The Contributions of Non-Governmental Organizations (NGOs) Toward Effective Curriculum Implementation in Primary Schools within the Mezam Division of the North West Region of Cameroon

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Abstract: *The focus of this paper is to examine the contributions of Non-Governmental Organizations (NGOs) toward effective Curriculum Implementation in Primary Schools within the Mezam Division. The study population was made up of pupils from primary schools within the Mezam Division. The main objective was to find out the contributions of NGOs toward effective Curriculum Implementation in Primary Schools within the Mezam Division, Northwest Region of Cameroon. The Descriptive Survey Research Design was used in this study .The sample size of 100 pupils was used and the instrument for data collection was a semi structured questionnaire. The stratified random sampling technique was employed to select the sample. Data was collected and analysis done using simple descriptive statistics. In which, frequencies, percentages, bar charts and means were used. The findings of the study revealed that there exists a strong positive impact on curriculum implementation as a result of NGOs contributions of in-service training of teachers, provision of learning and teaching materials, Co-ordination and monitoring of primary education, and support of educational activities.*

The researcher recommends that policies should be implemented in order to increase NGO/Schools relationships because they play a great role in curriculum implementation in our schools. Also, NGOs personnel should try to step up their relationships and contributions to schools because this will help implement a better curriculum. Furthermore, educational administrators should develop a prudent style of resources management.

Keywords*: Contribution, Non -Governmental organizations, Effective, Curriculum Implementation , Primary schools*

Introduction

Curriculum implementation remains a very important activity in the realization of the goals of every educational system. The effective implementation of any curriculum relies on many diverse processes, factors as well as resources

Mezieobi (1993) conceptualized the term implementation simply as a process of putting an agreed plan, decision, proposal, idea or policy into effect. Hence curriculum implementation includes the provision of organized assistance to staff (teachers) in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. Esu, Enukoha &Umoren (2004) also conceived curriculum as all learning experiences a child has under the guidance of a teacher. According to Offorma (2005), curriculum is a programme which is made up of three components: programme of studies, programme of activities and programme of guidance. Curriculum as viewed by Alebiosu (2005) also as an instrument that dictates the affairs of every educational system.

It is the vehicle through which knowledge and other learning activities are disseminated. Curriculum implementation process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation process. Although there are various factors that also influence Curriculum Implementation like the resource materials and facilities, the teacher, the school environment, culture and ideology, Instructional supervision and assessment. Implementation takes place as the learner acquires the intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society. Therefore putting the curriculum into operation requires an implementing agent. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students. The implementation, as an essential part of curriculum development, brings into existence the anticipated changes. The changes can occur in several ways. Effective implementation requires diverse support from curriculum stakeholders like the government, organizations, individuals' parents, etc. This study is intending to investigate the contributions of NGOs toward effective curriculum implementation within the Mezam Division of the North West Region of Cameroon

BACKGROUND

Afangideh (2009) describes the concept of curriculum implementation as the actual engagement of learners with planned learning opportunities. Marsh and Stafford (1988) also highlight three dimensions of curriculum concept. First, they explicit that curriculum includes not only syllabi or listing of contents, but also a detailed analysis of other elements such as aims and objectives, learning experiences and evaluation as well as recommendations for interrelating them for optimal effect.

Second, curriculum comprises planned or intended learning, calling attention to unexpected situations which necessarily may occur in the classroom practices. Thirdly, curriculum and instruction are inextricable. Lovat and Smith (2003) rightly contend that curriculum is part of teaching, not separate from it. Therefore, the most agreed basic notion of the curriculum is that it refers to *a plan for learning* (Todd 1965; Neagley & Evans, 1967; Zais 1976, Marsh & Stafford, 1988; Van den Akker, Kuiper & Hameyer, 2003 and Lovat& Smith, 2003). This concept of curriculum as (Van den Akker 2003) limits itself to the core of all definitions, permitting all sorts of elaborations for specific educational levels, contexts, and representations. In discussing this curriculum concept, Marsh and Stafford (1988) argues that curriculum is an interrelated set of plans and experiences which a student completes under the guidance of the school.

Stages in curriculum process when in the midst of learning activities, the teacher and learners are involved in negotiation aimed at promoting learning. This is the interactive stage of the curriculum process this takes place in the classroom through the effort of the teachers, learner, school administrators and parents. It also integrates the application of physical facilities and the adoption of appropriate pedagogical strategies and methods. The quality of curriculum implementation of any society is the bedrock of its political, economic, scientific and technological well-being.

Another name for the teacher is curriculum implementer. The teacher is the one who translates the curriculum document into operating curriculum through a joint effort of his/her

learners and other interest groups as viewed by Mkpa (1987). This implies that the task of implementing the curriculum lies on the teacher. The teacher does not just implement the content as it is; rather he breaks the content into teachable units.

Curriculum conceptualized broadly as culture. (Joseph, Bravmann, Windschitl, Mikel, and Green 2000) expound this notion of curriculum, as culture link. Using a cultural lens, we can begin to regard curriculum not just as an object (content), but as a series of interwoven dynamics. Curriculum conceptualized as culture educates us to pay attention to belief systems, values, behaviors, language, artistic expression, the environment in which education takes place, power relationships, and most importantly, the norms that affect our sense about what is right or appropriate (p.19). Chen (2007), states it as a functions as a mirror that reflects cultural beliefs, social and political values and the organization.

Hidden curriculum contains underestimated importance of the dynamics of human interactions in organizational behavior which are imperceptible, but have a powerful influence on institutional culture/climate (Nieto, 2007). In this sense, culture refers to the values and symbols that affect organizational climate. According to Owens (1987), the symbolic aspects of school activities e.g. traditions, rites, and rituals are subsumed, for these are "the values that are transmitted literally from one generation of the organization to another.

Challenges to Curriculum Implementation

A lot of factors that act as obstacles to implementation of a new curriculum have been identified in literature. Bennie & Newstead (1999) pointed out that the factors relate to the teacher as well as the context in which the curriculum is being implemented. Some of the challenges to effective implementation of a curriculum as given in the literature include the following:

Knowledge of Subject Matter

In their discussion of professional development and reform in Science Education in Netherlands, VanDriel et al (2001) have pointed out teachers' lack of adequate knowledge of the new content as one of the problems that can arise during implementation of a new curriculum. Other studies on curriculum implementation by Bennett et al (1992), Wallace & