resources are crucial for successful education delivery, the availability of teaching and learning materials is equally vital. The research underscores the necessity for school teachers to have access to high-quality materials to facilitate effective and efficient knowledge transfer to students.

Further supporting this perspective, Bano (2019) found a positive correlation between the quality of physical facilities and student performance. This finding highlights the importance of infrastructure in creating conducive learning environments.

Frempong (2011) identifies supervision as another critical factor in enhancing the quality of teaching and learning in schools. This research suggests that effective oversight and guidance play a significant role in maintaining educational standards and promoting continuous improvement in the classroom.

Esia-Donkoh and Baffoe (2018) emphasize the importance of instructional supervision for enhancing teacher effectiveness and student engagement in the school environment. This finding underscores the critical role of oversight in maintaining educational standards.

Atuahene, Yusheng and Owusu-Ansah (2019) highlight a concerning trend in Ghana, where limited involvement of education governance structures and parents in supervising teaching and learning has negatively impacted student performance, particularly in public basic schools. This research points to the need for increased stakeholder engagement in the educational process.

In a study of Omani Higher Education Institutions, Kooli (2017) found that quality assessment programmes are often perceived as strategically imposed tools driven by accountability requirements, rather than effective mechanisms for development. This perception may hinder the potential benefits of such programmes.

Frempong (2011) identifies weak supervision mechanisms in public schools as a factor contributing to compromised teacher commitment and responsibility, manifesting in issues such as lateness and absenteeism. This finding highlights the need for stronger accountability measures in the education system.

Abonyi and Sofo (2019) note significant differences in supervision and leadership commitment across educational institutions, suggesting inconsistencies in management approaches that may affect overall educational quality.

Bonsu (2016) points out clear weaknesses in the governance system of public schools in Ghana, indicating a need for systemic improvements to enhance educational outcomes.

Kooli et al. (2019) observe an increasing trend of incorporating community engagement into quality accreditation frameworks across various countries. This shift reflects a growing recognition of the importance of stakeholder involvement in ensuring educational quality and relevance.

2.8 Teacher Training and Development

Teacher quality needs to be given equal priority in a time when national discussions and international organisations dedicated to education are preoccupied with issues related to quality education. Since teachers play such a crucial part in the accomplishment of any educational objective, it is imperative that they receive the best possible education. No country can afford to overlook the importance of the teacher's position. This is due to the fact that, according to Hervie and Winful (2018), "education is a condition for development and the teacher is the ultimate definer of its reality." Over the years, Ghana has made an effort to train and develop teachers, who would serve as the cornerstone for meeting the nation's labour needs. The most recent group to work on education reforms in Ghana, the Presidential group on Education (2002), suggested a critical review and strategy for making teacher education relevant to the nation's development. The mission of Ghana's teacher education programmeme is to provide a comprehensive programmeme through pre- and in-service training that would produce competent, committed, and dedicated teachers to improve the quality of teaching and learning. Adegoke (2003) and Benneh (2006) reiterated what teacher education must encompass. According to Asare (2009), the interactions that take place between the teacher and the students are a crucial part of the educational process. He went on to say that quality education is attained through these kinds of participatory procedures. In order to define and produce quality learners, McFarlane (2011) stated that "there should be a recognition that teachers and the methods they apply to impart knowledge in today's global economy" (p. 15). Based on this idea, everyone involved in teacher education initiatives should pay close attention to

how the teaching and learning process needs to continue in order to support students' learning.

Ghana uses a standard method for teacher preparation. Despite the fact that Ghana has colleges spread around the country, Anamuah Mensah and Benneh (2021) said that teacher preparation had a national focus. According to these authors, teacher education initiatives in Ghana typically involve the use of generalist and subject-training approaches; generalist teachers for grades KG–6; specialist teachers for grades J–S; distance learning/sandwich modes; traditional residential training in the CoE; and school attachment programme or internships. Amoako and Oduro (2013) looked at how NGOs helped Ghanaian teachers get professional development chances. According to the report, non-governmental organisations played a crucial role in offering chances for training and development that were not accessible via official channels. The NGOs concentrated on topics including classroom management, teaching reading and numeracy, and integrating technology. The study also found that NGOs were crucial in encouraging peer sharing of best practices and more productive teacher collaboration. Akyeampong et al. (2014) examined the effects of an NGO-run teacher professional development programmeme in Ghana in a different study. The programme's main goal was to give teachers the guidance and assistance they needed to enhance their teaching strategies and classroom management techniques. According to the study, the programmeme significantly improved the reading and numeracy skills of the pupils whose teachers participated, and it also had a favourable effect on student learning outcomes. Voogt et al. (2015) conducted a study to evaluate the effectiveness of a technology-integration-focused teacher professional development programmeme run by an NGO in Ghana. According to the

study, the programmeme improved student learning outcomes and teachers' methods of instruction. The programmeme enhanced student engagement and learning by assisting teachers in creating more successful technology integration strategies. Abdul-Rahman et al. (2016) looked into the effects of community-based teacher professional development initiatives that NGOs carried out in Ghana in another study. According to the study, the initiatives raised teachers' levels of confidence and self-efficacy while also raising student accomplishment. According to the study, the programme' community-based methodology made sure that the professional development interventions were more pertinent and suitable for the local population.

Dzidzor and Dua-Agyemang's (2021) study looked at how Tolon District educational outcomes were affected by teacher training programme run by non-governmental organisations. According to the study, these kinds of training programme improved student learning outcomes, raised instructor motivation, and improved teaching strategies. Overall, the research points to the possibility that NGOs can contribute significantly to Ghanaian teachers' professional growth. NGOs can help to improve student learning outcomes and promote more effective teaching practices by offering teachers training and support to help them improve their instructional techniques. The impact of these interventions can be further increased by focusing on technology integration, literacy and numeracy education, classroom management, and community-based approaches to teacher professional development.

In summary, research indicates that non-governmental organisations (NGOs) have the potential to significantly impact the Tolon District's educational goals. NGOs can help improve educational outcomes through offering teacher training, promoting community

35

involvement, expanding access to technology, offering educational materials, and advancing the professional development of teachers. Nonetheless, tight coordination with governmental organisations and other district stakeholders in the field of education may be necessary for NGO-led interventions to be effective. As a result, in order for NGOs to effectively contribute to improved educational outcomes in the Tolon District, governments must establish an enabling environment.

2.9 Primary School Educational Outcome

Primary school outcomes in Ghana have received significant attention from researchers, policymakers, and educators in recent years. Several studies have examined the impact of various factors, such as teacher quality, parental involvement, and school resources, on primary school outcomes in Ghana. One study by Ampaw and Akyeampong (2011) examined the relationship between teacher quality and primary school outcomes in Ghana. The study found that teacher qualifications, experience, and training were all important predictors of student achievement. Specifically, students who were taught by highly qualified, experienced, and well-trained teachers performed better on tests of numeracy and literacy.

Another study by Darteh et al. (2018) investigated the factors that influence parental involvement in primary schools in Ghana. According to the study, parental engagement was significantly predicted by parental education and socioeconomic status, with more educated and affluent parents being more likely to be interested in their children's schooling. Additionally, the study discovered a strong correlation between student performance on reading and numeracy assessments and parental participation. Alidu and Talle (2017) looked at the effect of school resources on Ghanaian students' academic

36

performance in a third study. According to the study, student performance on tests of reading and numeracy was favourably correlated with having access to textbooks, instructional materials, and classroom resources. The report also emphasised how crucial school facilities are to raising student achievement, like having access to running water and clean restrooms. Lastly, a 2016 study by Amankwaa and Mensah investigated how parental participation influenced Ghanaian students' attitudes towards education. According to the study, pupils' attitudes towards school were positively correlated with parental participation, with more involved parents being linked to higher levels of school enjoyment and a positive attitude towards learning. Additionally, the study discovered a strong correlation between students' performance on reading and numeracy assessments and their positive views towards school. Overall, the research points to a number of significant variables that affect primary school results in Ghana, including student attitudes towards education, school resources, parental participation, and the calibre of teachers. By addressing these issues, Ghanaian education results could be enhanced and student achievement could rise.

The condition of primary education in Ghana's Tolon District has been the subject of numerous studies, with an emphasis on issues pertaining to enrollment, dropout rates, reading, and instructional resources. According to a study by Sefa and Alambe (2021), the Tolon District had a comparatively low primary school enrolment rate, which was caused by a number of causes. These factors include poverty, cultural practices such as early marriage, and the long distances that children must travel to reach school. A study by Abakah and Adjei (2019) investigated the factors contributing to the high dropout rates in primary schools in the Tolon District. The study found that poverty, lack of parental

involvement, and inadequate teaching and learning materials were significant factors contributing to high dropout rates. The authors recommended improving the quality and availability of teaching and learning materials, as well as enhancing parental involvement in the education process, to reduce dropout rates. A study by Muguni et al. (2020) focused on the reading levels of students in primary schools in the Tolon District. The study found that the majority of students were not reading at grade level, with several factors contributing to this phenomenon, including limited access to reading materials, lack of teacher training in literacy instruction, and a lack of parental involvement. The authors recommended increasing access to reading materials and providing specialized training for teachers in literacy instruction to improve reading outcomes. A study by Tijani et al. (2019) investigated the availability and adequacy of teaching and learning materials in primary schools in the Tolon District. The study found that many schools lacked primary materials such as textbooks, exercise books, and chalkboards, which had a negative impact on the quality of education being delivered. The authors recommended increasing the availability of teaching and learning materials in schools to improve educational outcomes.

2.10 Conceptual Framework

The conceptual framework is the graphical representation of the research topic under review. Here is an illustration of a conceptual framework for the topic Assessment of NGOs in Enhancing Primary Educational outcomes and Implication for Training and Development. The framework shows the activity of NGOs and how they improved educational outcome. The diagram shows the pictorial framework of the study.

```
┌─────────────────────────────┐          ┌─────────────────────────────┐
│ Activities of NGOs          │          │ Training and Development     │
│                             │          │                              │
│ Provision of TLMs           │          │        ICT training          │
│                             │   ───►   │                              │
│ Provision of Infrastructure │          │    Training Local Dialect    │
│                             │          │                              │
│ Provision of in-service     │          │ Training in NGOs intervention│
│ Training to Teachers        │          │                              │
└─────────────────────────────┘          └─────────────────────────────┘
              │                                          │
              ▼                                          ▼
        ┌──────────────────────────────────────────────────┐
        │              Educational Outcome                  │
        │                                                   │
        │                 Enrollment Rate                   │
        │                                                   │
        │                  Dropout Rate                     │
        │                                                   │
        │            Ability to read age level text         │
        └──────────────────────────────────────────────────┘
```
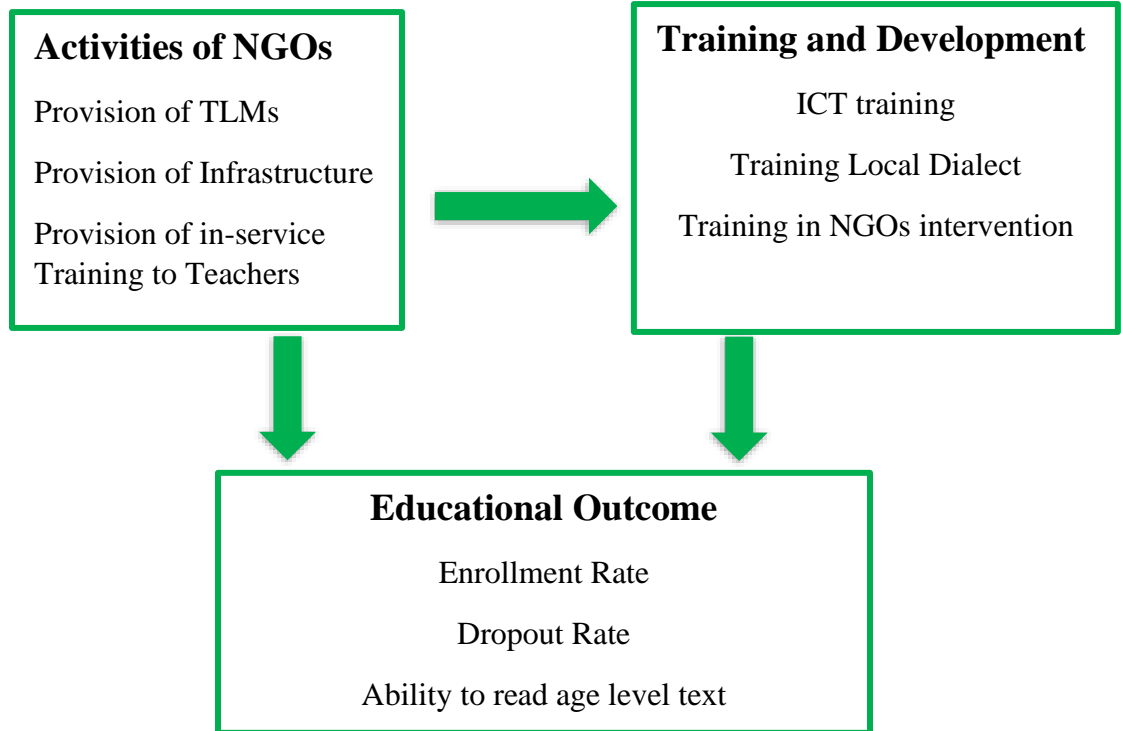
Source: Researcher Construct, 2024

CHAPTER THREE

METHODOLOGY

3.1 Introduction

A research methodology is a set of structured procedures (a plan) used to conduct a study with the goal of obtaining the most accurate results. The ultimate conclusions of any scientific study are only useful to the degree that the fieldwork was organised and executed utilising the most recent strategies and procedures.

3.2 Research Approach

The study employed a qualitative research approach. Qualitative research employs an interpretive methodology that leverages participant subjectivity to elicit insights about the behaviour and meanings associated with a given social occurrence. The main characteristic of qualitative research is that it looks at how individuals interpret their own tangible, real-world experiences in their own words and minds. These understandings are then analysed within the framework of behavioural sciences, which include, but are not limited to, psychology, sociology, politics, education, health sciences, business and management, decision-making, and innovation (Cropley, 2022). Understanding the varying subjective experiences and viewpoints of individuals, communities, or groups is the main goal of qualitative research. It is an interpretive and exploratory method that aims to comprehend the intricate human experiences, behaviours, and beliefs that are impossible to measure with numbers.

Data collection techniques used in qualitative research may include document analysis, focus groups, open-ended interviews, and observation. Most of the time, the collected

data is not numerical, and several methods, including content analysis, thematic analysis, and narrative analysis, are used to analyse it. Using a qualitative research methodology, the researcher aims to understand the participants' experiences and the surrounding circumstances in their own words.

As a result, the researcher participated in the study and was used as a tool to gather and analyse data. As the researcher got to know the participants, more trust was built and more private and sensitive information was made available to the researcher. The following characteristics of the qualitative research approach led the researcher to use it: Pay attention to comprehending people's subjective experiences: Understanding the varying subjective experiences, viewpoints, and emotions of study participants is the main goal of qualitative research.

Investigative and Interpretive: Investigative study aims to comprehend the intricacy of human experiences while deciphering and explaining why specific events transpire. Data Collection Techniques: Open-ended interviews, focus groups, observation, and document analysis are some of the techniques commonly used in qualitative research to gather data. Non-Generalizable: Qualitative research does not attempt to extrapolate results from a sample to the entire population, in contrast to quantitative research.

 Contextual Understanding: The goal of qualitative research is to comprehend the study's context and how it affects the viewpoints and experiences of the participants. Rich data about the intricacy of human experiences can be obtained through the use of qualitative research, a potent and sophisticated method of conducting studies. Researchers can address a variety of research issues on a broad range of topics in a relevant and sensitive way thanks to the flexibility and openness of this technique.

3.3 Research Design

A case study research design was employed for the investigation. A case study is a type of research design used to produce a comprehensive, multifaceted understanding of a complicated problem within its actual setting. It is a well-known research strategy that is widely applied across many different fields, but especially in the social sciences. as a research methodology. In order to improve our comprehension of individual, group, organisational, social, political, and related phenomena, case studies are employed in a multitude of contexts. (Yin, 2014). Researchers can preserve the comprehensive and significant aspects of real-world occurrences, such as human life cycles, organisational and management procedures, neighborhood transformation, global relations, and industrial maturation, by using the case study approach (Schoch, 2020). An approach to research that seeks to comprehend a specific case or phenomena in great detail is the case study research design. Any system that the researcher wishes to study can be the case, as might an individual, a group, an organisation, a programmeme, or any other structure. Data from various sources are gathered and analysed using a range of techniques in case study research. Usually exploratory in nature, the research design seeks to provide a comprehensive understanding of the case being studied. According to Schoch (2020), a case study is used to evaluate an organisation's accomplishment gap.

 Because the study evaluated NGOs' contributions to improving primary educational outcomes in the Tolon District, this makes it pertinent to the research. The researcher used case study because of it benefits. Schoch (2020) stated case design help focus research in a confined and time frame of which the study research questions fit into those assumptions.

3.4 Research Paradigm

A paradigm represents a fundamental set of beliefs that guides action and shapes a researcher's approach to their work (Guba & Lincoln, 1994). It serves as a conceptual lens through which researchers view and interpret the world, influencing their methodological choices and the conclusions they draw from their studies (Kivunja & Kuyini, 2017).

In the context of research, a paradigm encompasses a researcher's ontological, epistemological, and methodological assumptions (Creswell & Creswell, 2018). Ontology refers to beliefs about the nature of reality, epistemology concerns the relationship between the knower and the known, and methodology addresses how knowledge is acquired (Scotland, 2012).

Paradigms provide researchers with a framework for understanding and communicating specific perspectives and assumptions underlying their work (Mertens, 2015). They help to contextualize research findings and allow for meaningful comparisons across different studies and disciplines (Morgan, 2007).

Common paradigms in social science research include positivism, interpretivism, critical theory, and pragmatism (Creswell & Poth, 2018). Each of these paradigms offers distinct assumptions about the nature of reality, the relationship between the researcher and the researched, and the appropriate methods for inquiry (Mackenzie & Knipe, 2006).

For instance, positivism assumes an objective reality that can be studied through empirical observation and measurement, while interpretivism posits that reality is socially constructed and can be understood through the interpretation of human experiences (Thanh & Thanh, 2015).

Understanding and explicitly stating one's research paradigm is crucial for ensuring transparency in the research process and allowing readers to evaluate the coherence between a study's philosophical underpinnings and its methodological choices (Aliyu et al., 2014).

Moreover, paradigms evolve over time as new insights and perspectives emerge in the scientific community. This evolution reflects the dynamic nature of knowledge production and the ongoing dialogue among researchers about the most appropriate ways to investigate and understand phenomena (Kuhn, 1962/2012).

3.4.1 Interpretivism

Interpretivism, as a research paradigm, offers a unique perspective on understanding social phenomena. Greener (2008) highlights that interpretivism allows researchers to explore multiple viewpoints of a research problem by examining the world through the participants' eyes. This approach acknowledges the complexity and subjectivity of human experiences.

From an ontological standpoint, interpretivists are concerned with relativist or subjective realities inherent in any research issue (McKenna, Richardson, & Manroop, 2011). This perspective recognizes that reality is not singular or objective but rather constructed through individual perceptions and experiences.

Epistemologically, interpretivism adopts a subjective stance (Thanh & Thanh, 2015). This position acknowledges that knowledge is created through the interaction between the researcher and the research participants, emphasizing the role of context and personal interpretation in understanding phenomena.

The interpretivist paradigm places significant emphasis on social context (Orlikowski & Baroudi, 1991) and human complexity in relation to how individuals understand phenomena (Kaplan & Maxwell, 1994). This focus allows researchers to delve deeper into the nuances of human experiences and perceptions.

Interpretivists reject the notion of an objective, universal reality. Instead, they posit that individuals construct their own realities, each perceiving the world in a unique way (Creswell & Poth, 2018). This perspective suggests that meanings are constructed by human beings as they engage with and interpret the world around them (Orlikowski & Baroudi, 1991).

To gain a comprehensive understanding of the world, interpretivists argue that these multiple realities need to be explored and understood. The goal of interpretivist research is to achieve a deep understanding of the social phenomenon under study, recognizing the importance of participants' subjectivity as an integral part of this process (Kivunja & Kuyini, 2017).

In interpretivist research, participants are encouraged to use their own words to relate their experiences and beliefs (Scotland, 2012). This approach allows for rich, detailed descriptions that capture the complexity of social phenomena and provide insights into the meanings individuals attribute to their experiences.

By embracing these principles, interpretivist researchers aim to produce knowledge that is contextually rich, nuanced, and reflective of the diverse perspectives present in social settings. This approach offers valuable insights into complex social phenomena that may be difficult to capture through more positivist, quantitative methods.

3.5 Study Area

The Tolon District is one of the 16 MMDAs in the Northern Region of Ghana and one of the 261 Metropolitan, Municipal, and District Assemblies (MMDAs) in Ghana. Tolon District (formerly Tolon Kumbungu District) was established in 2011 by Legislative Instrument (LI) 2142, which also named Tolon as the district's administrative hub. The district lies between latitudes 9° 15' and 10° 0 02' north and longitudes 0° 53' and 1° 25' west. Tolon District is bounded to the east by Tamale Metropolitan, the north by Kumbungu District, the south by Central Gonja District, and the west by North Gonja District. A population and housing census conducted in 2021 revealed that there are 118,101 men and 59,589 women residing in the district. In addition to two second cycle and vocational schools, the Tolon district comprises 111 elementary schools. There are 79 elementary schools in the district out of a total of 111 primary schools. One or more NGOs collaborate with the district directorate of education and the majority of the district's schools. Their primary goal is to assist in raising the district's educational standards. The district has had some success in the BECE (Primary Education Certificate Examination) over the years. The district's BECE result in the 2019–2020 academic year was 59.7%; in the 2020–2021 academic year, it shot up to 90.2%.

3.6 Population of the Study

The population of the research has been presented in table 3.1 below;

Table 3.1 Population of the Study

S/N	Category	Number
	Primary School in the District	79
	NGOs present in the District on Education	7
	District Educational Directorate	1
	Parent Teachers Associations in Primary Schools.	79

The study population from Table 3.1 above indicates all Government primary Schools in the Districts, NGOs present in the District on Education, District Educational Directorate and Parent Teachers Association. These institutions constitute the population of the study of which the sample of the study is drawn from to derived data for the study. A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that researches are done. Population is frequently an important aspect of case study research because it provides context and a framework for understanding the specific case under investigation (Schoch, 2020). The population assists researchers in identifying patterns, trends, and distinguishing characteristics within a particular group or community. Understanding the population enables a more comprehensive analysis of the case, as it sheds light on the findings' broader implications and relevance (Simons, 2014).

47

3.7 Sample Size

The sample size for the study was 40 respondents. The focus group comprises 32 respondent and the key informant were 8 respondent. The table 3.2 below illustrate the composition of the Sample size.

Table 3. 2: Table 3.2: Showing the number and Institution making up to the sample size of the study

Code	Institution/Informant	Number
DD1	District Director	1
DD2	Deputy Director	1
DT	District Training Coordinator	1
RP	Right to Play	1
LM	Lively Mind	1
AK	Afrikids	1
TH	Teachers	24
HT	Head Teachers	2
CS	Circuit Supervisor	4
PT	PTA	4

From Table 3.2 above, respondent drawn from the population of the study to form the sample size. Each category was assigned a code of which it was used when analysis the data by quoting verbatim from a respondent. The respondents were selected based on the how they related to the topic of the study. Officers were selected from the district educational directorate and they were 3. Right to Play, Lively mind and Afrikids were NGOs present in the district improving primary educational outcome and 3 officers were

48

selected from their end. Tolon Educational unit have 7 circuits and out of these 4 circuits were chosen for this study. Teachers of 6 were selected from each circuit, 4 circuit supervisors, 4 PTA Representative were also selected. The sample size also consists of 2 head teachers from two primary schools in the district. A sample is the specific group that you will collect data from. The size of the sample is always less than the total size of the population. Sample size refers to the number of participants or subjects included in a research study. It is an essential component of any study and is determined based on various factors, such as the research question, the type of study being conducted, and the statistical methods used to analyze the data. Determining an appropriate sample size is critical in research, as it helps to ensure that the study's results are representative of the target population. The sample size affects the accuracy or precision of the study's findings, and an insufficient sample size may lead to inaccurate or unreliable results. The sample size should be large enough to minimize the risk of sampling error or bias, such as random error, systematic error, or bias due to chance. However, a sample size should not be too large, as it can lead to unnecessary time and resource consumption.

3.8 Sampling Technique

The researcher used the approach of purposive sampling. A collection of non-probability sampling strategies known as "purposeful sampling" pick units based on the qualities you require in your sample. Put differently, purposive sampling involves the "on purpose" selection of units. The optimal application of purposeful sampling is when you wish to concentrate on relatively small samples in detail. Perhaps you are investigating a topic that is likely to contain unusual cases, or you would like to reach a certain fraction of the population that shares specific traits.

3.9 Data Collection Technique

Interviews are a suitable tool for gathering detailed information about people's opinions, thoughts, experiences, and feelings, which is why the study used them. When the subject of the inquiry involves matters that call for in-depth questioning and extensive probing, interviews are helpful. One qualitative research approach that uses questioning to get data is the interview. Two or more persons participate in interviews, one of them is the interviewer who poses the questions. One excellent research tool is the interview. Compared to other research methodologies, they enable you to collect richer data and make more thorough findings by accounting for emotional responses, spontaneous reactions, and nonverbal indicators. In total, eight respondents were interviewed for the study: the district director of education, the deputy director of education, the district training coordinator, one representative each from Right to Play, Lively Mind, and Afrikids, as well as two head teachers from two district primary schools that were chosen for the study.

3.9. 1 Focus Group Discussion

Participants in a focus group are gathered to respond to questions in a moderated environment regarding a topic of interest. Focus groups are qualitative in nature; in addition to the participants' responses, they frequently examine the group dynamic and body language.

All four of the District Education units' circuits hosted focus group discussions. Six teachers from NGOs-assisted schools, one PTA representative, and the circuit supervisor make up each of the eight members of each group.

3.9.2 Key Informant Interview

Interest groups and organisations that have been identified as participating in the efforts to guarantee high-quality educational outcomes in the Tolon district are the subjects of the key informant interviews. The district director of education and his deputy, one representative from each of the organisations Afrikids, Lively Minds, and Right to Play, as well as two head teachers, participated in the interview. These respondent groups were specifically chosen for the purpose of the study based on their knowledge of the subject matter, availability, and areas of interest. Data from key informants (institutions) were collected using self-administered semi-structured interview schedules.

3.10 Data Collection Instrument

Data were collected through semi-structured interviews with key informants and focus groups. Semi-structured interviews typically have an open-ended format that permits flexibility, but they also adhere to a pre-established theme framework that provides structure. They are frequently referred to be "the best of both worlds" because of this. Semi-structured interviews come in use when it's necessary to gather comprehensive data from several respondents or interviewees (such teachers and community leaders) in an organized way.

3.11 Data Processing

The data processing stage was divided into three main phases. The first was editing, which involved finding and correcting errors in the tools used to collect the completed data and guaranteeing its quality, consistency, and completeness. Coding, the second phase, is classifying responses to queries or issues into logical groups in order to spot important

patterns that may provide the basis for further investigation. Tabulating the unprocessed data into an analysis-ready format was the last stage.

3.12 Data Analysis

The transcripts of the interviews were examined topically in the study. Using the themes from the semi-structured interview guide, all of the interview transcripts were coded. After closely examining each of the several interview transcripts, recurring patterns were found, and these codes were then divided into themes. The transcript snippets that have been coded will then be arranged into themes and sub-themes. The excerpts to be gathered will be presented in the form of a narrative to tell a tale about the study phenomena by making sense of the entire set of data.

3.13 Ethical Consideration

Ethical considerations are paramount in any research study, particularly when human participants are involved. This study adheres to strict ethical guidelines to ensure the protection of participants' rights, dignity, and well-being throughout the research process.

Informed consent is a crucial ethical principle in this study (Nijhawan et al., 2013). All participants will be provided with detailed information about the study's purpose, procedures, potential risks, and benefits. They will be given ample time to consider their participation and ask questions before providing written consent. The consent form will be written in clear, understandable language, and participants will be informed of their right to withdraw from the study at any time without penalty (Grady, 2015).

Confidentiality and privacy protection are essential aspects of this research (Kaiser, 2009). All data collected will be de-identified and stored securely, with access limited to

authorized research team members. Participants' identities will be protected through the use of pseudonyms in all research reports and publications. Any potentially identifying information will be carefully managed to prevent inadvertent disclosure (Saunders et al., 2015).

The principle of beneficence requires that the research maximizes benefits while minimizing potential harm to participants (Beauchamp & Childress, 2019). This study has been designed to minimize any potential psychological or social risks to participants. In the unlikely event that a participant experiences distress during the research process, appropriate support mechanisms will be in place, including referrals to professional counseling services if necessary.

Justice and fairness in participant selection and treatment are also key ethical considerations (Resnik, 2018). The study will ensure that participant recruitment is equitable and that no individuals or groups are unfairly excluded or included based on criteria unrelated to the research objectives. All participants will be treated with equal respect and consideration throughout the research process.

Researchers involved in this study will maintain professional boundaries and avoid any conflicts of interest that could compromise the integrity of the research (Steneck, 2007). Any potential conflicts will be disclosed transparently, and appropriate measures will be taken to mitigate their impact on the study.

This research project has undergone a thorough review by an institutional ethics committee to ensure compliance with ethical standards and regulations (Iphofen & Tolich, 2018). The study will adhere to all relevant national and international guidelines

for ethical research conduct, including the Declaration of Helsinki and the Belmont Report principles.

Throughout the research process, there will be ongoing ethical reflection and monitoring to address any unforeseen ethical issues that may arise (Guillemin & Gillam, 2004). The research team is committed to maintaining the highest ethical standards and will remain vigilant in protecting participants' rights and well-being at all stages of the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

One aspect of the research process that is considered very important is the result and discussion phase. This part contains the researcher's presentation and analysis of the study's results. The study's research questions serve as the foundation for the conversation. The researcher provides themes in response to the research questions, presents the findings under each theme, and then engages in a thorough discussion.

4.1 Research Question 1:

What is the State of Primary Education in the Tolon District Taking into Consideration Enrollment Rate, Dropout Rate, Age Level Text and Teaching and Learning Material?

4.1.1 The State of Primary Education in Tolon District

The study revealed that majority of the schools lack furniture and primary amenities to foster learning. Students in lower primary schools, from KG1 to Primary three, are forced to sit on the bare floor every day due to the absence of chairs and desks. This situation has persisted for years, with no significant intervention from the District Assembly or the Directorate of Education.

One of the respondents in the study expressed his concern about the situation:

"Primary schools, especially, in the rural areas do not have furniture for students/learners to sit on. From KG1 to Primary three, students sit on the bare floor every day. Nothing has been done by the District Assembly and the Directorate of Education." (KIT-Verbatim comment by a CS1).

55

This statement highlights the neglect of primary amenities that are crucial for effective learning in primary schools.

Another respondent expressed his frustration with the situation:

"It's sad to see students coming to school carrying their own chairs to sit on to study. They cannot leave it in the school because there are no doors to protect the chairs." (KIT-Verbatim comment by a HT1).

This statement underscores the dire situation that many students in Tolon District face on a daily basis.

The lack of furniture in schools has far-reaching consequences on the quality of education in Tolon District. Students who sit on the bare floor for hours every day are exposed to health risks such as back pain, joint pain, and respiratory problems. The lack of furniture also affects students' concentration and motivation to learn. It is difficult for students to focus on their studies when they are uncomfortable and distracted by their surroundings.

Furthermore, the absence of chairs and desks leads to other challenges such as dirty uniforms. Students who sit on the bare floor for hours every day often have dirty uniforms, which affects their self-esteem and confidence in school. This situation is particularly challenging for female students who may feel ashamed and embarrassed by their dirty uniforms.

Teacher absenteeism is a major challenge facing primary schools in Ghana. This issue has been identified as a key factor contributing to low educational outcomes, particularly in rural areas. According to research findings, most teachers absent themselves from

school on Mondays and Fridays each week, which has a significant impact on the quality of education that students receive.

One of the main reasons for teacher absenteeism is related to family issues. Many teachers travel to be with their families on weekends, which means that they are absent from school on Mondays and Fridays. This has a direct impact on the number of contact hours that students receive, which is prescribed by the Ghana Education Service. As a result, students are not receiving the necessary education that they need to succeed in their studies.

A respondent from a population sampled stated that

"Serious teaching is on Tuesday to Thursday as for Monday and Friday teachers used to travel to their relatives in Tamale and South. We have tried to put measures to stop this but it still persists. We are punishing someone's children while our children are in private schools in the cities." (KIT-Verbatim comment by a WCTH 1)

Another respondent added that

"There are no proper checks on the teachers in the district, especially those who are in the inter-land. Head teachers also engage themselves in the same art so they cannot hold teachers accountable." (KIT-Verbatim comment by a TCTH1)

This findings are need to be addressed by stakeholder of education because this children who are missing quite number of contact hours will compete with their colleagues in town when they progress to the Senior High School level.

These findings are supported by literature on teacher absenteeism in Ghana. A study by Akyeampong et al. (2022) found that teacher absenteeism was a significant problem in Ghanaian primary schools, with absenteeism rates ranging from 20% to 30%. The study also found that absenteeism was more common among teachers who were posted to rural areas, which is consistent with the findings of the current study.

Another study by Asante and Amponsah (2019) found that teacher absenteeism was a major challenge facing primary schools in the Ashanti Region of Ghana. The study identified several factors contributing to teacher absenteeism, including low salaries, poor working conditions, and lack of motivation. These factors are likely to be relevant to the current study as well.

The study also finds that, most teachers in the district do not understand the local language which makes it difficult to ensure effective teaching and learning. The efforts to improve the quality of early grade teaching and learning have resulted in a greater emphasis on the role of the language of instruction (LOI). Mismatches between the LOI and the language that students and teachers speak and understand best can stymie effective teaching and learning, according to recent research (University Research Co., 2019). When attempting to improve learning outcomes in the early grades, it is critical to understand a country's LOI policy and linguistic context, as this can be a potential barrier to gains in literacy and learning outcomes. Ghana's current language policy requires that the child's L1 be used as the language of instruction from kindergarten to Grade 3, with English as the L1 after that. English is taught in the lower primary grades, while Ghanaian languages are studied from Grade 4 through Grade 9. The language policy states that in kindergarten and lower primary school, where teachers and learning materials are available and the linguistic

composition of classes is fairly uniform, the children's first language must be used as the dominant medium of instruction (Ministry of Education, Ghana, 2004, pp. 27-28).

This policy cannot be fully implemented in the district. According a Circuit Supervisor (CS) interviewed, almost 70% of the teachers from his circuit cannot teach using the L1 of the pupils. This is forcing the very few who can speak the L1 to teach the lower primary putting pressure on them.

The Circuit Supervisor (CS) said in the interview that;

"Language barrier has been a major challenge in delivering educational outcomes in the circuit. Majority of the teachers do not understand Dagbani making it difficult to communicate to student and their parents. Sometimes you need to explain why it important for a parent to buy books and uniform for their wards but how to put it in Dagbani is very difficult even including myself." (KIT-Verbatim comment by CS 2)

One of the teachers also said;

"Government should always consider the teacher natives language before posting them. I and my colleagues posted to Tolon in 2020 do not understand Dagbani and making it difficult to give instructions to our own student. Sometimes you need rely on your colleague teacher to pass information the kids or maybe a class 6 student to pass on the information. I can spend the whole period to teach and I will ask do you understand and they will respond yes sir but when I give them class work, they cannot do." (KIT-Verbatim comment by a KCTH 3)

This finding is a great hindrance to Ghana us we strive to increase literacy rate in the primary level. This is in conformity of what Man et al, 2019 discovered that Ghanaian

59

teachers are not trained in their first language making it difficult for them to use it to teach their student. Also materials use as subject guide for lower primary are in English making it difficult for teachers to translate it into the first language to teach (Soma & Zuberu, 2022).

Education is an essential aspect of human development and a fundamental right of every child. In Ghana, the government has made significant efforts to ensure that every child has access to quality education. However, the enrolment rate of primary education in some areas still remains a challenge. The study further investigated the enrolment rate of primary education in Tolon District.

The study revealed that the enrolment rate of primary education in Tolon District has improved significantly in the past ten years. According to the District Education Director, the enrolment rate as at the time of the interview was 75.18%. This improvement can be attributed to the efforts of some non-governmental organisations present in the District. However, the enrolment rate is still lower compared to the national enrolment rate, which is 104.3% according to Ghana Education Service.

The study also found that there are mixed reactions towards enrolment in Tolon District. Some respondents indicated that enrolment has increased, while others stated that it has decreased. This difference can be attributed to schools in town and schools in villages. The study also found that the use of play-based methodologies in lesson delivery has contributed significantly to the increase in enrolment.

A respondent from the teacher's focus group said that;

"It have change by increasing by almost 80% by the use of play base methodologies in lessons delivery of which it was introduce by Right to Play" (KIT-Verbatim comment by TCTH 2)

Another teacher also said that;

"Enrolment rate has increase especially in the kindergarten where they feed the primary school. We have high number of students in Class 1 to Class 3 as compare to class 4 to 6 in my school." (KIT-Verbatim comment by a NCT 5)

However, some teachers stated that the increase in enrolment has not been reflected in their schools. They cited reasons such as lack of feeding, inadequate teachers, and language barriers as factors that hinder enrolment. One of them said that;

"Enrollment has changed drastically due to lack of feeding, inadequate teachers and language barriers. Learners finds it difficult to understand teachers who teaches with only the L2 without the L1" (KIT-Verbatim comment by WCT 2)

Another also said that;

"Most children at school going age in his community are not coming to school. When I ask the people why are they not sending their children to school …… the will said no money to send the kids" (KIT-Verbatim comment by TCT 6)

The study revealed that dropout rates in the district are a significant challenge. Despite starting at class one, a considerable number of students do not complete their education by class six. Teachers reported that absenteeism and lack of parental care are some of the factors contributing to this issue. Additionally, students who travel to the south for

61

"Kayaye" contribute to dropping out in the district. The findings further showed that students in class's four to six are more prone to dropping out as compared to those in lower primary levels.

The high dropout rates are a cause for concern as they have far-reaching negative consequences. Students who drop out of school are at a disadvantage in terms of future job prospects and financial stability. They are also more likely to engage in risky behaviors such as drug abuse and crime. Furthermore, the lack of education perpetuates the cycle of poverty, which has long-term implications for the entire community.

The lack of teaching and learning materials, such as textbooks and whiteboards, has been identified as a significant challenge by teachers in various schools. According to a recent research study, teachers have reported that there are no textbooks available for students to use as a reference. This creates a significant barrier to effective learning, as students are unable to access the necessary materials to support their studies.

One of the main reasons for this lack of textbooks is the financial constraints faced by many families. Parents are often unable or unwilling to purchase textbooks for their children, and those who are able to afford them may prioritize other expenses. As a result, students are left without the necessary resources to support their learning. This finding agrees with a study by Tijani et al. (2019) which investigated the availability and adequacy of teaching and learning materials in primary schools in the Tolon District. The study found that many schools lacked primary materials such as textbooks, exercise books, and chalkboards, which had a negative impact on the quality of education being delivered.

In addition to the lack of textbooks, teachers have also reported a shortage of other essential materials, such as whiteboards and markers. These tools are critical for effective classroom instruction, and their absence can significantly impact the quality of education provided to students.

4.1.2 Summary of Research question one

In conclusion, the state of primary education in Tolon District is a cause for concern due to the lack of primary amenities such as furniture. The absence of chairs and desks in schools has far-reaching consequences on the quality of education and students' health. It is imperative for the District Assembly and the Directorate of Education to take urgent steps to address this challenge and provide primary amenities that are essential for effective learning in primary schools. The study has shown that there have been significant improvements in enrolment rates in Tolon District, but more needs to be done to ensure that every child has access to quality education. The government, non-governmental organisations, and other stakeholders must work together to achieve this goal.

The study recommends that more efforts should be made to improve enrolment rates in Tolon District. The government should provide more resources to schools in rural areas to ensure that they have adequate teachers and feeding programmes. Non-governmental organisations should also continue their efforts to improve enrolment rates through innovative approaches such as play-based methodologies.

4.2 Research Question Two

4.2.1 Non- Governmental Organisation present in Tolon District promoting Educational Outcome

The study identified three Non-Governmental Organisations (NGOs) in the Tolon district are actively working to improve educational outcomes in primary schools. These non-governmental organisations, namely Right to Play, Lively Minds, and Afrikids have been instrumental in providing interventions that help children read and write more effectively. The study found that Lively Minds conducts a need assessment of the school and its community prior to implementing their programme to ensure that their intervention is tailored to the specific needs of the school. They also work with parents and the community to ensure that the programmeme is properly implemented. The study also found that the goal of these NGOs is to create an environment conducive to effective learning in primary schools. They are able to identify student challenges and provide interventions that address these challenges by collaborating closely with schools and communities.

