Czech University of Life Sciences Prague

Faculty of Economics and Management

Department of Economics

Master's Thesis

The Role of Non-Profit Organizations in Improving Quality of Basic Education in the Northern Region of Ghana.

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CZECH UNIVERSITY OF LIFE SCIENCES PRAGUE

Faculty of Economics and Management

DIPLOMA THESIS ASSIGNMENT

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Economics and Management

Thesis title

The Role of Non Profit Organizations in Improving Quality of Basic Education in the Northern Region of Ghana.

Objectives of thesis

The aim of the thesis is principally aimed at providing empirical evidence to explore how non-profit organizations improve the quality of basic education in the Northern Region of Ghana. The objectives are to:

1.To examine the roles NGOs play in the provision of basic quality education in the Northern Region of Ghana
2.To examine the challenges NGOs face in the provision of basic quality education in the Northern Region of Ghana
3.To determine whether there is a significant relationship between NGOs operations and the quality of Basic Education Service delivery in the Northern region of Ghana.

Methodology

A mixed research design will be used to gather qualitative and quantitative data from both primary and secondary sources. Primary data will be collected through an internet-administered questionnaire as well as interviews while secondary data will be collected from Ghana Education Service (GES) ,district offices in the Northern region of Ghana and published statistics of NGOs in Ghana. Descriptive and inferential statistics such as correlation, Anova and simple regression will be used to analyse the data Using SPSS version 26.The third part of diploma thesis will be conclusion and if needed there will be some recommendations connected to the results of the practical part of diploma thesis.

The proposed extent of the thesis

60 – 90 pages

Keywords

Quality education, education in Ghana, improving educational standards, SDG 4, Ministry of Education, Ghana Education Service, Basic education in Ghana, NGOs in education

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Recommended information sources

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Declaration

I declare that I have worked on my master's thesis titled "The Role of Non-Profit Organizations in Improving Quality of Basic Education in the Northern Region of Ghana" by myself and I have used only the sources mentioned at the end of the thesis. As the author of the master's thesis, I declare that the thesis does not break any copyrights.

In Prague on 31/03/2023   _____

                                                 Mabel Anlaminga

Acknowledgement

The Role of Non-Profit Organizations in Improving Quality of Basic Education in the Northern Region of Ghana.

Abstract

The study investigated the extent to which non-profit organizations (NGOs) contribute to the improvement of the quality of basic education in the Northern Region of Ghana. Specifically, the study examined the roles NGOs play in the provision of basic quality education in Ghana; examined the challenges NGOs face in the provision of basic quality education in Ghana; and determined whether there is a significant relationship between NGOs operations and the quality of Primary Education Service delivery in the Northern region of Ghana.

A descriptive research design was adopted, utilizing a mixed research approach to gather both qualitative and quantitative data from primary and secondary sources. The collected data was analyzed through SPSS using inferential statistics, specifically correlation.

The findings of the study revealed that NGOs collaborate with local governments and other organizations in their efforts to promote education in various communities and villages. However, NGOs are confronted with several challenges that impede their ability to provide quality education in Ghana, including limited financial resources, poor communication, and ineffective parental involvement in school affairs. Despite these challenges, the study demonstrated a significant and positive correlation between NGOs' operations and the quality of primary education service delivery in the Northern region of Ghana.

Keywords: Quality education, education in Ghana, improving educational standards, SDG 4, Ministry of Education, Ghana Education Service, Basic education in Ghana, NGOs in education

Úloha neziskových organizací při zlepšování kvality základního vzdělávání v severním regionu Ghany.

Abstrakt

Studie zkoumala, do jaké míry přispívají neziskové organizace (NNO) ke zlepšení kvality základního vzdělávání v severním regionu Ghany. Studie konkrétně zkoumala, jakou roli hrají nevládní organizace při poskytování kvalitního základního vzdělávání v Ghaně; zkoumala problémy, kterým nevládní organizace čelí při poskytování kvalitního základního vzdělávání v Ghaně; a zjišťovala, zda existuje významný vztah mezi činností nevládních organizací a kvalitou poskytování služeb základního vzdělávání v severním regionu Ghany. Byl přijat deskriptivní výzkumný plán, který využíval smíšený výzkumný přístup ke shromažďování kvalitativních i kvantitativních údajů z primárních a sekundárních zdrojů. Shromážděná data byla analyzována pomocí programu SPSS s využitím inferenční statistiky, konkrétně korelace.

Výsledky studie ukázaly, že nevládní organizace spolupracují s místními samosprávami a dalšími organizacemi ve svém úsilí o podporu vzdělávání v různých komunitách a vesnicích. Nevládní organizace se však potýkají s několika problémy, které jim brání v poskytování kvalitního vzdělávání v Ghaně, včetně omezených finančních zdrojů, špatné komunikace a neefektivního zapojení rodičů do dění ve školách. Navzdory těmto problémům studie prokázala významnou a pozitivní korelaci mezi činností nevládních organizací a kvalitou poskytování služeb základního vzdělávání v severním regionu Ghany.

Klíčová slova: Kvalitní vzdělávání, vzdělávání v Ghaně, zlepšování vzdělávacích standardů, SDG 4, Ministerstvo školství, Ghana Education Service, základní vzdělávání v Ghaně, nevládní organizace ve vzdělávání

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1 Introduction

Education is the process or means by which the mind creates and develops through learning and preparing at schools or colleges. It also includes the knowledge and abilities acquired through instruction (Pieterse, 2010). Physically, mentally, emotionally, morally, and socially, the educated person grows. An individual, a teacher, a family, a church, or any other social group can carry out the work of education. In economic relations, non-governmental organizations (NGOs) play a crucial role in development.

The term "non-governmental organization" (NGO) refers to a wide variety of organizations that differ in their specific mission, philosophy, total export ties, and scope of activities. The NGOs in Ghana differ from conventional private organizations in two significant ways. It is the failure of donors to channel funds through NGOs, which carry out activities that had previously been the responsibility of government agencies. Second, NGOs are largely participatory in their approach, at least in the early stages of their development, allowing them to better serve specific populations than government agencies with hierarchical structures. According to the world bank, "NGOs as a private organization that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social service or undertake community development". In simple words, NGOs can be defined as, "Self-governing, private not for profit organizations that are geared improving the quality of life for disadvantaged people".

The provision of high-quality education is one of their most important components in the promotion of the global commons. This also goes against the fact that the United Nations Development Programme (UNDP) included quality education in its seventeen-point development agenda during the transition from the Millennium Development Goals (MDGs) to the Sustainable Development Goals (SDGs) (globalgoals, 2023). This was in 2015. With a deadline of 2030, the Sustainable Development Goals (SDGs) integrate all three aspects of

sustainable development—economic, social, and environmental—much better than the Millennium Development Goals (MDGs) ever did. As far as the United Nations' development agenda is concerned, the Sustainable Development Goals provide a global footprint to ensure, among other things, the provision of high-quality education. Non-governmental organizations (NGOs) may be partners in this regard.

According to Dilevko (2018), NGOs have become increasingly associated with the implementation of development programs over the past ten years. They assume a basic part in help conveyance and have been considered as essential subsidiaries of the public area (Brophy, 2020). Most likely a ton is expected to make sense of such an unexpected shift of consideration from the state contraption to NGOs as the panacea for lightening our improvement challenges (Bano, 2019). It is important to note that the worldwide recognition of the urgent need to eradicate poverty could be largely responsible for the sudden recognition of the role that NGOs play in development. This enabled the emerging activities of non-governmental organizations in the majority of third-world nations, including Ghana (WHO, 2011). NGOs face significant challenges while also having a significant impact on the entire process of providing children with high-quality education. NGOs continue to struggle due to their general alienation from the state and a lack of resources. Development initiatives will continue to be hampered unless they become partners with the government rather than competitors. It is possible to outline some of the most important NGO efforts in the education sector to ensure that non-profit organizations improve the quality of basic education in Ghana's Northern Region.

2 Objectives and Methodology

2.1 Objectives

The basic object of this thesis is aimed at providing empirical evidence to explore how non-profit organizations improves the quality of basic education in the Northern Region of Ghana. The objectives are to:

1. To examine the roles NGOs play in the provision of basic quality education in Ghana

2. To examine the challenges NGOs face in the provision of basic quality education in Ghana

3. To determine whether there is a significant relationship between NGOs operations and the quality of Primary Education Service delivery in the Northern region of Ghana.

2.2 Methodology

2.2.1 Research Design

A descriptive design was utilized to explore the factors of the study. In order to accomplish the goal of the research, it involved organizing, collecting, and analyzing data. Fraenkel and Wallen (2000) state that survey research involves asking a large number of people questions about a specific topic or issue. Because it is a method of asking specific questions that pertain to a particular subject and provides the information sought, this approach was considered conducive. It necessitates a precise definition of the issue, well-planned data collection, careful data analysis and interpretation, and skilled findings reporting. According to Ary, Jacobs, and Razavieh (1990), the purpose of a descriptive survey is to ascertain the nature of a situation as it existed at the time of the study.

2.2.2 Research approach

A mixed research design will be used to gather quantitative and qualitative data from both secondary and primary sources. Primary data will be collected through an internet-administered questionnaire as well as interviews while secondary data will be collected from published journals, books, and internet sources. Descriptive statistics such as frequencies, percentages, means were used in addition to inferential statistics such as correlation to bring proper understanding of issues of the study.

2.2.3 Target Population

According to Kumar (2012), a population is a relatively large group of people or things that are the primary focus of a scientific investigation. The study's accessible population consisted of:

a. Head teachers of schools in the Region

b. The district director of education

c. Circuit supervisors of schools

d. Teachers in the region

e. Community leaders

2.2.4 Sampling Design

Purposive sampling was used for the study because of their unique positions, these respondents were chosen using the purposive sampling method since they are considered to be well-versed in NGOs' interventions and activities in various schools. Selecting individuals with specialized knowledge of the issues at hand is part of this strategy. Sample as per Kumar (2012) is a sub-gathering of the populace on whom the exploration is being directed on. The

number of respondents for the sample was 128. Israel (2013) asserts that the level of precision, the confidence level, and the degree of variability determine a sample size.

Table 2.1   Sample frame of study population

Categories of Population	Sample frame	Sample size
Head teachers of schools in the Region	25	10
The district director of education	10	8
Circuit supervisors of schools	10	8
Teachers in the region	85	57
Community leaders	58	45
Total	**188**	**128**

From the above framework it is worth noting that the researcher has five categories, thus Head teachers of schools in the Region, Teachers in the region, The district director of education, Circuit supervisors of schools and community leaders. However, for the purpose of practical analysis, the researcher shall group these categorises into three (3) groups and analyse based on the groups to know the contribution of each group in the responses given. The three groups are: Teachers; State Employee (State Official Supervisors); and Community leaders. Data in this respect was analysed by groups most especially during presentation of Likert scale rating (strongly agree-strongly disagree). These three grouping was done to aid in analysing data for the study. Table below shows the Groupings.

Table 2.2   **Groups of Respondents**

Group	Categories of Population	Sample frame	Sample size
Teachers	Head teachers of schools in the Region	110	67
	Teachers in the region		
State Employee (State Official Supervisors)	The district director of education	20	16
	Circuit supervisors of schools		
Community leaders	Community leaders	58	45
Total		**188**	**128**

2.2.5 Data Collection Instrument

The questionnaire was one of the instruments used for data collection. A survey is exceptionally valuable in requesting data without the genuine presence of the researcher as respondents are expected to address the actual inquiries (Kumar, 2012). The questionnaire saved time, helped reach a larger audience, and was inexpensive. Because there was no face-to-face interaction, the questionnaire ensured greater anonymity; As a result, respondents were able to discuss sensitive topics that they would not have been able to in an interview. There were both open-ended and closed-ended questions on the questionnaire. According to

Mugenda and Mugenda (2003), questionnaires provide comprehensive responses to analyzed issues. Likewise, because of their general simplicity of readiness, organization and cost-viability, surveys have turned into a famous technique for information assortment. Pre-test and face validity were used to check the instrument's validity to make sure the questionnaire actually measured what it was designed to measure.

2.2.6 Data Sources

The data collection procedure describes the methods and procedures used to accomplish the study's goals. The study used both primary and secondary data. Respondents were given questionnaires to complete in order to collect primary data. After that, these questionnaires were gathered and analyzed. Observation also served as a source of primary data to confirm the physical and material contributions made by NGOs. Secondary data came from books, journals, articles, and the writings of educational system experts.

2.2.7 Data Analysis

The analysis was carried out with the help of the software Statistical Package for Social Scientists (SPSS) version 21. Data was presented in tabular, graphical, and descriptive formats thanks to the SPSS. Descriptive statistics, frequencies, and percentages were calculated during the analysis of the processed data. The qualitative data were categorized, summarized, and tabulated using content analyses.

3 Literature Review

This section of the study reviews relevant and related theories and concepts on NGOs and the delivery of quality primary education.

3.1 The concept of Non-Governmental Organisations (NGOs)

The term NGO is a broad and ambiguous term. It covers a number of civil society organizations ranging from political action groups to sports clubs. Its clear definition still remains contested. However, it can be argued that all NGO's can be regarded as civil society organizations though not all civil society organizations are NGO's. The concept of NGO came into use in 1945 following the establishment of the United Nations Organizations which recognized the need to give a consultative role to organizations which were classified as neither government nor member states (Lekorwe, 2007:12). NGOs take different forms and play different roles in different continents, with the NGO sector being most developed in Latin America and parts of Asia. The roots of NGOs are different according to the geographical and historical context. They have recently been regarded as part of the "third sector" or not-for-profit organizations. Although there is contestation of the definition of an NGO, it is widely accepted that these are organizations which pursue activities to relieve the suffering, promote interests of the poor, protect the environment, provide basic social services, and undertake community development (Lekorwe, 2007:12)

A non-governmental organization refers to an organization that is neither a part of a government nor a conventional for-profit business. Usually set up by ordinary citizens, NGOs may be funded by governments, foundations, businesses, or private persons. Some avoid formal funding altogether and are run primarily by volunteers. NGOs are highly diverse groups of organizations engaged in a wide range of activities and take different forms in different parts of the world. Some may have charitable status, while others may be

registered for tax exemption based on recognition of social purposes. Others may be fronts for political, religious, or other interest groups (United Nations Children's Fund, 2009).

The expression NGO generally refers to a non-profit group, association or movement working in the field of participatory development or community. It also includes many international, national and even local organisations. In general, NGOs derive their origins primarily from two historic tenets. They are born either from the Christian tradition of charity and assistance or from political liberalism or simply the state's respect for fundamental human rights, such as freedom of association, assembly, thought, conscience, and religion. The proliferation of NGOs has been accentuated by the two world wars, regional or civil wars, natural disasters, famine, and epidemics. Initially, western NGOs were first devoted to assisting people who ravaged by wars in their continent. It was only in the 1950s and 1960s that NGOs directed their efforts toward developing countries. In the 80s, called "the NGO decade", their number, quality and fame contributed to the evolution of international relations (Beigbeder, 1992, p. 4).

NGOs express different meanings to different people. NGOs' functions vary in countries according to their activities or specific community needs identified in a country. For this reason, the mission and vision of NGOs' operations are dependent, and tailored to suit and address specific needs in a country. The organizations or institutions are either local or international and serve as non-commercial entities even though they focus on environmental, health, educational and other socio-cultural issues. By their actions, NGOs' attempt to give better lives to deprived persons in developing societies by playing critical roles as social workers and advocacy or human rights agents, (Sidanba, & Mtupuri, 2013).

NGOs in Ghana unlike, U.S.A., support basic primary education and do not provide financial help to tertiary or universities to aid colleges and reduction of tuition fees. This study focused on NGOs supporting MoE to realize universal primary education, taking into critical

consideration the work they perceive to support the educational system at the basic primary education level in Ghana. International and local NGOs in education mainly operate in rural communities with their activities geared towards advocacy and providing resources to equip MoE and GES for universal basic primary education in their operational areas. World Vision (WV), PI Ghana, and Girls Education Units (GEU), School for Life (SoL), and Child Rights International, (CRI), are notably seen as significant contributors operating to align with the MoE and GEU mandate to provide education in Ghana. Basic primary education continues to witness a surge in enrolment growth, specifically in rural communities (Bole, Akasti, Gonja, Lower Denkyira, and other areas), achieving universal primary education goals.

As informal arms of government in education, NGOs speak on behalf of the poor. They speak to political administrations to set resources adequately to address the interest of the public and the marginalized for quality basic primary education. Additionally, the representation of NGOs in Ghana demands checks and balances from the public service institutions and their leaders to promote good governance (Bradley, 2010). Sound governance principles are adhered to in the interest of the underprivileged and marginalized. NGOs provide voluntary services and rely on donors and philanthropists for financial aid to support MoE and GES to provide quality education and assistance to promote society's well-being (Sibanda, & Mtapuri, 2013).

Their services predominantly focus to alleviating the plight of the poor and deprived communities, specifically at the primary education level. They are facilitators and negotiators in promoting quality education to the poor and the marginalized to improve their standard of living indirectly. The intention to grant relief, and welfare in education accelerates development in the community. The most crucial service WV, PI Ghana and GEU provide is promoting sustainable development through education. They give the

community the power to overcome poverty to build a autonomous system of educated persons.

Non-governmental organizations (NGOs) are private, non-profit organizations that work to promote social, economic, and environmental development in various communities. In Africa, and particularly in Ghana, NGOs play a significant role in promoting development, reducing poverty, and advocating for human rights. Here are some of the characteristics and types of NGOs in Africa/Ghana:

Non-Profit: NGOs are not for profit organizations, meaning that their primary goal is to address social, economic, and environmental issues and not to generate profits for their members or shareholders.

Voluntary: NGOs are typically voluntary organizations, meaning that their members work on a voluntary basis, without receiving any payment or compensation.

Independent: NGOs operate independently of government and political influence, allowing them to be more objective and effective in their work.

Advocacy: Many NGOs advocate for change in policies and practices, and they work to hold governments accountable to their commitments to development, human rights, and environmental sustainability.

Development-focused: NGOs work to promote social, economic, and environmental development in communities, by providing resources, education, and advocacy.

3.2 Types of NGOs in Africa/Ghana:

NGOs in Ghana can be categorised under the following types:

Community-based organizations (CBOs): These are grassroots organizations that work to address specific issues in local communities. They are usually founded and run by members of the community and focus on community development projects.

Faith-based organizations (FBOs): These are organizations that are founded and run by religious institutions or leaders. They provide various services such as education, healthcare, and social welfare.

International NGOs (INGOs): These are organizations that have a global reach and operate in multiple countries. They are usually well-funded and have significant resources to undertake development projects.

National NGOs (NNGOs): These are organizations that operate within a specific country and focus on addressing local issues such as poverty, health, education, and environmental sustainability.

Donor organizations: These are organizations that provide financial assistance to NGOs and other development organizations. They may be international, national, or community-based and may focus on specific sectors such as health, education, or gender.

3.3   Roles of Non-Governmental Organizations

In general, NGOs are perceived to play valuable roles in both the developmental and democratization process of a country. The international network of civil society groups, lists five "essential roles" for civil societies (Eman, 2012:29):

1. Influencing public policy: this dimension consists of three sub-areas, namely roles in influencing the national budget process, human rights issues and social policy issues.

2. Holding state and private corporations accountable for their decisions and actions. Here NGO's sole in "monitoring, making transparent and if appropriate, speaking out against

actions undertaken by government and the private sector in violations of their stated goals, objectives and tasks" has been significant.

3. Responding to social interests: this relates to the role of NGOs in taking up and voicing societal concerns, and their ability to function as "representatives" and "particulars" of their interests of communities.

4. Empowering citizens: enabling citizens, particularly the poor and the disadvantaged, to have more choice and to take more control over decisions that affect their lives through information and education, developing capacity for collective action, and building social capital.

5. Meeting societal needs: this concerns service delivery, promoting self-help initiatives, helping people to meet their pressing societal needs.

Non-Governmental Organizations (NGOs) can play various roles in an economy, depending on their specific focus and activities. Some of the common roles of NGOs in an economy include:

Providing social services: NGOs often provide critical social services such as education, healthcare, and social welfare programs. These services may be provided directly by the NGOs or through partnerships with other organizations.

Advocacy and policy work: Many NGOs work to promote social justice and advocate for policies that address social and economic inequality. They may engage in research, lobbying, and public education campaigns to promote policy changes.

Community development: NGOs can play a vital role in promoting community development, especially in rural or underserved areas. They may provide training, resources, and support for small businesses, farmers, and other community members.

Disaster relief and humanitarian aid: NGOs often respond to humanitarian crises, natural disasters, and other emergencies by providing relief aid, medical care, and other forms of assistance to affected communities.

Environmental conservation: NGOs may work to promote environmental conservation and sustainability through advocacy, education, and other activities. They may also engage in activities such as reforestation, wildlife conservation, and sustainable agriculture.

Overall, NGOs can contribute significantly to the economic and social well-being of a country by addressing issues that the government may not have the capacity or resources to address.

3.4 The concept of basic education

The aim of defining basic education is closely linked to the need to clarify the various concepts commonly used to describe the first few years of formal education: basic, elementary, primary and fundamental education, learning needs, and so on. The term "fundamental education" appears in Article 13 of the International Covenant on Economic, Social and Cultural Rights (1966). The term "elementary" is used in Article 26 of the Universal Declaration of Human Rights. "Primary" education is used frequently and appears in Article 4 of the UNESCO Convention against Discrimination in Education. The concept of basic education did not exist when the Universal Declaration of Human Rights was proclaimed and it uses the word "elementary". For this reason, "basic education" was not used in subsequent instruments. For a long time, UNESCO worked on a programme of "elementary education". The World Conference on Education for All in Chom Thian promoted the concept of basic education, which also featured in the work of the Delors Commission and in its report entitled "Learning: the treasure within" (1996). Since the

international community is committed to EFA goals and basic education is at the heart of that initiative, the concept has now been adopted internationally. Moreover, General Comment No. 13 on Article 13 of the International Covenant, dra9ed by the Committee on Economic, Social and Cultural Rights (CESCR) together with UNESCO (December 1999), elucidates the full scope of the right to education and provides a number of references to basic education (para. 9): The Committee obtains guidance on the proper interpretation of the term 'primary education' from the World Declaration on Education for All which states: 'The main delivery system for the basic education of children outside the family is primary schooling. Primary education must be universal, ensure that the basic learning needs of all children are satisfied and take into account the culture, needs and opportunities of the community' (Article 5). 'Basic learning needs' are defined in Article 1 of the World Declaration. While primary education is not synonymous with basic education, there is a close correspondence between the two. In this regard, the Committee endorses the position taken by UNICEF: 'Primary education is the most important component of basic education' (UNESCO, 2009, pp. 5-6). Policy for universal basic and primary education and free primary education for Sub-Sahara Africa started decades ago. National and international agenda to pursue primary education in Africa for compulsory basic and quality primary education is a mandate of political leaders pro-independence and post-independence in Ghana, but challenges with access to quality primary education in Africa continues despite reforms (Okine, 2021). The policy initiatives such as school feeding and free exercise books enable quality primary education in public schools accessible and affordable.

Education is the most critical need for children (Lesoli, et al. 2014). Children's education in Africa is essential; even with cultural and religious differences, the child's upbringing depend on the tribe and the ethnicity the child's parents are coming from in the society. Education takes the central place in the face of the cultural and religious difference in Africa.

The child's education is said to nurture and shape the child's belief and perception about life in the context of culture and religion (Petorious, Neophytou, and Waston, 2019). The children's upbringing helps form required discipline and respect of acceptable behaviours to the society. Public debates on quality education at primary level also point out that education is the right influencer to the child's in-depth thought process (Authur, Christofides, & Nelson, 2020). Providing children with quality primary education is setting the children's minds for positive mental progress in appreciating and analysing socio-economic, political and religious issues favourably and making a judgement for their well-being (Heystek, 2011). The children learning at school trains them to accept responsibility for their decisions and cultivate the attitude to adapt to the changes that emerge from of their decision. Quality education at early childhood learning in Africa, enabling access to a better future and a good standard of living, (Sitholey, Agarwal, & Vrat, 2013). Education is a child's right (Mendenhall & Anderson, 2013); however, children in Sub-Sahara Africa have not been fortunate to be given full advantage of their basic and quality primary education. The provision of policy for quality teaching and learning at the basic, primary level is the fundamental tool to mitigate poor health and poverty in Africa.

Political leaders have supported the declaration of children's rights for education established in Geneva. The political actors ensure formulation and promulgation of policies and rules to mitigate Africa's diverse challenges. The ability to acquire quality education serves as the foundation for higher learning and reduces existing poor health, teenage pregnancy, poverty and social crimes. Keeping the interest of children in the classrooms reduces the number of school dropouts in rural communities. UNESCO statistics indicated and reported that most children are not educated at a basic level because 10 million children drop out from primary school annually in Africa (Taylor, et al. , 2016). Formal education is institutionalized to offer training to children to enable reading and writing in languages to communicate effectively.

Universal primary education is a needed tool to comfort children and prepares them to hope for a bright and a better future. Education serves as a gateway to the children's future success, learning reasonable characteristics of society to support the children in Africa.

3.5   Educational System in Ghana

The structure of the educational system in Ghana follows the 2-6-3-3-4 structure. The children spend two years in kindergarten, six years obtaining primary education, three years in junior high schools, three years in senior high schools, and four years in college or university on obtaining a bachelor's degree. Primary education begins at the kindergarten through to grade nine, which is the first and second digits (6-3) of the 2-6-3-3-4. This structure systematically replaced the previous education structure in the 60s and early 70s in Ghana. Primary education is the foundation and fundamental requisite for Ghanaian children between the ages of 2 and 14 for further education and their future effective learning.