It was revealed through data gathered that these NGOs efforts have been laudable, as they have helped improve the literacy rates of children in the Tolon district. They have also contributed to the community's overall development by providing children with the skills they need to succeed in life.

Lively Mind official said,

"A world in which all children are given the opportunity to develop their skills and talents and to reach their full potential in life. This is the vision of lively mind and we champion this through empowerment given the opportunity to every child to develop his or her

talent. ...... our approach is not focus only on academic performance but rather the student should come out of his or her best." (KIT-Verbatim comment by LM)

Right to Play official informed the researcher that,

"We at right to play, our mission is to safeguard, educate, and empower children to overcome adversity through the power of play. We have realized that children learn a lot through playing hence introduce learning through playing and it has yielded positive results." (KIT-Verbatim comment by RT)

These statement reveals that NGOs are present in the Tolon District which are promoting education outcomes.

4.2.2 The Role Non-Governmental Organisation play in Tolon District Educational outcome

The study revealed that NGOs are critical to improving educational outcomes in Tolon District. These organisations provide assistance in a variety of ways, including educational materials and teacher training. NGOs also collaborate closely with communities to identify and address the area's specific educational needs. They help to bridge the gap between the government and the people, ensuring equal access to education for all. The study revealed that, NGOs provide Teaching and Learning Materials, Infrastructural development and training of teachers.

4.2.2.1 Provision of Teaching and Learning Material (TLMs)

NGOs over the years have supported the educational sector through providing of teaching and learning materials to student and teachers. The study examined the role that NGOs play in attaining educational outcome in Tolon District and one of the key activities by

65

these NGOs present in the district is provision of TLMs. The study reveals that NGOs in the district assist primary schools with teaching and learning material. Almost all the people interview indicated that there is a supply of TLMs by these NGOs to the school.

A head teacher said that,

"My school has received story books from lively minds that we used them early in the morning before lesson start. We make sure student read these story books every morning. This has improved the reading habit of student." (KIT-Verbatim comment by a HT 1)

Another head teacher also confirmed this with this statement,

"NGOs are bridging the gap that has been created by government for not supplying of textbooks. Textbooks and other supplementary material that enhance teaching and learning are being supply by NGOs in the school" (KIT-HT 2)

A teacher in the focus group discussion also said,

"Donations of some learning materials and constant training on new methods that are involve with teaching and learning" (KIT-Verbatim comment by a NCT1)

The participants within the group all agreed to their colleague response and also emphasized that their students had received learning materials from NGOs. This findings are in conformity with what Adu-Baffoe, & Bonney, (2021) discovered in their investigation title the role of Non-Governmental Organisations in primary education delivery in Ghana: implications for theory, policy, and practice. They identified that Action aid and NGOs in the northern region supply Teaching and Learning material to primary schools. Also, Amedeker, (2020) identify that occasionally NGOs supply text

books to schools in Ghana. The NGOs in Ghana are well known of improving educational outcomes through the supply of textbooks. The study revealed that most school in Tolon District has received teaching and learning materials from both the past and present NGOs.

4.2.2.2 Infrastructural Development

The study identified that NGOs play a crucial role in promoting educational outcomes, and one area where their impact is significant is infrastructural development. In Tolon district, NGOs have provided an essential facilities like toilets, furniture, and sports equipment to schools, which greatly enhance the educational experience for students.

One of the major problems that the study identified was the lack of toilets in schools. Without proper sanitation facilities, many students would take advantage of the opportunity to leave school to ease themselves and never return. This had a detrimental effect on their education. However, the study identified that, one of the intervention of NGOs was provision of toilets facilities in schools. This has effectively solved sanitation problem faced by many schools in the district and ensuring that students can focus on their studies without any interruptions.

"Sometime you come to school and unfortunate you want to ease yourself you need to go home and some us our houses are not closer to the school….. Student especially the boys can tell you that they going to toilet in the bush not knowing that they are going for hunting" (KIT-Verbatim comment by HT 1)

Furthermore, the study also revealed that, provision of furniture by NGOs has also had a positive impact on teaching and learning. Many schools that receive support from NGOs

now have adequate furniture to aid in the educational process. This means that students can study comfortably and teachers have the necessary tools to deliver their lessons effectively. As a result, the overall educational outcome in these schools has improved significantly.

In addition to toilets and furniture, the study found that, NGOs also contribute to educational outcomes through the provision of sporting equipment. By introducing games like football and ludo into the learning environment, NGOs are able to engage students who may not be interested in the traditional methods of learning. This helps to reduce the dropout rate, boys in particular, find enjoyment in these activities and are more likely to stay in school. The promotion of sports and games as part of the educational experience not only enhances physical well-being but also fosters a sense of camaraderie and teamwork among students.

A head teacher from one of the schools stated that,

"The intervention by right to play for using play base learning strategy has increase enrollment in my school. Even student who dropped out have come back due to that programme. Their friends informed them about what they do in class now and they were happy to come and also learn." (KIT-Verbatim comment by HT 1)

4.2.2.3 Teacher Training and Development

Every country places a premium on teacher performance, and Ghana is no exception. Teachers provide encouragement to their students as a result of the developed relationship, and they also provide instruction in their respective academic area (Hervie,

& Winful, 2018). The study revealed that NGOs in the Tolon district support teachers through training and development. This is done through workshops and seminars.

The training coordinator of Tolon education directorate emphasized on the current workshop organized by Right to Play Ghana which involves over 50 teachers from various schools in the district. The workshop's goal was to provide teachers with the knowledge and skills they needed to effectively incorporate play-based learning into their classrooms. The official from Right to Play emphasized on the significance of play in promoting children's cognitive, social, emotional, and physical development. The workshop emphasized the importance of play-based learning in developing critical thinking, problem-solving, creativity, communication, and collaboration skills. Following that, the teachers were introduced to various play-based learning strategies and techniques. They were encouraged to create a learning environment that encourages active participation, exploration, and discovery. The facilitators provided practical examples of how to incorporate play into various subjects such as math, science, language arts, and social studies. Teachers have been receiving this kind of trainings from both NGOs and GES in the district according to the Training Coodinator. All these trainings are to ensure academic performance of the student in the district increase.

Teachers who had have the opportunity to attend these workshops share their opinion during the focus group discussion.

  Teacher 1 said;

"I have participated in workshops by Right to Play and Lively Mind and these workshops are very good. Its help me to reshape my thinking on student and I acquire skills that

enable me to engage every student no matter the background" (KIT-Verbatim comment by WCT 3)

Teacher 2 Said;

"Play based learning strategy workshop organized by right to play was very important to me as a mathematics teacher. At first because of language barrier, I found it difficult to explain certain mathematical terms to my primary 3 students but now I used the play-based methods to teacher them mathematics and now I can see improvement in the performance of the student in the subject." (KIT-Verbatim comment by a TCT 5)

These findings agree with what Voogt et al. (2015) discovered. They examined the efficacy of a teacher professional development programme implemented by an NGO in Ghana that focused on technology integration in the classroom. The study found that the programme had a positive impact on teachers' teaching practices and student learning outcomes. The programme helped teachers to develop more effective technology integration practices, which in turn led to improved student engagement and learning. It also disagrees with Hervie, & Winful, (2018) discovered in their research that teachers are not giving in – service training. In their research they found that poor performance of teachers are because of lack of in-service training for teachers. But the current study reveals that teachers are giving in service training to help them acquire new skills.

4.2.3 Summary of Research Question 2

NGOs play a critical role in promoting educational outcomes in underserved areas such as Tolon District. NGOs like Right to Play, Lively Minds, and Afrikids provide targeted interventions that help children read and write more effectively. They also collaborate

70

closely with schools and communities to identify and address specific educational needs. NGOs provide teaching and learning materials to schools, which enhance the educational experience for students. They also contribute to infrastructural development by providing essential facilities like toilets, furniture, and sports equipment to schools. This has had a positive impact on teaching and learning, as students can study comfortably and teachers have the necessary tools to deliver their lessons effectively. The promotion of sports and games as part of the educational experience not only enhances physical well-being but also fosters a sense of camaraderie and teamwork among students. It is critical that more NGOs take up the cause of education in underserved areas to ensure that every child has access to quality education. Teacher training and development programme run by NGOs and the GES are critical in improving students' academic performance in Ghana. The workshops mentioned in the study have been shown to be effective in assisting teachers in acquiring new skills and improving their teaching practices. Such training initiatives should be expanded across the country to ensure that all teachers have access to professional development opportunities and can provide quality education to their students.

4.3 Research Question Three

What are the training and development needs in primary schools in the district?

4.3.1 Training and Development Needs of Teachers in Tolon District

Teacher education and development are critical to ensuring educational quality. It is critical for teachers to continually improve their skills and knowledge in order to effectively meet the changing needs of students and society. The study investigated to understand the training and development needs of teachers in Tolon District.

71

Teachers training and development need were assessed by the researcher and it was revealed that teachers in the primary schools in Tolon district needs capacity building in their quest to achieve educational outcomes.

Although the study identified that NGOs are currently providing training to teachers in the district to support their implementation of activities, there is still a need for further training. In the focus group discussion with teachers, it was revealed by the majority of the teachers expressing their opinion that the Ghana Education Service (GES) should offer on-service capacity building specifically focused on the local language, Dagbani, in the district.

The study found that there are teachers in the district who are unable to speak Dagbani fluently. This poses a challenge when it comes to effectively teaching students, especially at the lower primary level. By providing these teachers with the opportunity to learn how to read and write Dagbani while they are teaching, they would be better equipped to assist their students in their learning journey.

For instance, a teacher who teaches at Primary 2 said in the focus group discussion.

"I can't do anything in class when the headteacher is not around because the children do not understand English and the headteacher is the only teacher who understands Dagbani in the school and I must confess that it very stressful to teach. You can use the whole day to teach but none of the student will understand" (KIT-Verbatim comment by a WCT 2)

The ability to communicate effectively in the local language (L1) is crucial for teachers in order to create a conducive learning environment. When teachers can speak the language fluently, they can engage with students more effectively, understand their needs

and challenges, and provide appropriate support. This is particularly important at the lower primary level, where students are just beginning their educational journey and may require additional assistance.

By offering on-service capacity building on the L1 of the district, the GES would address a significant training need among teachers. This training would not only benefit the teachers themselves but also have a positive impact on student learning outcomes. When teachers are equipped with the necessary language skills, they can facilitate better communication and understanding in the classroom, leading to improved academic performance.

According to a study conducted by Owu-Ewie and Eshun (2019), it was found that teachers who are assigned to communities where they do not speak the local language (L1) face difficulties in teaching and often struggle to perform well. This issue seems to be more prevalent in rural areas, as urban areas in Ghana are known for their multilingualism. To address this problem, Karikari et al. (2022) proposed a mapping strategy for the Ghana Education Service (GES) to ensure that trained teachers are posted to communities where they can communicate in the local language. However, Anlimachie et al. (2023) discovered that despite these recommendations, teachers are still being assigned to rural areas where they lack proficiency in the local language.

To tackle this ongoing challenge, the study suggests implementing on-service training programmes for teachers to learn the local language of the communities they are posted to. By equipping teachers with the necessary language skills, they will be better prepared to effectively communicate and connect with their students, leading to improved teaching outcomes. This proposed solution aims to address the issues faced by teachers in Ghana

73

and ensure that they are equipped with the linguistic abilities required to deliver quality education in diverse communities.

The study also revealed on the pressing need for technology training among teachers in the Tolon District. With the Ghana Education Service (GES) transitioning most teacher activities, including lesson notes, to an online platform, it was revealed in this study that many teachers in Tolon District are struggling to navigate the internet and effectively prepare lesson notes for their students. As a result, some teachers have resorted to copying or even hiring others to write their lesson notes, which is a clear violation of the GES code of ethics.

It is imperative that we address this issue by providing comprehensive technology training to teachers in the Tolon District. By equipping them with the necessary skills and knowledge, we can empower them to overcome these challenges and ensure that they are able to fulfill their responsibilities in accordance with the GES guidelines.

Technology training will not only enable teachers to navigate the internet proficiently but also enhance their overall capacity. They will be able to leverage various technological tools and resources to enhance their teaching methods and engage students more effectively. Moreover, with the increasing reliance on technology in today's world, it is essential that teachers are equipped with the necessary skills to adapt to these changes and provide quality education to their students.

One of the teachers said;

"Providing training on technology usage can indeed be beneficial for Ghanaian teachers. With the rapid advancements in technology, it's crucial for educators to stay updated and

equipped with the necessary skills to effectively integrate technology into their teaching practices." (KIT-Verbatim comment by a NCT 1)

By investing in technology training for teachers, we can bridge the digital divide and ensure that all students in the Tolon District have equal access to quality education. It is our responsibility to provide teachers with the support they need to excel in their profession and empower them to embrace technology as a valuable tool in the classroom.

These findings were also identified by Akuffu, (2020) in his quest to find out the role of Information and Communication Technology (ICT) tool in teaching student in primary school in Tamale metropolis, he found out that, 50% of the school sampled said their teachers have inadequate skills to integrate ICT in their lesson. Barfi, Amenu, & Arkoful, (2020) also identified that although government are making an effort to improve technology education in the schools of Ghana, most teachers required vigorous training to build their capacity for them to integrate technology in their teaching.

4.3.2 Summary of Research Question 3

Teacher education and development are crucial for ensuring high-quality education. Teachers must continuously improve their skills and knowledge to meet the evolving needs of students and society. One of the key benefits of teacher training is the enhancement of teaching methods and strategies. Through training, teachers are exposed to new pedagogical approaches, instructional techniques, and technologies that can improve their effectiveness in the classroom. This leads to increased student engagement, motivation, and learning outcomes. In Tolon district, Ghana, there is a need for on-service capacity building for teachers to improve their proficiency in the local language, Dagbani. This will enable them to create a more conducive learning environment, engage with

75

students more effectively, and provide appropriate support. By offering training on the local language, the Ghana Education Service can address a significant training need among teachers and contribute to preserving and promoting linguistic diversity within the district. This proposed solution aims to ensure that teachers are equipped with the necessary skills to deliver quality education in diverse communities. The study highlights the urgent need to provide technology training to teachers in the Tolon District. Many teachers are struggling to navigate the internet and prepare lesson notes for their students, resulting in some resorting to unethical practices. By equipping them with the necessary skills and knowledge, we can empower them to fulfill their responsibilities in accordance with the guidelines of the Ghana Education Service (GES). Technology training will not only enhance their overall capacity but also enable them to leverage various technological tools and resources to engage students more effectively. With the increasing reliance on technology in today's world, it is essential that teachers are equipped with the necessary skills to adapt to these changes and provide quality education to their students. By investing in technology training for teachers, we can bridge the digital divide and ensure that all students have equal access to quality education. These findings have been identified by various studies, emphasizing the need for vigorous training to build teachers' capacity for them to integrate technology into their teaching.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Introduction

The final chapter of this study begins with a summary of the study's objectives, methodology and data analysis techniques. A summary of the key findings and conclusions related to each objective follows the objectives, methodology, and analyses. Following that, specific recommendations for primary education are made based on the findings and conclusions. The chapter concludes with research recommendations.

5.2 Summary of the Research

The primary goal for this current study was to evaluate the role of NGOs on primary school educational outcome in the Tolon District of the Northern Region, the implication for training and development. The following research objectives guided the researcher to achieve the primary goal of the study. The first objective was to investigate the state of primary education in the Tolon district (enrollment, dropout, reading and teaching and learning material), the second research objective of the study was to examine the role of NGOs in attaining educational outcomes in the district and the last objective look at in the current study was to ascertain the training and development needs in primary schools in the district.

The study also used three research question in order to achieve the above objectives. The study adopted Advocacy Coalition Framework (ACF) theory and Adult Learning Theory as the theoretical framework. Some of the thematic areas reviewed were education in Ghana, the state of primary education, and the role of NGOs in teacher development etc.

77

The study conducted in the Tolon District of Ghana aimed to examine the contribution of NGOs in promoting educational outcomes. The research employed a case study design and a qualitative research approach to gather data from the population of the study, which included District Educational Directorate officers, teachers and head teachers of primary schools, circuit supervisors, and NGOs involved in promoting educational outcomes. The sample size consisted of 40 participants who were interviewed using semi-structured interview techniques. The interviews were conducted after school hours to avoid disrupting academic activities. Data were collected through note-taking during the interview sessions. Prior to the interviews, letters were sent to schools and offices to establish rapport. The collected data were analyzed thematically by reading through it and identifying the main themes.

The following findings were revealed in the study base on the objective;

For objective one; the current state of primary school in Tolon District are;

- The lack of adequate infrastructure is a major source of concern. The school buildings are in disrepair and require immediate repair. The situation is so dire that it is affecting the quality of education provided to children. Furthermore, the majority of the schools sampled lacked furniture. As a result, students must sit on the floor or bring their own chairs to school. This is not only unpleasant, but also unsanitary. The students' learning experience is being harmed by a lack of proper infrastructure and furniture.

- The study also found that teacher absenteeism is a major challenge in primary school education in Tolon district. Majority of the people sampled schools head teachers confirm this.

- The study also revealed that language barrier on the part of the teachers posted to schools in the district. The study showed that majority of the teachers do not understand the L1 of the student hence making teaching difficult especially the lower Primary.

- The study found that enrollment rate in Tolon District primary education has increase in the pass years and currently it stands at 75.18%. Although it has increase, the study revealed it is below the national rate which by the time of the study stand at 104.3%.

- Due to absenteeism of teachers and lack of parental care dropout rate in the district is very high according the current study findings.

The following were the key findings emanated from the study second objective

- The study identified that Right to Play, Lively Minds, Afrikids World Vision are NGOs still present in the district promoting educational outcome through their well-articulated programme.

- The study also revealed that NGOs supply TLMs to supported schools to improve their education outcomes. The study also found that some of these TLMs are story books to improve the reading skills of primary school children. It was also revealed that support schools use early morning hours of school days to do reading.

- The study revealed that NGOs like World Vision provide infrastructure for deprive schools. The infrastructures provide by these NGOs according to the study are Toilet facilities, Boreholes and furniture.

- Lastly for this objective, NGOs was identified in this research as catalyst of training and development when it comes to teachers. The study found that NGOs organizes workshop

79

and seminars for teachers in the district to train them on contemporary method of teaching pedagogy.

For the last objective that is to understand the training and development needs of Tolon District, the following research findings were derived from the study;

- The study found that teachers posted to teach in the district do not understand the local language that is Dagbani. Teachers needs to be trained in how to use Dagbani to teach especially those who teaches at the lower primary.

- The study also found that teachers in the district need to be train on technology integration. Teachers need to build their capacity when it comes to technology since the study found that most teachers contract people to prepare their lesson notes using the new GES portals.

5.3 Conclusion

After carefully narrated the data taking from the 47 respondents of the key informant, teachers, and parents in the Tolon District Education. The researcher has come into the following conclusions. The first research question asked by the research was what is the state of primary education in the Tolon district taking into consideration enrollment rate, dropout rate, age level text and teaching and learning material. The study concludes that, there is a critical need for immediate attention to the infrastructure and overall learning environment in Tolon District. The state of disrepair of school buildings, combined with a lack of adequate furniture, has a significant impact on the quality of education delivered to students. Students are forced to sit on the floor or bring their own chairs to school, which not only disrupts their learning experience but also raises sanitation concerns.

Furthermore, the majority of school principals agree that teacher absenteeism is a major issue. This has a direct impact on the continuity and quality of education for students. The language barrier that teachers face when they do not understand their students' first language adds to the challenges of effective teaching, especially in lower primary classes. Despite an increase in enrollment rates, which now stand at 75.18%, it is clear that this figure remains lower than the national rate of 104.3%. Furthermore, the high dropout rate caused by teacher absenteeism and a lack of parental care emphasizes the importance of addressing these issues to ensure the continuity and quality of primary education in Tolon District. It is critical that immediate action be taken to address these issues and improve the overall educational environment for the benefit of both students and the community as whole.