According to the Ghana Statistical Service, as of 2015, there were 14,405 public primary schools and 6,904 private primary schools in Ghana. The 1992 Constitution of Ghana establishes the educational objectives stating that basic primary education is compulsory and free. The educational provision for basic primary education directed in Articles 25(a), 38 (1), and 38(2) to ensure that the child receives education at the early ages. The current educational provisions for basic primary education are more elaborate and detailed than Article 13 of the 1960 Constitution of Ghana and Article 10 of the 1979 Constitution. Chapter 6 Articles (1) and (2) assigns the principal policy directives for education. The provision conforms with the International Law Provisions on Education and aligns with the following: Universal Declaration of Human Rights, Article 6 on the right to education as standard provision; The International Covenant on Economic, Social and Cultural Rights,

Articles 13 and 14; Declaration on the Rights of the Child, Principle 7; International Covenant on the Rights of the Child Articles 28 and 29; African Charter on the Rights and Welfare of the Child, Article 11; International Convention on the Elimination of All Forms of Racial Discrimination Article 5; Declaration on the Elimination of All Forms of Racial Discrimination, Article 8; Declaration on the Elimination of Discrimination Against Women, Articles 9 and 10; Convention on the Elimination of All Forms of Discrimination Against Women and Declaration on Social Progress and Development, Article 10. Ghana Education Service (GES) Act 1995 took precedence over GES Decree, 1974 (NRCD 247) and amendment. The role of GES is the implementation of approved national policies and programs relating to pre-tertiary education. The GES is governed and managed by GES Council with its functions being primarily agent providing, (a) basic education, and (b) teachers, and learning material. The other functions of the GES Council ensure primary education rights Ghana's citizens. However, this study focused only on the GES Council functions to support the argument of compulsory and free basic primary education of the constitutional provision, the constitutional right to the child. The above provisions and declarations are necessities for primary education. Act 560 (1998) of Ghana is about the child's well-being in the communities of Ghana. The specific Act derived its roots from the United Nations Convention on the Rights to the child. "Every child has the right to life, dignity, respect, leisure, liberty, health, education and shelter from his parents. Section 10(1); the rights to education for the disabled, Section 59, makes it an offense for the authority and power with a mandate to provide education to fail to supply necessities of education for the child; Section 87 prohibits child labor and exploitation, depriving the child from education and development. Education stands as the basic rights for survival environment.

In contemporary times, quality primary education becomes right than a privilege. The Free Compulsory Universal Basic Education (FCUBE) policy was established to access primary

education free in all public schools. Primary school education in Ghana focuses on reading, problem-solving writing and arithmetic (Nuffic, 2015; Ghana Education Service report, 2018). The objectives of the conceptual framework providing basic primary education are: (a) expand access to basic education for all Ghanaian children of school-going age and to reduce the drop-out rate, (b) to improve quality of teaching to learn as well as raising the standard of primary education so that children acquire numeracy and literacy i.e., ability to use numbers, read, write and communicate effectively and (c) laying the foundation for the development of manipulative, inquiry and creative skills which will be the basis for scientific and technological development. Implementation of policies has been to supported the mandate to ensure that all children access compulsory and free basic primary education. The power and authority of the Ministry of Education to promulgate policies give smooth advancement to compulsory and free basic primary education. The package to provide basic primary education included the availability of human capacity (trained teachers) and resources (classrooms, furniture, learning materials & a hot meal per day) to facilitate accomplishing the objectives of FCUBE. Universal primary education in Ghana in effect, needs external financial and human resource support to realize the goals of education. NGOs constitute one of the prominent supports (Britwum et al. 2017). Ghana has committed to interventions aligned to support the achievement of universal primary education worldwide. The challenge in keeping children of rural communities in primary schools is a burden compared children in the urban communities. Because of lack of infrastructure, learning materials and transportation. Furthermore, the internal conflict of the children attaining education, or earning income from the streets, and farms can weigh on the children's minds. NGOs' interventions in supporting

MoE and GES is a need to these children, (Ministry of Gender, Children, & Social Protection, 2015)

3.6   Ghana's Educational Strategies Implementation for Primary Education

Education is the fundamental right for child development in Ghana. It is a notion in Ghana, and an indicator of growth and poverty reduction is a success, and helps educated Junior High School graduates for further learning. Ghana was the first country in Sub-Sahara to embrace the United Nation Convention on the Right of the Child and join the World Summit for Children in 1990. Ghana enacted several policies and regulations after the World Summit for Children . "The Child Cannot Wait" drawn at the Convention on Elimination of All Forms of Discrimination against Women was established to bring the intent of compulsory basic education and another initiative to reality. The 1992 Constitution and Children's Act, 560 1998 of Ghana is the foundation of free and compulsory primary education to Ghanaian children. The Right of the Child, and the Children's Act initiated strategic planning and reforms in primary education towards the movement to total universal primary education in the   country.

The revised National ESP 2003-2020 educational strategies was implemented in November 2012, focusing on ten years of long-term planning and execution of its objectives. In drafting ESP 2018-2030, the results and achievement of ESP2010-2020 extensively considered. The goals of the policy for basic primary education centred around (a) improving equitable access to and participation in quality education at all levels, (b) improve quality of teaching and learning, (c) bridge gender gap in access to education, (d) improve access to quality education for people with disability (e) promote science and technical education at all levels, (f) strengthen links between tertiary education and industry (g) introduce mainstream issues of population, family life, gender, health, HIV/AIDS/STI, conflicts, fire & road safety, civic

responsibility, human rights and the environment in the curricula at all levels and (h) improve management of education service delivery. New educational strategies introduced in 2019 to replace ESP 2018-2030, did not focus comprehensively on basic and quality primary education. The policy's objectives on basic primary education are aligned with the 1992 Constitution of Ghana education policy directives. It promotes and facilitates initiatives of National Poverty Reduction Strategies and Millennium Development Goals for basic education. However, educational strategies did not mention or specify the role of NGOs in strategic planning. NGO's are mentioned in some national documents and records of MoE as stakeholders without clearly defined roles and responsibilities or clear rules that will govern the relationship between the MoE and NGOs. There are short or long-term work and operating strategies that require NGOs to conform and respond to MoE planning, organization and accountability (ESP, 2018-2030) ESP policy objectives for basic primary education in Ghana are a pathway to ensure that the education system is refined, and to deliver the quality education needed in the contemporary environment. Every child can access Information Communication Technology (ICT) in this age of technology at the primary level with NGOs assistance. NGOs as stakeholders are positive and appropriate in the evolution process to change the face of quality and access in education not achieved with previous policies. Soliciting relationships with stakeholders will be a factor of policy accomplishment. WV, PI Ghana and GEU as NGOs constitute a body MoE can solicit partnership to assist and support the policy's execution on primary education. In that case, the policy monitoring, evaluation and review would be done in a collaborative relationship. This would help to bring the objectives of policy into fruition. There is no literature showing partnership and collaborative policy existed between MoE, GES, WV, GEU, and stakeholders' even though a semblance of a relationship existed in the aspects of the execution of the education policy. The entities operated without clear and developed

directives or legally binding rules and regulations to achieve quality primary education yielding minimum realization of the ECD and FCUBE policies. The policy's requirement to speak to the relationship is a pre-requisite for enhancing relationship with the introduction of clarification for the partnership, assignment allocation and milestones accomplishment envisioned. Engaging NGOs and officially recognizing them as partners serves as a fundamental approach to regulate the relationship. This gives a detailed management approach and ensures inclusiveness for processing and handling projects that support the educational system. There is a need for guidelines, rules and regulations to monitor and evaluate the stakeholders performance (Primary & Secondary Education, 2012). According to Kerwin and Furlong (2011) agencies and organization's responsibilities to act as sources of rule making is constitutional in that these agencies and organizations are delegated by government to represent public interest. Agencies and organizations are political actors who provide guidelines to handle both internal, and external influences in rule making. Policies are needed to govern and guide the relationship between MoE, GES and NGOs. The essence of the rules established is for precise interpretation of law or policy, especially where there have been reforms frequently to streamline the action of change. The study intends to show that imperfect information and inadequate literature impact negatively on accountability. The scope does not examine the laws that guide the establishment of NGO existence and operation in Ghana.

To ensure that universal quality primary education in Ghana is achieved requires utilization of policy directives for free primary education to promote economic development and growth to end or eliminate poverty. Implementation of policies and policy strategies requires time allocation and resources, policy strategies for positive change.

3.7   Factors that Hinder Quality Education in Rural Communities

Olaniyan & Okemakinde (2008), noted that high-quality education is of great value in communities and society at large and an essential tool for development . However, several factors hinder the development and provision of quality education in rural communities. Both MoE and NGOs face challenges in implementing policies and programs to foster education in rural communities. These internal and external factors affect the sequence of the input and measures put in place to ensure that quality education is accessible.

The obstacles confronting outcomes of the policies and regulations include lack of infrastructure, type of economic activities in rural communities, community attitude towards education, MoE and GES relationship with NGOs at the district level, and government funding. Wedgewood (2007) explained that external obstacles affect the link between the partnership and undermine projects and goal-oriented organizations to achieve their purpose. Unclear policy directives of MoE to guide the partner relationship creates obstacles that tend to hinder policies and programs at local assemblies in the districts. The imperfect policy direction, impedes the stakeholders (e.g., NGOs) from providing education in all communities. Various programs and projects, when designed to improve access to quality education, fail or have the minimum expected impact. Physical Infrastructure development is an integral part of education in the nation in providing classrooms, libraries, canteens, and toilets. Shelters provide safe and sound environment at schools for children to pay attention comfortably in class to grasp an understanding of what they learn. Government and stakeholders need to ensure that children are comfortable where they sit to learn at school. It is essential to provide potable water, toilets, library, and canteen in the environment for children at school. Variables that motivate are indicators to boost children's interest to desire or want to go to school. Some rural schools in Ghana are beneath trees at places designated as schools. Enrolment in remote rural communities is provided

with the needed infrastructure. Most rural public-school buildings require renovation or infrastructure expansion to encourage them to attend and stay in school.

Poor economic growth in relation to the Gross Domestic Growth (GDP) affects prospect of development, and vice sis versa. Education is key in contributing to sustainable economic growth. Furthermore, national GDP improve is recognized with basic, primary education graduates for higher learning. Stakeholder's of the education sector in Ghana, can promote available resources for investment in human capital. Education plays a major role in Ghanaian economic development and productivity, market earning, increases land prosperity. The binding policy action of collaboration demand accountability and report measuring with the expected results from the stakeholders. WV's, GEU's and PI Ghana's relationship with MoE and GES ensured relationship subjected to checks and balances.

Coupet et al. (2019) noted that two parties (non-profit and government) share an essential relationship to improve specific public amenities to increase society values. Combining stakeholders' resources is a better idea to ensure that the framework for instructions of activities carried out every group member in the sub-system. Stakeholders come together to form a coalition involving partners, allies and supporters; combining forces and resources to deal with the issue at stake, and the complex issues confronting actions for the provision of universal primary education. Overcoming the challenge is by facing issues head-on and confronting the issues with the coalition power. The approach allows stakeholders to work together to overcome the challenge to provide positive outcomes with NGOs.

3.8   NGO's and Primary Education

In developing countries including Ethiopia, NGOs play a very important role in the development process. In subSaharan Africa, their contributions are particularly significant in supporting literacy, community schools, health education, early childhood care, skills

training and other forms of learning, thus helping people to improve their living conditions. Although the activities of the foreign NGOs in the developing countries have received extensive treatment in the literature, the contributions of indigenous or local NGOs in socio-economic development have gone largely unnoticed. The fact is that there are hundreds of such NGOs making positive contributions within their respective countries, but are not known beyond their borders (Lemma, 2019). Local NGOs and their proximity to a community serve as a conduit through which resources from donor/international NGO supported programs can flow to the community (Yolande et al., 2002:33). NGOs also assist in creating or training school committees and/or parent-teacher associations (PTAs). Their study brought to light the common assumption held by donors and international NGOs that stronger localNGOs strengthen civil society; that supporting local NGOs' involvement in education will increase the relevance and sustainability of sector programs (Yolande et al. 2002:33).

3.9   NGOs in Ghana's Educational System

NGOs in Ghana have played several important roles in ensuring the progress of education as well as enabling access. According to Rose (2007), the role of NGOs in education service delivery ranges from advocacy to direct involvement in the provision of education materials. For this latter group, the concept of educational exclusion is a primary motivating factor as it constitutes the basis for the Education for All program. Recent efforts in advocacy have included calls for the introduction of a school-based Comprehensive Sexual Education (CSE) in Ghana. According to Panchaud et al. (2019: 287), youth-focused groups such as Planned Parenthood Association and Curious Minds have been the driving advocates for sexual and reproductive health and rights within Ghana's educational curriculum. In Northern Ghana where challenges in educational development are prevalent, Akyeampong

(2009: 42-43) notes that "NGO and other donor funds to provide alternative routes to basic education" although this model is fraught with certain difficulties and unintended consequences.

Historically, formal education in Ghana in the manner it is usually perceived in Ghana, was introduced by European merchants who sought a way to "Christianize the local people and to train them for employment as interpreters in the European commercial enterprises" (Pinto, 2019: 5). This early effort by the missionaries eventually resulted in the creation of several schools along the south of Ghana with Christian persuasion until they were handed over to the state for their administration. Pinto (2019) has further asserted that the first school to render formal education was commenced in the Cape Coast Castle by Reverend Thomas Thompson, a missionary of the Society for the Propagation of the Gospel. Subsequent missions that had various forms of involvement in educational development included the Wesleyan Mission, the Basel Mission and the Bremen Mission. These foundational efforts by non-profit organizations set the context for NGO involvement in the development and provision of quality education in Ghana.

Following the popularity of digital literacy in Ghana with the recent boom in computers and technologies, several efforts have been advanced by policymakers and stakeholders to solidify the introduction of Information and Communication Technology in basic and secondary schools in Ghana. In the early years of ICT introduction in Ghana, Mfum-Mensah (2003) noted that non-governmental organizations together with bilateral and multilateral donor organizations as well as school heads and administrators had been driving national efforts to promote ICT teaching and learning in secondary schools in Ghana. This initiative and drive by NGOs was in response to the perceived importance of a robust technological background to transform the educational system in the country. In the aftermath of this effort by non-profit organizations, there is evidence of improvement in digital literacy across the

country. In recent years, a group identified as Internet Society (Ghana) has spearheaded a project that is aimed at clearing the existing deficits in digital literacy in the country.

3.10   Contribution of NGOs to Basic Education Delivery

Kooli (2017) studied the governmental investment in education and its impact on Human Capital Development. He concluded that the decision of the Omani government to invest in the education physical environment contributed to increase the quality level of education and improve the effectiveness of educative institutions. Imam (2017) also revealed that there exists empirical data to support the significance of school infrastructure on the well-being of students in the Belgian region of Flanders. Similarly, the entire unattractive physical structure of the school building could de-motivate learners' academic achievement (Oselumese, Omoike, & Andrew, 2016). As part of Bangladesh Education Sector Review, Groundwork Inc (2002) revealed that NGOs in Bangladesh responded very positively and swiftly to the Education for All (EFA) declaration. These NGOs have also supported the development of supplementary reading materials for the primary school children. The Bangladesh Government has also acknowledged the impact of the NGOs in the field of education has handed over some challenging and ineffective state funded public schools to some of the renowned NGOs to resuscitate them to serve its sense of purpose of providing quality basic education (Roy et al., 2017). Frempong (2011) concluded that insufficient study materials to a large extent a core factor that contributes to poor performance of students in Basic Education Certificate Examination. In addition, Okyerefo et al. (2011) undertook a comparative assessment of selected high performing private schools and public schools that are known with their poor performance in the Greater Accra Region of Ghana. The study highlighted that teaching and learning materials are rarely available in its adequacies in public basic schools. It is sad to indicate that teaching and learning materials are among the

critical factors that affect the performance of students at the basic levels Shit and Duary (2012) also commenced. a study in India on Assessment of School Infrastructure at Primary and Upper Primary Level. However, the results of the study proposed that the readiness of infrastructure elements such as availability of library, electricity, toilets, computers, type and condition of classroom is very of great importance for enhancing the learning environment. According to UNESCO (2013), other studies done in Botswana, Nigeria and Guinea corroborated these findings. As indicated by Nyarkoh and Intsiful (2018) that factors such as on-site availability of toilets and clean water supply, classroom maintenance space and furniture all have an impact on the critical learning factor. Additionally, schools with poor infrastructural facilities find it difficult to attract teachers, especially qualified ones, because of absence of adequate staff bungalows, classrooms and other teaching and learning facilities (Arhin et al., 2018). A number of international Non-Governmental Organizations have taken more ground breaking and judicious approaches to provide strategic directions to NGOs. Brophy (2020) identified Save the Children alliance is geared to promote Early Childhood Development (EDC). A study by Roy et al. (2017) indicated that PLAN International has introduced a Community Learning Assistance Program (CLAP) to strengthen the school-based education through community involvement to increase contact time and support quality improvement in education. In addition, information on some of the innovative programmes of Action Aid International Ghana such as the Shepherd Schools and the Rural Education, a new program to promote leadership in adolescent girls. Accordingly, Zwalchir (2008), upon a study of determinants of quality appropriate education indicated that even though human resource is very central to the success of education delivery, availability of teaching and learning materials are equally indispensable. Thus, school teachers require the appropriate quality materials to facilitate effective and efficient imparting of knowledge to the school children. Bano (2019) also revealed that the quality of the physical facilities is

positively related to student performance. Supervision is yet another variable that is relevant to enhancing quality teaching and learning in schools (Frempong, 2011). Typically, Esia-Donkoh and Baffoe (2018) indicated that instructional supervision is required for effectiveness of school teachers and pupils' commitment to task at the school environment. Likewise Atuahene, Yusheng and Owusu-Ansah (2019) establish that poor involvement of education governance structures and parents in supervision of teaching and learning in Ghana has affected the performances of several barges of students at the basic schools especially the public sector. Similarly, Kooli (2017) identified that the Omani Higher Education Institutions perceive quality assessment programs as strategical imposed tool made under the constraint of accountability, rather than an effective mechanism of development. Frempong (2011) has in that direction established that the mechanisms for effective supervision are very weak at the public schools thereby compromising the teachers' commitment and responsibility to duty attributable to lateness and absenteeism. Prominent among the issues is the differences in supervision and leadership commitment (Abonyi & Sofo, 2019). As Bonsu (2016) stated there is clear manifestation of the weaknesses of the governance system in our public schools in Ghana. Governments have become more sensitive regarding the role and the contributions of these institutions in the development of the society in general and students' skills in specific. Community engagement has also become an important part of the quality accreditation framework in several countries (Kooli et al., 2019).

3.11 Theoretical framework

3.11.1 Behavioural theory

the study is guided by the behavioural theory developed by Shorrocks-Taylor (1998) states that the development of any particular skill is purely a matter of good training and practice and accordingly, that teachers should take an active part in the learning process. Although teaching methods based upon this perspective have proved popular and influential, they are not without critics. Some say that behavioural approaches are too mechanical and simplistic and that they focus on what might be considered 'symptoms' of learning difficulties without addressing the underlying causes. Many also believe that these methods are too structured and inhibit the creativity of teaching. However, this review will later indicate there is sufficient evidence for adopting these methods as research findings indicate that students benefit significantly from their use (Casey, 1994).

3.11.2 Theories of Alternative Development and Cooperation

This study also guided by the theories of Alternative Development and Cooperation in its analysis. Development tries to acknowledge three primary destinations. In the first place, it tries to expand the accessibility and enlarge the appropriation of fundamental life-managing merchandise, for example, sustenance, haven, wellbeing, and assurance to all individuals from society. Besides, it tries to raise levels of expectations for everyday comforts like higher pay, arrangement of employments, better instruction and the insurance of social qualities. This is to improve the material prosperity as well as to produce more noteworthy individual and national confidence. Third, it looks at the scope of monetary and social issues to people and countries by liberating them from bondage and reliance not just in connection to other

individuals and states but in addition to the powers of obliviousness and human hopelessness (Friedmann, 1992)

3.11.3 Elective advancement hypothesis

Elective improvement hypothesis is seen as a study of the standard advancement approaches which underscored on a monetary development demonstrate for decreasing neediness and accomplishing social change. Elective advancement hypothesis can be viewed as worried about neighbourhood improvement as opposed to the state and market. Along these lines elective improvement centres around investigating elective ways and "reclassifying the objectives of advancement". This perspective of elective improvement centres around making nearby networks independent, empowering cooperation of individuals in basic leadership forms, engaging and guaranteeing the practical utilization of neighbourhood assets. In expansive, elective advancement underscores human office through the way toward get-together individuals' ability keeping in mind the end goal to accomplish social change. This consideration on organization portrays the general population focused way to deal with advancement that regularly involves some type of investment with respect to the neighbourhood individuals through the making of roads for individuals to build up their potential. Elective improvement along these lines fixates on the advancement of base up procedures which incorporate both political and institutional changes. The dismay with the advancement methodologies of the 1970's which brought about the moving of consideration towards elective methods for improvement which is alluded to as the "territory of the third framework or subjects legislative issues." It is this third framework that underscores on guaranteeing that the requirements of the general population are fulfilled and that an environment of confidence is sustained among neighbourhood individuals. The backers of elective advancement hypothesis contend that improvement ought not exclusively be

worried about accomplishing monetary development or the items of life yet additionally should centre around investigating roads for achieving human improvement. Other people who have a place with this school of thought recommends that keeping in mind the end goal to accomplish improvement, significance ought to be centred around the evacuation of all wellsprings of outrageous destitution, disparities and social rejection. Advancement in such manner is a procedure of growing individuals' capacities and opportunities. These key capacities incorporate sustenance, wellbeing, proficiency, sense of pride and political interest.

3.11.4 Theory of cooperation

The theory of cooperation guided this study. The term "cooperation" first appeared in the fourteenth century. Cooperation derived from the Christian Latin cooperation in the fifteenth century, means a collective endeavour. It is composed of co from cum and operate, meaning "with" or "together," and "to act" respectively. To cooperate is to act together, the joining of individual efforts for a common end. Draperi however defines cooperation as the coordinated activity of agents pursuing different objectives and seeking to establish common rules. Some of the major proponents of this theory are Ernst Haas, Charles Lipson, Stephen D. Krasner and Keohane Robert. Grieco defines cooperation as the voluntary adjustment by stakeholders or actors of their policies so that they manage their differences and reach some mutually beneficial outcome. Grieco identifies that the theory of cooperation is posited on the following key elements: First and foremost, actors or stakeholders should agree to work together voluntarily without coercion by other states. Second, in cooperation, actors or stakeholders devote their efforts towards agenda which they have common interests. Finally, cooperation, according to Grieco, involves a long-term engagement through the establishment and operation of an institutional regime for joint action and not cooperation

based on a one-time interaction. Robert Keohane, in his work, After Hegemon, argues that cooperation can develop based on past corresponding interests among stakeholders. Keohane adds that "cooperation takes place when the policies actually followed by one government are regarded by its partners as facilitating realization of their own objectives, as the result of a process of policy coordination." In Helen Milner's review of cooperation among nations, she mentions Robert Keohane's definition of cooperation as occurring, "when actors adjust their behaviour to the actual or anticipated preference of others, through a process of policy coordination," 16 Policy coordination, in her view, implies that the policies of each state have been adjusted to reduce the negative consequence for the other countries. According to her, the concept of cooperation must have two essential elements.

First, is the assumption that every actor's behaviour is focused towards some goal. The goal may not be the same for all actors, but it is an assumed rational behaviour on the part of all. Second, cooperation rewards actors with gains. The kind or magnitude of the gains, she says, may not be the same for each actor but must be mutual. Actors, in helping each other to realise their goal, by adjusting their policies in cooperation with other stakeholders, serve their own interests. Milner further explains that to get the concept right, it is important to know what cooperation is not. She continues to differentiate among cooperation, conflict and competition. To her, conflict and competition depict actions that are goal-seeking with intentions to obstruct or cut the gains and fulfilment of all involved. She cautions that acting unilaterally without taking into consideration the impact on others, does not depict cooperation. Though the act may not affect the gains of others, such unilateral actions may be uncooperative. The negative implication on others must be considered.

3.11.5 The theory of partnership

A partnership is a social process based on participation. It is a condition for local functioning, a co-management process and features in organisations' strategies for adapting to economic changes that have an impact on the funding of activities. Faced with the problems of resources and jurisdiction, partnerships are essential to the success of modern organisations. In practice, a partnership can be regarded as "an agreement or a combination of individuals, companies, institutions or countries with common interests or with a view to joint action". In the educational context, partnerships can take several forms. According to Pelpel (1997), they are three, event based, cyclical and structural partnerships. Those based on events are of short duration and aim at enriching and illustrating a teaching. A partnership usually occurs on the initiative of a teacher and involves an external actor, to pay a visit to a site or a cultural event. It favours collective experiences, but may lose its pedagogical substance to tourism. The cyclical type puts into play partners who run an educational action project. The structural type alternates theoretical teaching and practical training periods. This is the type of partnership used in vocational education. In this study, the partners are students' parents, NGOs, administrative authorities, religious and cultural entities, teachers and students.

3.11.6 Systems theory

System theory regards an organisation as a whole structurally and functionally coherent element of a broader system in an environment. It is based on the premise that everything is a system or can be conceptualized in the logic of a system. This principle was formalised by Bertalanffy (1968) in General System Theory, but there are multiple databases, the main one being the cybernetic movement. Cybernetics is the art of ensuring the effectiveness of action. Systems theory describes the reality observed from the point of view of operation of the object and suggests logical links between factors. It leads to the discovery that simplistic

linear causality is not sufficient to explain things and that correlations between factors are very numerous. Thus, systems theory helps us understand the nature of NGOs' contribution in the field of education in the Far North. It then allows us to take account of the influence of socio-political and cultural pressures on schools' relations with the other elements in the system.