For the second research question that was stated by the researcher was what are the roles of NGOs in attaining educational outcomes in the district? The following conclusion were drawn by the researcher, the study highlighted the significant presence of NGOs in the district, including Right to Play, Lively Minds, Afrikids, and World Vision, all of which are actively engaged in promoting educational outcomes through well-structured programme. These NGOs have played an important role in supplying Teaching and Learning Materials (TLMs) to supported schools, thereby helping to improve educational outcomes. The study found that providing storybooks to primary school children can help them improve their reading skills, as well as using early morning hours on school days for focused reading activities. The study emphasized the critical role that NGOs such as World Vision play in addressing infrastructure gaps in deprived schools, particularly the provision of toilet facilities, boreholes, and furniture. Finally, the study identified NGOs

as catalysts for training and development in the education sector, particularly in the area of teacher capacity building. The organisation of workshops and seminars by NGOs for district teachers to improve their pedagogical skills and knowledge of contemporary teaching methods is a significant finding that emphasizes NGOs' valuable contribution to improving educational standards.

The researcher last question asked was what are the training and development needs in primary schools in the district? The researcher draws the following conclusion base on this research question. The study emphasizes the critical importance of training teachers in the district in two key areas. First and foremost, teachers, particularly those teaching at the lower primary level, must be fluent in the local language, Dagbani. This proficiency is required for effective classroom communication and instruction. Second, the study emphasizes the importance of training teachers in technology integration. It is clear that many teachers currently lack the necessary skills to fully utilize technology in their classrooms, as evidenced by their reliance on external assistance to prepare lesson notes using the new GES portals. As a result, there is a critical need to increase their capacity in this area so that they can effectively use technology as a teaching tool. Addressing these training needs will help to improve the overall quality of education in the district.

5.4 Recommendation

Based on the study findings, the research has made some key recommendation to both GES and NGOs present in Tolon District.

- The Tolon District urgently needs to address the state of disrepair of its school buildings and a lack of adequate furniture. These issues have a significant impact on the quality of education that students receive. Students who sit on the floor or bring their own chairs to

school disrupt the learning environment and raise sanitation concerns. Immediate attention should be directed towards improving infrastructure in order to create a conducive learning environment.

- GES should put proper measures in place to reduced teacher absenteeism in class. It is recommended that proper accommodation should be provided in the local communities that can accommodate teachers and their family to avoid teachers travel on weekends. Also GES should adopt a sign in technology that takes both coordinate of the location being used as attendance check of their teachers.

- NGOs present in the district and other stakeholders in education in Ghana should provide in-service training for all teachers on how to read and write Dagbani. This recommendation is very crucial to enhance proper communication between teachers and their students.

- Regular workshop should be organized for teachers on how to use the internet to prepare their lesson notes and also to learn new skills in teaching. This will help teachers to be well embraced with contemporary teaching methods.

5.5 Area for Further Research

The study provides more insight on how NGOs are enhancing educational outcome in Tolon District. The researcher is suggestion to other researchers to also prone into the impact of NGOs intervention in the educational sector of Tolon district.

References

Adelman, C., Ewell, P., Gaston, P., & Schneider, C. G. (2014). *The Degree Qualifications Profile: A Learning-Centered Framework for What College Graduates Should Know and Be Able to Do to Earn the Associate, Bachelor's or Master's Degree*. Lumina Foundation for Education.

Adu-Baffoe, E., & Bonney, S. (2021). The Role of Non-Governmental Organisations in Primary Education Delivery in Ghana: Implications for Theory, Policy, and Practice. *International Education Studies*, *14*(4), 35-47.

Adu-Baffoe, E., & Bonney, S. (2021). The Role of Non-Governmental Organisations in Primary Education Delivery in Ghana: Implications for Theory, Policy, and Practice. *International Education Studies, 14(4), 35-47.*

Akuffu, G. Y. (2020). *The Role of ICT Tools in Educational Delivery: A Study Within the Tamale Metropolis (*Doctoral dissertation).

Aliyu, A. A., Bello, M. U., Kasim, R., & Martin, D. (2014). Positivist and non-positivist paradigm in social science research: Conflicting paradigms or perfect partners? *Journal of Management and Sustainability, 4(3), 79-95.*

Amedeker, M. K. (2020). Changing Educational Policies: Implications for ICT Integration in Science Instruction and Performance of Students in Ghanaian Senior High Schools. International Association for Development of the Information Society.

Amtu, O., Makulua, K., Matital, J., & Pattiruhu, C. M. (2020). Improving Student Learning Outcomes through School Culture, Work Motivation and Teacher Performance. *International Journal of Instruction, 13(4), 885-902.*

Anam Amin, R. S., & Lodhi, M. R. N. (2013). The impact of employees training on the job performance in education sector of Pakistan. *Middle-East Journal of scientific research, 17(9), 1273-1278.*

Anderson, K. (2023). The diverse landscape of NGO objectives and operations. *Journal of Civil Society, 19(2), 145-160.*

Anderson, K., Lee, S., & Brown, T. (2023). Effective school management: Challenges and strategies. *Educational Leadership Review, 15*(2), 78-95.

Anlimachie, M. A., Abreh, M. K., Acheampong, D. Y., Samuel, B., Alluake, S., & Newman, D. (2023). Enacting culturally responsive pedagogy for rural schooling in Ghana: A school-community-based enquiry. *Pedagogy, Culture & Society*, 1-19.

Anwar, G., & Abdullah, N. N. (2021). The impact of Human resource management practice on Organisational performance. *International journal of Engineering, Business and Management (IJEBM), 5.*

Barfi, K. A., Amenu, A., & Arkoful, V. (2020). *Assessing the Integration of ICT resources in teaching and learning in selected senior secondary schools in Cape Coast metropolis*.

Beauchamp, T. L., & Childress, J. F. (2019). *Principles of biomedical ethics* (8th ed.). Oxford University Press.

Brophy, M. (2020). The Role of NGOs in Supporting Education in Africa. *Journal of International and Comparative Education (JICE)*, 45-56.

Brown, R. (2021). Defining NGOs in the modern context: Beyond non-governmental. *Third Sector Review, 37(1),* 78-95.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.

Cropley, A. J. (2022, updated, revised, and enlarged edition). *Qualitative research methods: A practice-oriented introduction*. (open access – doi: 10.13140/RG.2.1.3095.6888/1) *(16)*

Darvas, P., & Balwanz, D. (2013). *Primary education beyond the Millennium Development Goals in Ghana: How equity in service delivery affects educational and learning outcomes*. World Bank Publications.

Dasoo, N., & Van der Merwe Muller, L. (2020). Teacher advocacy for the enhancement of professional learning and development in continuous professional teacher development programme. *South African Journal of Higher Education, 34(4), 45-59.*

Davis, R., & Wilson, E. (2022). The widening achievement gap: Socioeconomic factors in educational outcomes. *Journal of Education Policy, 37*(4), 412-428.

Dilevko, J. (2018). The working life of Southern NGOs: Juggling the promise of Information and Communications Technologies and the perils of relationships with international NGOs. In *Civil society in the information age* (pp. 67-94). Routledge.

Edusei, B. (2022). *Towards Achieving the Sustainable Development Goal Four (4) in Ghana: The Role of the Free Senior High School Programmeme* (Doctoral dissertation, University of Windsor (Canada)).

Forkuor, D., & Agyemang, S. (2018, June). Fighting urban poverty in Ghana: The role of non-governmental organisations. In *Urban Forum*, 29(2), 127-145.

Grady, C. (2015). Enduring and emerging challenges of informed consent. *New England Journal of Medicine, 372(9),* 855-862.

Greener, S. (2008). *Business research methods*. Ventus Publishing.

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Sage Publications.

Guillemin, M., & Gillam, L. (2004). *Ethics, reflexivity, and "ethically important moments" in research. Qualitative Inquiry, 10(2),* 261-280.

Herbert, I. P., Rothwell, A. T., Glover, J. L., & Lambert, S. A. (2020). Graduate employability, employment prospects and work-readiness in the changing field of professional work. *The International Journal of Management Education, 18(2), 100378.*

Hervie, D. M., & Winful, E. C. (2018). *Enhancing teachers' performance through training and development in Ghana education service* (A case study of Ebenezer senior high school).

Iphofen, R., & Tolich, M. (Eds.). (2018). The SAGE *handbook of qualitative research ethics*. SAGE Publications.

Johnson, A., Smith, B., & Davis, C. (2021). Persistent challenges in global education reform. *International Journal of Educational Development*, 82, 102-115.

Johnson, M. (2023). Financial sustainability and accountability in NGOs. *Nonprofit Management and Leadership, 33*(4), 412-428.

Kaiser, K. (2009). Protecting respondent confidentiality in qualitative research. *Qualitative Health Research, 19*(11), 1632-1641.

Kaplan, B., & Maxwell, J. A. (1994). Qualitative research methods for evaluating computer information systems. In J. G. Anderson, C. E. Aydin, & S. J. Jay (Eds.), *Evaluating health care information systems: Methods and applications* (pp. 45-68). Sage Publications.

Karikari, A., Kumi, E. O., Achiaa, E. A., & Adu, J. (2022). The Impact of Using Mother Tongue as Instructional Language in Teaching and Learning of Mathematics in Rural Primary Schools (A Case Study of Four Selected Schools in Sefwi Akontombra District, Ghana). *International Journal of Novel Research in Education and Learning, 9*, 26-38.

Kivunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education, 6*(5), 26-41.

Kuhn, T. S. (2012). *The structure of scientific revolutions* (4th ed.). University of Chicago Press. (Original work published 1962)

LEKULE, C., & KASSANGA, E. (2021). *Effectiveness of Non-Governmental Organisations' Activities in Primary Education in Supporting School Dropped Out Girls in Shinyanga Region, Tanzania.*

Mackenzie, N., & Knipe, S. (2006). Research dilemmas: Paradigms, methods and methodology. *Issues in Educational Research, 16*(2), 193-205.

Man, B. D., Nuobepuor, T., Kogri, E. N., & Kpogwiiri, D. A. (2019). *Evaluating the National Literacy Acceleration Programmeme on the teaching of language and literacy in lower primary Schools of Upper West Region of Ghana*. People, 55.

McKenna, S., Richardson, J., & Manroop, L. (2011). Alternative paradigms and the study and practice of performance management and evaluation. *Human Resource Management Review, 21(2), 148-157.*

Mertens, D. M. (2015). Research and evaluation in education and psychology: *Integrating diversity with quantitative, qualitative, and mixed methods (4th ed.).* Sage Publications.