3.12 Conceptual framework

The researcher tried to review some literature and prepare conceptual framework of the study that appears as follows.
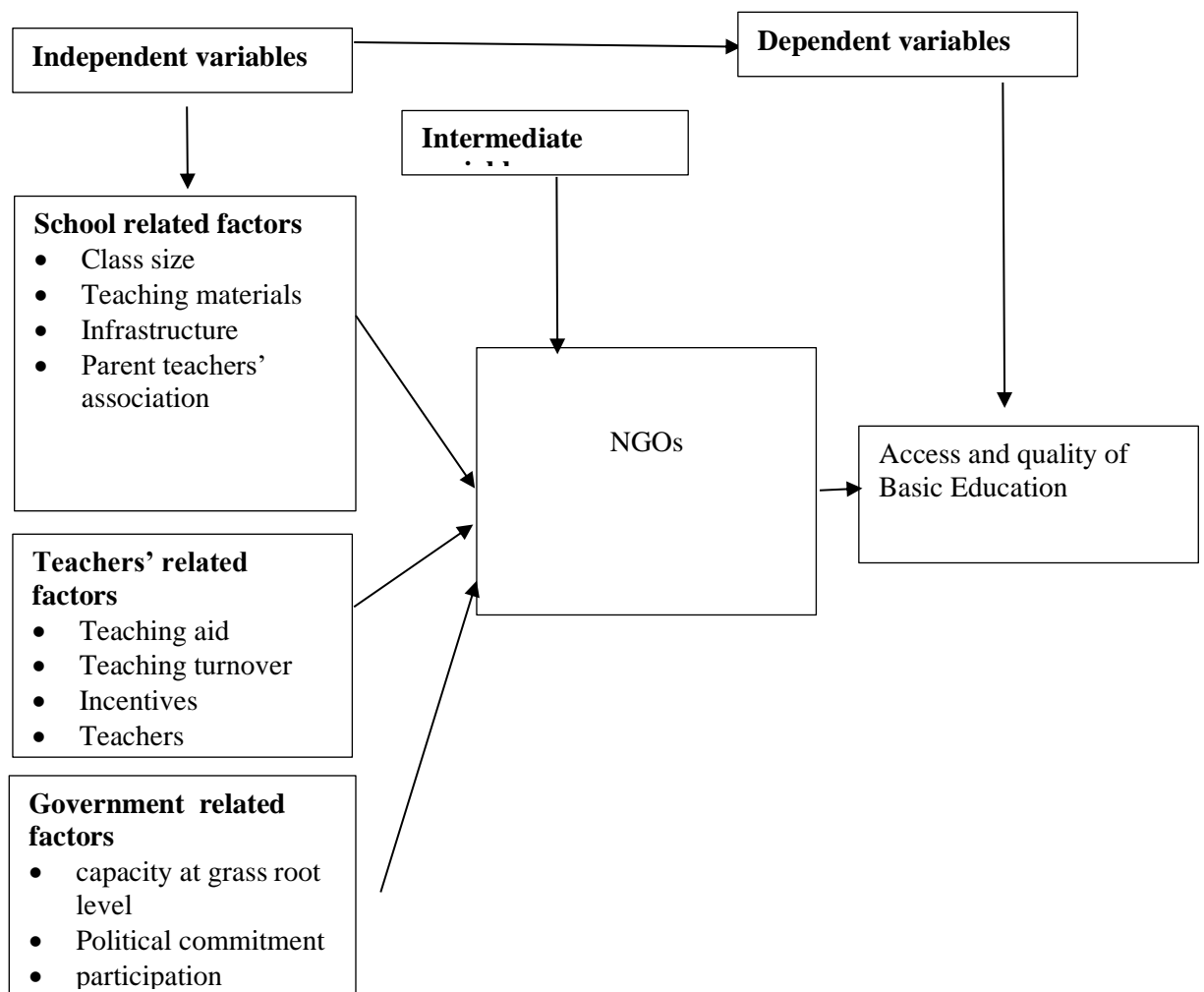

Figure 3.1 Conceptual framework

Source: Adapted from Lemma, 2021

The framework shown in above represents the interconnection and relationship of stakeholders who provide resources for primary/basic education in Ghana. The middle demonstrates the stakeholders' NGO approach to collaborate in the relationship for positive social change, providing and giving children basic and quality primary education.

3.13 Empirical review

Nyaho-Datti (2018) studied the extent of collaboration between World-Vision Ghana, the Government of Ghana and schools in ensuring the provision of quality education, as a way of promoting development across the country, with special reference to the Ga-West, Fanteakwa, and Afram Plains Districts. The study is purely qualitative and relies primarily on literature review and interviews for data collection and analyses. The main objective of the study was to assess the role of World Vision educational projects on children in rural communities who are not privileged to receive government support which leads to low literacy and learning in these communities. Major findings from the study reveals that World Vision-Ghana has adopted initiatives cooperation with the government and other relevant stakeholders garnered at ensuring the provision of education in Ghana.

Mwambia (2013) sought to examine the contribution NGOs in Nyahururu have made in enhancing access to education by the vulnerable children. It aimed at establishing the extent to which NGOs financial support to schools affects vulnerable children's access to basic education in Nyahururu District, to determine how the NGOs intervention in the provision of basic necessities to individual vulnerable children affected their access to basic education, to examine the influence of NGOs capacity building of parents on access to basic education by vulnerable children, and to establish the extent to which infrastructure development in

schools by NGOs enhanced access of vulnerable children to basic education. The study utilized a sample size of 40 students; 20 school principals and 10 CEOs/project managers working in the NGOs that support education programmes in the Nyahururu district. Stratified sampling process was used while subjects were arrived at purposively. Questionnaires and key informant interviews were used for data collection. The data was then coded and entered into the computer and analyzed with the aid of the computer programme, the Statistical Package for Social Scientists (SPSS). The results indicated that all the contributions done by NGOs towards enhancing accessibility of education among vulnerable children were significant. The contributions towards infrastructure development scored most at above 60% followed by financial support at 50%. Providing basic necessities to individuals was third at 36.6% score while last was capacity building to parents that scored 16.7%. This means NGOs support in the form of infrastructure development will likely have more impact than the others. The results showed that NGOs remain relevant in provision of basic education.

Adu-Baffoe and Bonney (2021) embarked to find out the contribution of Non-Governmental Organizations activities in basic education delivery, spotlighting on Action Aid Ghana in Tamale Metropolis. This mixed method study is guided by Oregon's Quality Education Model. Using a collective case study design, a sample size of 114 respondents comprising actors selected through purposive sampling technique engaged in basic education delivery was used for the study. The data gathered in the form of questionnaires were analyzed quantitatively using descriptive statistics while the interviews conducted were analyzed qualitatively through content analysis in codes, themes, and sub themes with the NVivo10 software. The result showed infrastructure development, provision of teaching and learning materials, capacity development of teachers, provide learning needs to students and school community sensitization as Action Aid support activities to basic education delivery in Tamale Metropolis. These activities have contributed to improved quality teaching and

learning, enhanced the availability of teaching and learning materials. However, the support activities were inadequate to improve students' performances in Basic Education Certificate Examination.

Gizaw (2013) to examined the role of NGOs in attaining universal primary education (UPE) with a focus on reading, writing and numeracy at Ada BergaWoreda Western Showa Zone of Oromia region. Descriptive survey method was used to attain the objective of the study. Purposive sampling; stratified sampling and random sampling technique were employed to select respondents of the study. Students were selected using stratified sampling whereas, teachers, Woreda education head were selected using purposive sampling and random sampling was employed to select cluster supervisors. Quantitative data gathered from the students test achievement were analysed using F-test one way ANOVA and t-test as well as qualitative data was analyzed with themes. As the results of the study revealed, NGOs role was significant and indicated their roles in universal primary education at the Adea Berga Woreda primary schools. Among the roles NGOs played at the Woreda were: schools construction and furnishing with the necessary equipment's ,train teachers and students, supported disadvantaged children, constructing latrine and clean water development for schools, support budget for teachers training and girls health training, trained community to promote girls education in particular and primary education in general, and trained Woreda education officials, supervisors ,director on teaching learning process and the school management.

Najma (2014) sought to establish the relationship between the extent of NGOs participation and Primary education service delivery in Bossaso Somalia.. The research employed descriptive correlational design to describe the relationship between the variables. Data analysis using means showed that the extent of NGOs participation was found to be satisfactory with an overall mean of 2.88, and the extent of primary education service

delivery was found to be satisfactory (overall mean=2.77). NGOs participation and Primary education service delivery are positive and significantly correlated.

Lemma (2019) examined the role of local NGOs in primary education promotion, both qualitative and quantitative research methods were employed. A total of 201 student respondents were systematically selected from 10,632 target population to conduct the questionnaires interviews. Primary data was collected by using questionnaire, interview, field observations and FGDs. The information obtained from these sampled local NGOs indicated that their involvement has brought different benefits to the target community like quality education service provision, improved the low awareness of community to send children to school, fulfilled the material needs of children in general and girls in particular, supplying different educational materials and teaching older children with vocational skills training in order to enrich students' future career. Above all, the educational project implemented by these local NGOs benefited older children beyond the conventional primary school age that they had no access to primary education before project intervention by the local NGOs. On contrary, the research reveals some important issues to be improved like lower level of community participation at identification and evaluation stages, challenges in sustaining vocational skills training and NGOs priority in targeting their projects in nearby districts.

4 Practical Part

4.1 Descriptive statistics

This section of the study presents findings on how non-profit organizations improves the quality of basic education in the Northern Region of Ghana.

4.1.1 Demographic features

A total of 128 respondents were captured for the study. Majority (53%) of the respondents were males and 47% were females. About 25% of the respondents were 29 years and above, 66% were 25-29 years and 9% of the respondents were 18-24 years old. Average age of respondents was 28 years. It was found that 77% of the respondents have had education up to the tertiary level and 23% have gained secondary level of education.

It was also observed that 39% of the respondents were single, 38% married and 23% of the respondents were co -existing. On the average it is noted that a respondent have been in the town or village under investigation for about 11 years now. Eight percent (8%) of the respondents have lived in the village or town for 4-8 years now, 26% have lived there for 9-12 years now and majority (66%) have lived in the village or town for more that 12 years now. This suggests that respondents would have considerable amount of knowledge or information concerning issues pertaining in the town or village of concern as such would have knowledge on the existence of NGOs and how they improved the quality of basic education in the Northern Region of Ghana.

4.1.2 Roles NGOs play in the provision of basic quality education in the Northern region of Ghana

This section of the study gives presentation on the results concerning the role NGOs play in the provision of basic quality education in the Northern region of Ghana. In relation to this,

the researcher posed the question "Have you seen the presence of NGO in this village /town?". It is important to note that all of the respondents made known that they have seen the presence of NGOs in the town or village.

To the question "Are you aware of any NGO operating in the Northern Region of Ghana that focuses on improving the quality of basic education?" Eighty eight percent (88%) of the respondents said "Yes" and 12% said "No". Implication from this is that most of the respondents are aware that NGOs operating in the Northern Region of Ghana focus on improving the quality of basic education. Table 4.1 below gives details concerning activities undertaken by NGOs in the towns and or villages in the Northern region of Ghana.

Table 4.1 NGOs activities undertaken in the town/village in the Northern region of Ghana

Responses	Freqeuncy	Percentage
Environmental works	8	6
Social works	9	7
Advocacy works	10	8
Human righ works	15	12
conflict resolution,	14	11
democracy building	11	9
Drilling boreholes	13	10
Building schools and Providing educational resources	29	23
Providing health services	19	14
Total	128	100

Source: Research work, 2023

The table above, indicates the activities that NGOs engage in town/village in the Northern region of Ghana. The results shows percentage of responses that were asked to indicate the activities NGO undertake in their towns/villages in the Northern region of Ghana. Here is the breakdown of the percentage of responses for each type of work or initiative undertaken by NGOs in the Northern region of Ghana; environmental works (6%); Social works (7%); Advocacy works (8%); Human rights works (12%);

Conflict resolution (11%); Democracy building (9%); Drilling boreholes (10%); Building schools and providing educational resources (23%); and Providing health services (14%). Based on these results, it appears that the majority of respondents (23%) are most interested in building schools and providing educational resources. Providing health services also received a significant level of support (14%). The other types of works received lower levels of support, with environmental works and social works receiving the lowest levels of support (6% and 7%, respectively).
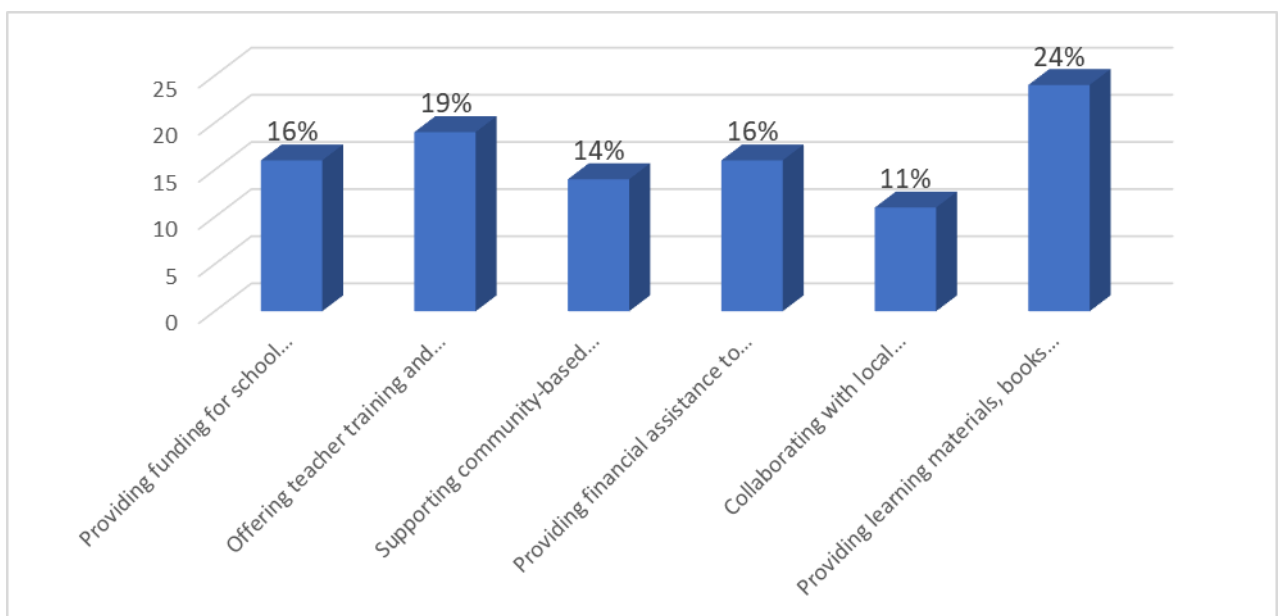

Figure 4.1 Activities undertaken by NGOs in the area of education
Source: Research work, 2023

The Figure above presents the results on the activities that NGOs undertake in the area of education. The survey asked respondents to indicate the activities that their NGO engages in, and the figure summarizes the responses as a percentage of the total.

According to the figure above, the most common activity undertaken by NGOs in the area of education is providing learning materials, books, and other resources to aid learning, with 24% of respondents indicating this activity. The second most common activity is offering teacher training and professional development, with 19% of respondents indicating this activity.

Other activities undertaken by NGOs in the area of education include providing funding for school infrastructure and financial assistance to students, with both activities being indicated by 16% of respondents. Supporting community-based education programs was indicated by 14% of respondents, while collaborating with local governments and other organizations was indicated by 11% of respondents. The results suggest that NGOs are actively engaged in various activities to improve education, with a focus on providing resources and support for teachers and students.

Table 4.2: How many people from each group agree or disagree on the statement "NGOs provide education materials to primary schools in the towns or village"
Name: NGOs provide education materials to primary schools in the towns or village

Group	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teachers	39(30%)	24(19%)	0	0	0
Community leaders	26(20%)	15(12%)	0	0	0
State Employee (State Official Supervisors)	19(16%)	5(3%)	0	0	0

Total	84 (66%)	44(36%)	0	0	0

The table provides data on the responses of three different groups of people - Teachers, Community leaders, and State Employees- to a survey on knowing how many people from each group agree or disagree on the statement "NGOs provide education materials to primary schools in the towns or village".

The numbers within the brackets represent the percentage of people who gave each answer choice within each group. For example, 39 out of the 128 respondents surveyed (which is 30% of the respondents) strongly agreed with the statement, while 24 teachers (19%) simply agreed.

Based on the table, we can see that the highest percentage of people who strongly agreed with the statement came from the group of teachers, with 30% of respondents selecting that option. This is followed by community leaders at 26 (20%) and state employees at 19(16%). Overall, the data suggests that teachers are the most likely to strongly agree and agree with the statement "NGOs provide education materials to primary schools in the towns or village", while state employees are the least likely to do so. This is may be due to the fact that the teachers are directly involved with the NGO much more than the state employees hence shall directly know the contributions of NGO much more. The data suggests that teachers and community leaders are more likely to have direct experience with NGOs providing education materials, while state employees may have a different perspective or less exposure to such activities. According to the table, 84 respondents (or a 66 percent of respondents) strongly agree with the statement that NGOs provide education materials to primary schools in towns or villages. Forty four (44) respondents (or a 36% of respondents) agree with the statement. No respondents chose neutral, disagree, or strongly disagree as

their response. The table implies that the majority of the respondents strongly agree or agree that NGOs provide education materials to primary schools in towns or villages. This suggests that NGOs are playing an important role in providing educational resources to these schools, which can help improve the quality of education and academic performance of students. Since no respondents selected neutral, disagree, or strongly disagree, it can also imply that the idea of NGOs providing education materials to primary schools is widely accepted and not controversial among the group of people surveyed.

Table 4.3: How many people from each group agree or disagree on the statement "NGOs provide education scholarship to Basic school students "
Name: NGOs provide education scholarship to Basic school students

Group	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teachers	28(23%)	41(32%)			
Commmunity leaders	17(13%)	38(29%)			
State Employee (State Official Supervisors)	3(2%)		1		
Total	48(38%)	79(61%)	1(1%)		

The table presents the responses of three groups - teachers, community leaders, and state employees - to a statement about NGOs providing education scholarships to basic school students. The responses are categorized into five options: strongly agree, agree, neutral, disagree, and strongly disagree. Out of the 128 respondents, 48 (38%) strongly agree and 79 (61%) agree that NGOs provide education scholarships to basic school students. Only one respondent (1%) chose the neutral option, while no one strongly disagrees. The response indicates that NGOs provide education scholarships to basic school students. As such the

response suggests that the participants recognize the role that NGOs can play in supporting education for students in basic schools through scholarships. Looking at the responses by group, the majority of both teachers and community leaders agree or strongly agree that NGOs provide education scholarships, with 28 (23%) of teachers strongly agreeing and 41 (32%) agreeing, and 17(13%) of community leaders strongly agreeing and 38 (29%) agreeing. In contrast, very few state employees responded, with only 3 (2%) agreeing and 1 disagreeing. Overall, the table suggests that the majority of respondents believe that NGOs provide education scholarships to basic school students, with the strongest agreement coming from teachers and community leaders. However, the response from state employees was minimal, which could indicate a lack of knowledge or engagement with the issue.

Table 4.4: How many people from each group agree or disagree on the statement "NGOs set up primary schools in the villages and towns "
Name: NGOs set up primary schools in the villages and towns

Group	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teachers	21(16%)	14(11%)	3(2%)	4(3%)	0
Community leaders	39(31%)	28(22%)		3(2%)	0
State Employee (State Official Supervisors)	4(3%)	6(5%)	1(1%)	5(4%)	0
Total	64(50%)	48(38%)	4(3%)	12 (9%)	0

Table 4.4 presents the results to determine the views of three different groups (Teachers, Community leaders, and State Employee/Official Supervisors) on the statement "NGOs set

4

up primary schools in the villages and towns." The responses are classified into five categories: Strongly agree, Agree, Neutral, Disagree, and Strongly disagree.

Overall, the survey shows that the majority of the participants agree or strongly agree with the statement. Specifically, 64 (50%) of the participants strongly agree with the statement, and an additional 48 (38%) agree. Only 12 (9%) of the participants disagree with the statement, and none of them strongly disagree. The remaining 4 (3%) are neutral. Overall, the response suggests that the majority of respondents view NGOs' efforts to establish primary schools positively. Breaking down the results by group, we see that Community leaders are the group that most strongly agrees with the statement, with 39 representing 31% of them strongly agreeing, and another 28 i.e 22% agreeing. Teachers are the second group that most strongly agrees with the statement, with 21 (16%) of them strongly agreeing, and 14 (11%) agreeing. State Employee/Official Supervisors are the group that least agrees with the statement, with only 4 (3%) strongly agreeing and 6 (5%) agreeing.

It is worth noting that only a small number of participants are neutral or disagree with the statement, indicating that the idea of NGOs setting up primary schools in villages and towns is generally well-accepted across the three groups surveyed but is well known by community leaders and teachers than state employees.

Table 4.5: How many people from each group agree or disagree on the statement "NGOs provide timely classroom space and teachers to primary schools in the villages and towns ".
Name: NGOs have provide timely classroom space and teachers to primary schools in the villages and towns

Group	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teachers	28(22%)	28(22%)	0	0	0

Commmunity leaders	18(14%)	24(20%)	1(1%)	7(6%)	1(1%)
State Employee (State Official Supervisors)	3(2%)	6(4%)	3(2%)	6(4%)	3(2%)
Total	49(38%)	58(46%)	4(3%)	13(10%)	4(3%)

The table shows the responses of different groups of people towards the statement "NGOs have provided timely classroom space and teachers to primary schools in the villages and towns". The groups include teachers, community leaders, and state employees (state official supervisors).

The table shows that the highest percentage of people who agree with the statement are teachers and community leaders, with 28 (22%) and 18 (14%) strongly agreeing and 28 (22%) and 24 (20%) agreeing, respectively. This suggests that these two groups (teachers, community leaders) are more likely to have first-hand experience with the work of NGOs in providing classroom space and teachers to primary schools. On the other hand, the lowest percentage of people who agree with the statement are state employees, with only 2% strongly agreeing and 4% agreeing. This may indicate that state employees are less aware of the work that NGOs are doing in the education sector, or that they have a more critical view of the work of NGOs.

The table also shows that a small percentage of people are neutral towards the statement (3%), while 10% disagree with it. This suggests that there are some doubts or reservations about the effectiveness of NGOs in providing timely classroom space and teachers to primary schools.

Overall, the response suggests that the majority of respondents view NGOs' efforts to provide timely classroom space and teachers to primary schools positively, though there are

some who disagree or strongly disagree with this statement.This is mostly noted within some community leaders and state employees. In conclusion, the table shows that teachers and community leaders are more likely to agree with the statement that NGOs have provided timely classroom space and teachers to primary schools in the villages and towns, while state employees are less likely to agree. However, the overall level of agreement is relatively high, with 84% of respondents either strongly agreeing or agreeing with the statement.

Table 4.6: How many people from each group agree or disagree on the statement "NGos train and help basic school teachers to also to perform well"
Name: NGos train and help basic school teachers to also to perform well

Group	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teachers	12(10%)	23(19%)	0	5(4%)	14(10%)
Commmunity leaders	9(7%)	20(17%)	2(2%)	4(3%)	15(12%)
State Employee (State Official Supervisors)	4(3%)	0	7(5%)	11(6%)	2(2%)
Total	25(20%)	43(36%)	9(7%)	20(13%)	31(24%)

Source: Research work, 2023

Table 4.2 presents the responses of different groups to the statement "NGOs train and help basic school teachers to also perform well." The table displays the frequencies and percentages of respondents who "Strongly agree," "Agree," "Neutral," "Disagree," and "Strongly disagree" with the statement. Overall, a majority of respondents (56% - the sum of "Strongly agree" and "Agree" percentages) believe that NGOs help train and assist basic school teachers to perform well. However, there is still a significant proportion of

respondents (37% - the sum of "Disagree" and "Strongly disagree" percentages) who do not share this view.

Looking at the responses of different groups, the following observations can be made:

Teachers: Among the teacher group, 29% (the sum of "Strongly agree" and "Agree" percentages) believe that NGOs help train and assist them to perform well, while 24% (the sum of "Disagree" and "Strongly disagree" percentages) do not agree with this statement. It is interesting to note that a sizeable proportion of teachers (47%) had a "Neutral" response, indicating that they might not have a clear opinion on this matter.

Community Leaders: In this group, a higher percentage of respondents (24%) had a "Neutral" response, and 24% (the sum of "Disagree" and "Strongly disagree" percentages) did not believe that NGOs help train and assist basic school teachers. However, a majority of respondents (24% - the sum of "Strongly agree" and "Agree" percentages) from this group agree with the statement.

State Employees/Officials/Supervisors: The responses of this group were evenly distributed, with a slightly higher percentage of respondents (8%) having a "Neutral" response. The majority of respondents (8% - the sum of "Strongly agree" and "Agree" percentages) in this group agree that NGOs help train and assist basic school teachers to perform well.

The table shows that there is variation in the perception of the role of NGOs in teacher training and assistance across different groups. For instance, while a majority of teachers (29%) and community leaders (24%) agree with the statement, only a small proportion of state employees/officials/supervisors (8%) share the same view. This suggests that there might be a need to tailor communication and outreach efforts to specific groups to increase awareness and understanding of the role of NGOs in teacher training and assistance. Also, a majority of respondents (56%) believe that NGOs help train and assist basic school teachers to perform well. However, there is still a significant proportion of respondents (37%) who

do not share this view i.e. a significant proportion of respondents (37% overall) do not believe that NGOs help train and assist basic school teachers to perform well. This suggests that there might be some level of skepticism or mistrust towards NGOs' ability to improve the quality of education. Addressing these concerns and building trust and credibility among stakeholders might be critical to improving the effectiveness of NGOs' interventions in education. The table shows that a significant proportion of respondents across all groups have a positive perception of the role of NGOs in training and assisting basic school teachers to perform well. This suggests that NGOs are seen as important stakeholders in improving the quality of education in the community. This suggests that NGOs train and help basic school teachers to perform well.

To the Question "Have you personally been involved in any education-related projects or programs led by NGOs in the Northern Region of Ghana?". It was found that 84% of the respondents answered "Yes". This suggests that a significant proportion of the respondents have had direct experience working with NGOs on education-related initiatives in that region. The remaining 16% answered "No", indicating that they have not been involved in such programs

It was also found that 79% of respondents believe that NGOs are very effective in addressing the needs of the community in terms of basic education. Additionally, 16% of the respondents believe that NGOs are somewhat effective in addressing the needs of the community, indicating that there is room for improvement. The remaining 5% of the respondents believe that NGOs are not very effective in addressing the needs of the community, suggesting that there may be significant challenges that need to be addressed. Inference from this is that , NGOs' efforts are making a significant impact and that the

community perceives their work positively in terms of their efforts towards basic education, but there is still room for improvement to ensure that their impact is maximized.