Morgan, D. L. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research, 1(1), 48-76.*

Ngeh, D. B. (2013). Non-governmental organisations (NGOS) and rural development in Nigeria. *Mediterranean Journal of Social Sciences*, *4*(5), 107.

Nijhawan, L. P., Janodia, M. D., Muddukrishna, B. S., Bhat, K. M., Bairy, K. L., Udupa, N., & Musmade, P. B. (2013). Informed consent: Issues and challenges. *Journal of Advanced Pharmaceutical Technology & Research, 4*(3), 134-140.

Nkrumah, R. B., & Sinha, V. (2020). Revisiting global development frameworks and research on universal primary education in Ghana and Sub-Saharan Africa: a review of evidence and gaps for future research. *Review of Education*, *8*(3), 733-764.

Nugba, R. M., Quansah, F., Ankomah, F., Tsey, E. E., & Ankoma-Sey, V. R. (2021). A trend analysis of junior high school pupils' performance in the Primary Education Certificate Examination (BECE) in Ghana. *International Journal of Elementary Education*, *10*(3), 79.

Okine, S. (2021). *Non-Governmental Organisations' Impact on Educational Policy in Rural Ghana* (Doctoral dissertation, Walden University).

Omolola, A. R., & Olasubomi, S. L. F. (2022) Sustaining Teacher's Productivity through Capacity Building of Public Secondary School Teachers in Oyo Metropolis. *Prestige Journal of Counselling Psychology, 5(1)*

Orlikowski, W. J., & Baroudi, J. J. (1991). Studying information technology in organisations: Research approaches and assumptions. *Information Systems Research, 2(*1), 1-28.

Owu-Ewie, C., & Eshun, E. S. (2019). Language representation in the Ghanaian lower primary classroom and its implications: the case of selected schools in the Central and Western Regions of Ghana. *Current Issues in Language Planning, 20*(4), 365-388.

Piwowar-Sulej, K. (2021). Human resources development as an element of sustainable HRM– with the focus on production engineers. *Journal of cleaner production*, *278*, 124008.

Resnik, D. B. (2018). *The ethics of research with human subjects: Protecting people, advancing science, promoting trust*. Springer.

Roberts, L. (2024). NGOs in specialized sectors: Case studies in education and sports. Voluntas: *International Journal of Voluntary and Nonprofit Organisations, 35(*1), 67-82.

Roberts, M., & Lee, J. (2023). Innovative approaches to educational reform in the 21st century. *Educational Research Quarterly, 46*(3), 189-205.

Sadick, M. A., Li, W., Musah, A. A. I., & Akeji, A. A. R. A. (2019). The Role of Development Oriented Non-Governmental Organisations in Creating Shared Value in the Educational

Sector of Ghana: The Mediating Role of Primary Needs. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organisations*, *30*(6), 1297-1318.

Saunders, B., Kitzinger, J., & Kitzinger, C. (2015). Anonymising interview data: Challenges and compromise in practice. *Qualitative Research, 15*(5), 616-632.

Schoch, K. (2020). Case study research. Research design and methods: *An applied guide for the scholar-practitioner, 245-258.*

Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching, 5*(9), 9-16.

Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching, 5*(9), 9-16.

Shaheen, A., Naqvi, S. M. H., & Khan, M. A. (2013). Employees Training and Organisational Performance: Mediation by Employees Performance. *Interdisciplinary Journal of Contemporary Research in Business, 5, 490-503. http://journal-archieves35.webs.com*

Simons, H. (2014). Case study research: In-depth understanding in context. *The Oxford handbook of qualitative research, 455-470.*

Smith, L., & Brown, R. (2022). Teacher preparedness and professional development: Impact on student outcomes. *Teaching and Teacher Education, 110*, 103-118.

Smith, P. (2022). The historical evolution of NGOs and their relationship with the UN. *Global Governance, 28*(3), 320-336.

Soma, A., & Zuberu, M. B. (2022). *National Language and Literacy Policies and Multilingualism in Ghana: Implication for Literacy Development in Primary Schools*.

Steneck, N. H. (2007). *ORI introduction to the responsible conduct of research. U.S. Government Printing Office.*

Taylor, E. (2021). NGOs as a response to globalization: Challenges and opportunities. *International Affairs, 97*(2), 210-225.

Taylor, L. (2019). *The role of non-governmental organisations in global education: a case study on Sub-Saharan Africa*.

Taylor, P., & Johnson, M. (2024). Addressing inequalities in education access: A global perspective. *Comparative Education Review, 68*(1), 45-62.

Thanh, N. C., & Thanh, T. T. (2015). The interconnection between interpretivist paradigm and qualitative methods in education. *American Journal of Educational Science, 1*(2), 24-27.

Thanh, N. C., & Thanh, T. T. (2015). The interconnection between interpretivist paradigm and qualitative methods in education. *American Journal of Educational Science, 1*(2), 24-27.

Thompson, G. (2024). Reimagining curriculum design for the modern learner. *Curriculum Studies, 56*(2), 210-225.

Verger, A. (2019). Partnering with non-governmental organisations in public education: contributions to an ongoing debate. *Journal of Educational Administration*.

Williams, D. (2024). The role of NGOs in sustainable development: A critical analysis. *World Development, 154,* 105-120.

Williams, E. (2023). Curriculum overload: Implications for student learning and well-being. *Journal of Curriculum Studies, 55*(3), 320-336.

Wu, J., Chang, I. S., Yilihamu, Q., & Zhou, Y. (2017). Study on the practice of public participation in environmental impact assessment by environmental non-governmental organisations in China. *Renewable and Sustainable Energy Reviews*, *74*, 186-200.

Zhang, C. (2021). Role of Education on Poverty Reduction: The Case Study of Pakistan. In 2021 *6th International Conference on Social Sciences and Economic Development* (ICSSED 2021) (pp. 24-29). Atlantis Press.

APPENDIX

SEMI-STRUCTURED QUESTIONS FOR INTERVIEWS AND FOCUS GROUP DISCUSION

TRAINING AND DEVELOPMENT CORDINATOR

1. What are the current training programmes for teachers in primary schools?

2. How do you ensure that the training programmes meet the needs of the teachers?

3. What are the challenges faced by primary school teachers in terms of professional development?

4. What is the role of the government in providing training and development opportunities for primary school teachers?

5. How do you measure the effectiveness of training programmes for teachers in primary schools?

6. What are the key skills that primary school teachers need to develop to improve their teaching practices?

7. What is the current state of technology integration in primary schools, and what training is needed to improve it?

8. How do you ensure that the training and development needs of teachers are met in rural areas?

9. What are the best practices for providing ongoing professional development for primary school teachers?

94

10. How can NGOs collaborate with the government to provide training and development opportunities for primary school teachers?

DISTRICT DIRECTOR, DEPUTY DIRECTOR AND CIRCUIT SUPPERVISORS

1. Can you tell us about the current enrollment rate in primary schools in the Tolon district?

2. What are the factors contributing to the dropout rate in primary schools in the Tolon district?

3. How does the age level of students in primary schools in the Tolon district affect their learning outcomes?

4. What is the current state of teaching and learning materials in primary schools in the Tolon district?

5. How does the availability of teaching and learning materials impact the quality of education in primary schools in the Tolon district?

6. Can you describe any initiatives or programmes aimed at improving primary education in the Tolon district?

7. How does the socio-economic status of families in the Tolon district affect their children's access to education?

8. What challenges do primary school teachers in the Tolon district face in delivering quality education?

9. How does the teacher-student ratio affect the quality of education in primary schools in the Tolon district?

10. What measures are being taken to ensure that primary school students in the Tolon district receive quality education despite the challenges faced?

NGOs OFFICIALS

1. Can you tell us about your organisation's mission and objectives in the education sector?

2. How does your organisation collaborate with local schools and educational institutions to achieve its goals?

3. What specific programmes or initiatives does your organisation undertake to improve educational outcomes in the district?

4. How does your organisation measure the impact of its interventions on educational outcomes?

5. Can you share any success stories or case studies of your organisation's work in the education sector?

6. How does your organisation engage with communities and stakeholders to ensure that its programmes are relevant and effective?

7. What are some of the challenges that your organisation faces in achieving its goals in the education sector?

8. How does your organisation ensure sustainability and scalability of its interventions in the long run?

9. Can you describe any partnerships or collaborations that your organisation has with other NGOs or government agencies in the education sector?

10. What are your organisation's future plans and goals for improving educational outcomes in the district?

HEADTEACHERS

1. Can you describe the current educational situation in your district?

2. What are the major challenges faced by primary schools in your district in terms of achieving educational outcomes?

3. Have you had any experience working with NGOs in the past? If so, can you describe the nature of the collaboration and its outcomes?

4. In your opinion, what are the key roles played by NGOs in promoting educational outcomes in the district?

5. Can you provide any examples of successful NGO interventions in the education sector in your district?

6. How can NGOs effectively collaborate with primary schools to achieve educational goals?

7. What are the potential drawbacks or challenges associated with NGO involvement in the education sector?

8. How can the government support and facilitate NGO involvement in the education sector?

9. How can NGOs ensure that their interventions are sustainable and have a long-term impact on educational outcomes?

10. What are some of the key strategies that NGOs can use to measure and evaluate their impact on educational outcomes in the district?

FOCUS GROUP DISCUSIONS INVOLVING TEACHERS AND PTA EXECUTIVES

1. What do you think are the main challenges facing primary education in the Tolon district?

2. How do you think enrollment rates have changed over the past few years?

3. What are some of the reasons why students drop out of school in the district?

4. What role do parents play in ensuring their children attend school regularly?

5. What is the current state of teaching and learning materials in primary schools in the district?

6. How do you think these materials could be improved?

7. What are some of the challenges teachers face in delivering quality education to students in the district?

8. How do you think teacher training could be improved to address these challenges?

9. What role do NGOs play in supporting primary education in the Tolon district?

10. How effective are these NGOs in achieving their goals?

11. What are some of the challenges faced by NGOs working in the district?

12. How can these challenges be addressed?

13. What kind of support do primary schools need from NGOs to improve educational outcomes?

14. How can teachers and PTA executives work together to improve primary education in the district?

15. What kind of training and development opportunities do teachers need to improve their skills and knowledge?

16. How can these opportunities be made available to teachers in the district?

17. What kind of support do PTA executives need to effectively support their schools?

18. How can PTA executives be better equipped to support their schools?

19. What kind of resources do schools need to improve educational outcomes?

20. How can these resources be made available to schools in the district?