Table 4.7 Main roles NGOs play in the provision of basic quality education in Ghana

Response	Frequency	Percentage
To help make learning interesting	18	14%
Provide basic learning materials	28	22%
Provide free uniforms	14	11%
Give sponsorship to bright and needy children	30	23%
work closely with key agents of change like teachers, school heads, and village education committees.	22	17%
To develop a cadre of trainers for primary school teachers,	16	13%
Total	128	100

Source: Research work, 2023

It is worth noting that these results provide some insight into the various ways in which NGOs may be perceived to contribute to basic quality education in Ghana. Based on the responses given, NGOs play various roles in the provision of basic quality education in Ghana. Here is a breakdown of the percentages: To help make learning interesting (14%); Provide basic learning materials (22%); Provide free uniforms (11%); Give sponsorship to bright and needy children(23%); Work closely with key agents of change like teachers, school heads, and village education committees (17%); To develop a cadre of trainers for primary school teachers (13%).

4.1.3 Challenges NGOs face in the provision of basic quality education in Ghana

This section of the study presents results on the challenges that NGOs face in the provision of basic quality education in Ghana. Th table below give detail of the challenges NGOs face in the provision of basic quality education in the northern region in Ghana.

Table 4.8 Challenges NGOs face in the provision of basic quality education in Ghana

Response	Frequency	percentage
Poor commitment from community	9	7
Ineffective PTA role in school development.	22	17
Political Interference	11	9
Limited Capacity of NGO	14	11
Poor Communications	25	20
Absence of Strategic Planning and continuity	17	13
Lack of Funds	30	23
Total	128	100

The table above indicates the following that lack of funds is the main challenge facing NGOs in the provision of basic quality education in Ghana. This was stated by 23% of the respondents. This is followed by poor communications as stated by 20% of the respondents; ineffective PTA role in school development as noted by 17% of the respondents; and absence of strategic planning and continuity as made known by 13% of the respondents. Also 11% of the respondents stated limited capacity of NGO as a challenge to NGOs , 9% stated political interference and 7% of the respondents mentioned poor commitment from community as part of the main challenges NGOs face in providing basic quality education in Ghana. Based on the above, the the main challenge facing NGOs in the provision of basic quality education in Ghana include lack of funds, poor communications, ineffective PTA

role in school development, absence of strategic planning and continuity, limited capacity of NGO and political interference.

The study therefore sort response to the question "How do you think NGOs could better collaborate with local governments and other organizations to improve the quality of basic education in the Northern Region of Ghana?". The following results were ascertained: increase communication and coordination (41%); there should be more joint planning and implementation of programs (34%); and also there is the meed for greater sharing of resources and expertise. This is to say that for NGOs to better collaborate with local governments and other organizations to improve the quality of basic education in the Northern Region of Ghana then they should increase communication and coordination, have more joint planning and implementation of programs; and also have greater sharing of resources and expertise

4.1.4 Significant relationship between NGOs operations and the quality of Primary Education Service delivery in the Northern region of Ghana.

Below is table giving response to statements in response to drawing a relation between NGOs operations and the quality of Primary Education Service delivery in the Northern region of Ghana.

Table 4.9: How many people from each group agree or disagree on the statement "Interventions of NGOs have led to an increase in school enrolment in the town or village ".
Name: Interventions of NGOs have led to an increase in school enrolment in the town or village

Group	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Teachers	18(14%)	48(38%)	1(1%)	0	0
Community leaders	10(8%)	39(30%)	1(1%)	0	0
State Employee (State Official Supervisors)	0	2(2%)	5(3%)	4(3%)	0
Total	28(22%)	89(70%)	7(5%)	4(3%)	0

Source: Research work, 2023

The table presents the responses of three different groups - teachers, community leaders, and state employees - regarding the effect of NGO interventions on school enrolment in a particular town or village. The responses are categorized into five levels of agreement: strongly agree, agree, neutral, disagree, and strongly disagree.

Overall, the majority of respondents 89 (70%) agreed that NGO interventions have led to an increase in school enrolment in the town or village, with 28 (22%) strongly agreeing. Only a small percentage of respondents (5%) were neutral about the issue, while 4 (3%) disagreed and no one strongly disagreed. The response suggests that the interventions of NGOs have had a positive impact on school enrolment in the town or village, as perceived by the respondents.

Looking at the responses by group, the highest percentage of strongly agree and agree responses came from teachers (52%), followed by community leaders (38%). However, state employees, who may have a more official role in overseeing education, were less likely to agree that NGO interventions have had a positive effect on school enrolment (only 2% strongly agreed and 2% agreed).Thus the majority of respondents, especially teachers and community leaders, believe that NGO interventions have led to an increase in school enrolment in the town or village.This suggests that NGOs are playing a critical role in

improving access to education and increasing enrolment rates in the area. The fact that community leaders and teachers are among the groups most likely to agree that NGO interventions have been effective highlights the importance of collaboration between NGOs and local stakeholders. NGOs that work closely with communities and educators are more likely to create sustainable interventions that have a meaningful impact on the ground. As such, there is the need for continued monitoring and evaluation: While the table suggests that NGO interventions have had a positive impact on school enrolment, the responses of state employees suggest that not all stakeholders may be aware of the extent of the impact. This highlights the need for continued monitoring and evaluation of interventions to ensure that they are effective and sustainable.

Table 4.10: How many people from each group agree or disagree on the statement "Interventions of NGOs have led to an increase in available academic resources like text books, exercise books and academic materials ".
Name: Interventions of NGOs have led to an increase in available academic resources like

text books, exercise books and academic materials

Group	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teachers	25(20%)	24(19%)	0	6(4%)	
Community leaders	18(14%)	30(23%)	0	8(6%)	
State Employee (State Official Supervisors)	5(4%)	2(2%)	2(2%)	8(6%)	
Total	48(38%)	56(44%)	2	22(16%)	

Source: Research work, 2023

Based on the response provided, it can be interpreted that a significant proportion of the respondents 56 (44%) agree that interventions of NGOs have led to an increase in available

academic resources like textbooks, exercise books, and academic materials. Additionally, a sizeable proportion of respondents 48 (38%) strongly agree with this statement. However, a considerable proportion of respondents 22 (16%) disagree, indicating that they do not believe that interventions of NGOs have led to an increase in available academic resources. None of the respondents strongly disagree with the statement. The response suggests that while many respondents acknowledge the positive impact of NGOs in increasing academic resources, a notable proportion of respondents do not share this sentiment. Based on the data, it seems that the majority of respondents agree or strongly agree that NGOs have contributed to an increase in academic resources like textbooks, exercise books, and other academic materials. Specifically:

Among teachers, 25 (20%) strongly agree and 24 (19%) agree that NGOs have led to an increase in available academic resources. Among community leaders, 18 (14%) strongly agree and 30 (23%) agree that NGOs have led to an increase in available academic resources. Among state employees, only 5 (4%) strongly agree and 2 (2%) agree that NGOs have led to an increase in available academic resources. The implications of this table is that majority of respondents from different groups (teachers, community leaders, and state employees) agree that NGOs have had a positive impact on increasing academic resources like textbooks, exercise books, and academic materials. This could indicate that NGOs are playing an important role in improving education and access to resources in the communities they work in. The table shows that community leaders and teachers are the groups most likely to agree with the statement about the positive impact of NGOs. This suggests that collaboration between NGOs and these stakeholders may be particularly important for the success of interventions aimed at increasing academic resources. Additionally, the relatively low agreement among state employees may indicate a need for greater engagement and communication between NGOs and government officials. While the majority of respondents

agree that NGOs have led to an increase in available academic resources, a significant minority 22 (16%) either disagree or strongly disagree with this statement. This suggests that there may be room for improvement in the way that NGOs are delivering their interventions or communicating with stakeholders. Additionally, the neutral responses may indicate a lack of awareness or knowledge about the impact of NGOs, highlighting the need for greater transparency and accountability in NGO activities.

Table 4.11 : How many people from each group agree or disagree on the statement "Interventions of NGOs have led to an increase in school's academic results ".
Name: Interventions of NGOs have led to an increase in school's academic results

Group	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teachers	29(22%)	30(23%)	0	0	0
Community leaders	20(17%)	28(22%)	0	0	0
State Employee (State Official or Supervisors)	7(5%)	12(9%)	2(2%)	0	0
Total	56(44%)	70(54%)	2(2%)	0	0

Source: Research work, 2023

The table implies that the majority of the respondents 70 (54%) across all three groups (teachers, community leaders, and state employees) agree with the statement that NGO interventions have led to an increase in school academic results. Additionally, 56 (44%) of the respondents strongly agree with the statement. This indicates that there is a general perception among the respondents that NGO interventions have been effective in improving academic results in schools. It is worth noting that there are no respondents who disagree or strongly disagree with the statement. This suggests that there is a strong consensus among

the respondents that NGO interventions have had a positive impact on academic results in schools. On the bases of the table, it is observed that teachers and community leaders are strongly agree and agree that interventions of NGOs have led to an increase in school's academic results. This may be because they have direct relation with the pupils and NGOs and as well know their contribution to the school. However, state employees such as state official or supervisors have few insight in how the academic results are attained. Overall, the table provides valuable insights into the perceptions of different groups regarding the effectiveness of NGO interventions in improving academic results in schools. The response indicates that the interventions of NGOs have had a positive impact on the academic results of schools, as perceived by the respondents.

Table 4.12: How many people from each group agree or disagree on the statement "Interventions of NGOs have led to an increase in teachers settling in the the town to teach schools in the town ".
Name:Interventions of NGOs have led to an increase in teachers settling in the the town to

teach schools in the town

Group	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teachers	7(5%)	20(15%)	2(2%)	14(11%)	9(7%)
Community leaders	12(9%)	14(11%)	5(4%)	11(9%)	13(10%)
State Employee (State Official or Supervisors)	5(4%)	5(4%)	2(2%)	3(2%)	6(5%)
Total	24(18%)	39(30%)	9(7%)	28(23%)	28(22%)

Source: Research work, 2023

Table 4.12 provides information on how many people from each group agree or disagree with the statement "Interventions of NGOs have led to an increase in teachers settling in the town to teach schools in the town." The table shows the number and percentage of individuals in each group who responded with "Strongly agree," "Agree," "Neutral," "Disagree," and "Strongly disagree."

Looking at the table, we can see that the majority of individuals in each group either agree or disagree with the statement, with only a small percentage being neutral. The highest percentage of individuals who agree with the statement come from the teachers' group, with a total of 25% agreeing (7% strongly agree, and 18% agree). On the other hand, the highest percentage of individuals who disagree with the statement comes from the state employee group, with a total of 7% disagreeing (4% disagree, and 3% strongly disagree). The community leaders group shows a more balanced distribution of responses, with 20% agreeing (9% strongly agree, and 11% agree) and 19% disagreeing (11% strongly disagree, and 8% disagree).

Overall, the majority of individuals in each group either agree or disagree with the statement, with the teachers group showing the most agreement and the state employee group showing the most disagreement. The neutral responses are relatively low in all groups, indicating that most individuals have formed an opinion on the statement. The implications is that there are varying levels of agreement and disagreement among different groups regarding the statement "Interventions of NGOs have led to an increase in teachers settling in the town to teach schools in the town. This suggests that teachers may have experienced the benefits of NGO interventions in the town and have noticed an increase in the number of teachers settling in the town. Community leaders may have mixed views on the effectiveness of NGO interventions in attracting teachers to the town. On the other hand, the state employee group is the most likely to disagree with the statement, simply because officials or supervisors may

not have observed any significant increase in teacher settlement due to NGO interventions or may have a different perspective on the issue. Overall, there are differing opinions among different groups on the effectiveness of NGO interventions in increasing teacher settlement in towns or villages. The response suggests that the interventions of NGOs may not have had a significant impact on attracting teachers to the town to teach schools in the town.

Table 4.13: How many people from each group agree or disagree on the statement " NGOs have enhanced academic and life skills to students ".
Name:NGOs have enhanced academic and life skills to students

Group	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teachers	20(16%)	34(26%)	0	0	0
Community leaders	27(21%)	28(23%)	2(2%)	2(2%)	0
State Employee (State Official or Supervisors)	1(1%)	4(3%)	5(3%)	5(3%)	0
Total	48(38%)	66(52%)	7(5%)	7(5%)	0

Table 4.13 presents the responses of different groups of people on the statement "NGOs have enhanced academic and life skills to students." The table shows the number of people in each group who strongly agree, agree, are neutral, disagree, or strongly disagree with the statement.

Overall, a majority of the respondents (90%) either strongly agree or agree with the statement, while a small percentage (5%) disagree or are neutral. Looking at each group's responses, we see that: Teachers: 20 (16%) of the teachers strongly agree with the statement, and 34 (26%) agree with it. No teachers disagree or are neutral. Community leaders: 27 (21%) of the community leaders strongly agree with the statement, and 28 (23%) agree with

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it. A small percentage 2 (2%) are neutral or disagree. State Employees: Only 1 (1%) of state employees strongly agree with the statement, and 4 (3%) agree with it. However, a higher percentage 7 (5%) disagree or are neutral.

Therefore, it appears that the respondents who are teachers and community leaders are more likely to agree with the statement that NGOs enhance academic and life skills of students than state employees. However, it is also essential to note that the majority of all groups agree with the statement.

It was found that the majority of the respondents (52%) agree that NGOs have enhanced academic and life skills to students. Additionally, a significant proportion of respondents (38%) strongly agree with this statement, indicating a high level of confidence in the positive impact of NGO interventions on enhancing academic and life skills of students. A small proportion of respondents (5%) are neutral, indicating they are unsure about the impact of NGO interventions. Only 5% of the respondents disagree with this statement, suggesting that the interventions of NGOs have had a positive impact on enhancing academic and life skills of students, as perceived by the respondents. The response indicates that the respondents acknowledge the positive impact of NGOs in enhancing academic and life skills of students.

To the questions "Are there any specific examples of successful quality primary education services led by NGOs in the Northern Region of Ghana that you are aware of?", 87% said "Yes" and 13% stated No. This means that from the views of most of the respondents there are specific examples of successful quality primary education services led by NGOs in the Northern Region of Ghana. From the respondents who stated "Yes", 41% said that "They have built and resourced schools like M'Burugu Primary School"; 36% stated that "They provide teacher training to schools in rural" and "23% said "They improved access to education for girls and children with disabilities".

Table 4.14 Role NGOs should play in the long-term sustainability of quality basic education in the Northern Region of Ghana

Response	Frequency	Percentage
Providing ongoing funding and support	34	27
Building capacity within the community	18	14
Promoting policies and practices that are sustainable	8	6
Support teacher training	27	22
Promote community involvement	21	16
Monitor and evaluate education programs	20	15
Total	128	100

The table above shows the opinions of respondents concerning the role NGOs should play in the he long-term sustainability of quality basic education in the Northern Region of Ghana. According to the survey, providing ongoing funding and support is the most popular response, with 27% of respondents suggesting this as the primary role NGOs should play. Supporting teacher training comes in second place with 22% of respondents suggesting this role. Promoting community involvement and monitoring and evaluating education programs both received significant support, with 16% and 15% of respondents respectively suggesting these roles. Building capacity within the community and promoting policies and practices that are sustainable received the least support, with 14% and 6% of respondents respectively suggesting these roles.

4.2 Inferential statistics

4.2.1 Significant relationship between NGOs operations and the quality of Primary Education Service delivery in the Northern region of Ghana.

This section of the study gives a presentation on the relationship between NGOs operations and the quality of primary education service delivery in the Northern region of Ghana. In this respect, a correlation were drawn among some variables to ascertain the relations.

Table 4.15 A Pearson Correlation was drawn between variables

Indicator variable		Being aware of any NGOs operating in the Northern Region of Ghana that focus on improving the quality of basic education	NGOs provide education materials to primary schools in the towns or village	NGos train and help basic school teachers to also perform well	Interventions of NGOs have led to an increase in school's academic results
Being aware of any NGOs operating in the Northern Region of Ghana that focus	Pearson correlation	1			

on improving the quality of basic education					
	Sig (2 tailed)				
	N	128			
NGOs provide education materials to primary schools in the towns or village	Pearson correlation	0.197	1		
	Sig (2 tailed)	0.000*			
	N	128	128		
NGOs train and help basic school teachers to also perform well	Pearson correlation	0.493	0.428	1	
	Sig (2 tailed)	0.000*	0.000*		
	N	128	128	128	
Interventions of NGOs have led to an increase in school's academic results	Pearson correlation	0.528	0.728	0.821	1
	Sig (2 tailed)	0.000*	0.000*	0.000*	
	N	128	128	128	128

Correlation is significant at the 0.1 level (2-tailed).

It is seen that there is a positive and significant relation between "Being aware of any NGOs operating in the Northern Region of Ghana that focus on improving the quality of basic education" and "NGOs provide education materials to primary schools in the towns or village". This generated correlation coefficient of 0.197. Also it was noticed that there is a positive and significant relation between "Being aware of any NGOs operating in the Northern Region of Ghana that focus on improving the quality of basic education" and "NGOs train and help basic school teachers to also perform well". This gave a correlation coefficient of 0.493.

Lastly, it was noticed that there is a positive and significant relation between "Being aware of any NGOs operating in the Northern Region of Ghana that focus on improving the quality of basic education" and "Interventions of NGOs have led to an increase in school's academic results".This gave a correlation coefficient of 0.528.

From the above, presentation, it can be said that NGOs operating in the Northern Region of Ghana that focus on improving the quality of basic education has a positive and significantly relation to the provision of education materials to primary schools in the towns or villages, training and provision of assistance to basic school teachers to also perform well and also positive and significant increase in the academic results of the school.

5 Conclusion

The study found a positive and significant relation between NGOs operations and the quality of primary education service delivery in the Northern region of Ghana. This is to say that as NGOs operating in the Northern Region of Ghana focus on improving the quality of basic education there is a significant positive increase in the provision of education materials to primary schools in the towns or villages, training and provision of assistance to basic school teachers to also perform well and an increase in the academic results of the school.

In promoting quality primary education delivery in towns / villages in the Northern Region of Ghana it is important to note that teachers and community leaders are most likely aware of NGOs provide education materials to primary schools in the towns or village , NGOs provide education scholarships to basic school students much more than state employees .This is may be due to the fact that the teachers are directly involved with the NGO much more than the state employees hence shall directly know the contributions of NGO much more. Much more , the idea of NGOs setting up primary schools in villages and towns , NGOs in providing classroom space and teachers to primary schools, NGOs helping train and assist basic school teachers to perform well. is generally well-accepted across the three groups surveyed but is well known by community leaders and teachers than state employees. It was also noticed that NGOs are playing a critical role in improving access to education and increasing enrolment rates in the area.

Based on the results of the study, it can be said that NGOs' efforts are making a significant impact on the provision of quality primary education delivery in towns / villages in the Northern Region of Ghana where they exist. And that the communities perceive their work positively in terms of their efforts towards basic education, but there is still room for improvement to ensure that their impact is maximized. This is because the NGOs are met by some challenges in the delivery of their services.

Following the findings of this research, the study recommends that:

1) To address poor community commitment towards improving basic education in the Northern Region of Ghana, NGOs and local governments must increase communication and coordination, have more joint planning and implementation of programs, and greater sharing of resources and expertise to create evidence-based programs that respond to community needs and ensure effective resource utilization.
2) NGOs must play a multifaceted role to ensure the long-term sustainability of quality basic education in the Northern Region of Ghana. This includes providing ongoing funding and support, supporting teacher training, promoting community involvement, and monitoring and evaluating education programs.
3) Collaboration between NGOs and government officials is particularly important for the success of interventions aimed at increasing academic resources in the Northern Region of Ghana. NGOs should advocate for increased government funding for education, promote sustainable policies and practices, and regularly monitor and evaluate education programs to ensure their effectiveness and sustainability over the long term.

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7 Appendix

7.1 List of pictures

7.2 List of tables

7.3 List of graphs

7.4 List of abbreviations

Non-governmental organizations	-	NGOs
World Health Organisation	-	WHO
Sustainable Development Goals	-	SDGs

QUESTIONNAIRE

The following are some questions meant to gather information on the topic " **The Role of Non Profit Organizations in Improving Quality of Basic Education in the Northern Region of Ghana.**". By answering these questions, you will be contributing towards an effective study. Anonymity is guaranteed and your responses will be held in the highest confidence. Your personal view/point(s) is/are most important.

Please tick [√] in the spaces provided to indicate your response to the questions.
Demographic information
1. Gender: Male [ ]   Female[ ]
2. Age: below 18 years [ ] 18-24 years [ ] 25-29 years [ ] 29 years and above
3. Level of Education attained   Primary [ ] Secondary [ ] Tertiary [ ] A' level [ ] Other specify [ ] …………………
4. Martial Statuses   Single [ ]   Married [ ] Co -existing [ ] Divorced [ ] Widow [ ]
5. How long have you been in this town or village ? Less than 4 years [ ] 4-8 years [ ] 9-12 years [ ] Above 12 years [ ]

Roles NGOs play in the provision of basic quality education in Ghana
6. Have you seen the presence of NGO in this village /town? Yes   [ ] No [ ]
7. Are you aware of any NGOs operating in the Northern Region of Ghana that focus on improving the quality of basic education? Yes   [ ] No [ ]
8. What activities do NGOs undertake in this town/village ………………………….
9. In the area of education, what activities does NGO engage in? Providing funding for school infrastructure [ ] Offering teacher training and professional development [ ] Supporting community-based education programs[ ] Providing financial assistance to students[ ] Collaborating with local governments and other organizations[ ] Other (please specify): _____
10. Please, respond to all items given below by putting a tick (√) in the appropriate space using the scales

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
NGOs provide education materials to primary schools in the towns or village					
NGOs provide education scholarship to Basic school students					

NGOs set up primary schools in the villages and towns					
NGOs provide timely classroom space and teachers to primary schools in the villages and towns					
NGOs train and help basic school teachers to also perform well					

11. Have you personally been involved in any education-related projects or programs led by NGOs in the Northern Region of Ghana? Yes [ ] No [ ]

12. To what extent do you think NGOs are effectively addressing the needs of the community in terms of basic education? Very effectively [ ] Somewhat effectively [ ] Not very effectively [ ] Not at all effectively [ ]

13. In your view, what are the main roles NGOs play in the provision of basic quality education in Ghana ……………………………………………………

Challenges NGOs face in the provision of basic quality education in Ghana

14. In your opinion, what are the main challenges facing basic education in the Northern Region of Ghana? Lack of funding [ ] Insufficient number of teachers [ ] Poor infrastructure [ ] Limited access for marginalized groups [ ] Other (please specify) [ ]…………………………….

15. What are the challenges **NGOs** face in the provision of basic quality education in Ghana……………………………………………………………………………..

16. How do you think NGOs could better collaborate with local governments and other organizations to improve the quality of basic education in the Northern Region of Ghana? Increased communication and coordination [ ] More joint planning and implementation of programs [ ] Greater sharing of resources and expertise [ ] Other (please specify) [ ]_____

Significant relationship between NGOs operations and the quality of Primary Education Service delivery in the Northern region of Ghana.

1. Please, respond to all items given below by putting a *tick (√)* in the appropriate space using the scales

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Interventions of NGOs have led to an increase in school enrolment in the town or village					
Interventions of NGOs have led to an increase in available academic resources like text books, exercise books and academic materials					
Interventions of NGOs have led to an increase in school's academic results					
Interventions of NGOs have led to an increase in teachers settling in the the town to teach schools in the town					
NGOs have enhanced academic and life skills to students					

INTERVIEW

The following are some questions meant to gather information from the topic " **The Role of Non Profit Organizations in Improving Quality of Basic Education in the Northern Region of Ghana.**". By answering these questions, you will be contributing towards an effective study. Anonymity is guaranteed and your responses will be held in the highest confidence. Your personal view/point(s) is/are most important.

Please tick [√] in the spaces provided to indicate your response to the questions.
Demographic information

1. Gender: Male [ ]   Female[ ]
2. Age: below 18 years [ ] 18-24 years [ ] 25-29 years [ ] 29 years and above
3. Level of Education attained   Primary [ ] Secondary [ ] Tertiary [ ] A' level [ ] Other specify [ ] …………………
4. Martial Statuses   Single [ ]   Married [ ] Co -existing [ ] Divorced [ ] Widow [ ]
5. How long have you been in this town or village ? Less than 4 years [ ] 4-8 years [ ] 9-12 years [ ] Above 12 years [ ]

Roles NGOs play in the provision of basic quality education in Ghana

6. How do NGOs collaborate with local governments and other organizations to improve quality   basic   education   in   the   Northern   Region   of Ghana?……………………………………………………………………………… …..
7. In your opinion, what are the most effective strategies that NGOs have used to improve the   quality   of   basic   education   in   the   Northern   Region   of Ghana?…………………………………………………………………………….
8. How do you think NGOs can best support the long-term sustainability of quality basic education in the Northern Region of Ghana?

Challenges NGOs face in the provision of basic quality education in Ghana

9. What do you believe are the main challenges facing the provision of quality basic education   in   the   Northern   Region   of Ghana?………………………………………………………………………
10.
11. How   do   you   think   NGOs   can   contribute   to   addressing   these challenges?……………………………………
12. Can you discuss any challenges or obstacles that you have seen NGOs face in their efforts   to   improve   quality   basic   education   in   the   Northern   Region   of Ghana?………………………………………………………………………

Significant relationship between NGOs operations and the quality of Primary Education Service delivery in the Northern region of Ghana.

13. In your opinion, what role should NGOs play in the long-term sustainability of basic education in the Northern Region of Ghana?………………………………………………………………………………… ……………………………

14. What do you think are the key factors that contribute to the success of NGO-led education initiatives in the Northern Region of Ghana?…………………………………………………………………………

15. Can you give an example of a successful education initiative led by an NGO in the Northern Region of Ghana that you have been involved with?………………………………………………………………………………… ……

16. Can you describe any specific examples of education-related projects or programs led by NGOs that you have seen or been involved with in the Northern Region of Ghana?……………………………………..

17. What do you believe are the key factors that contribute to the success of NGO-led education initiatives in the Northern Region of Ghana?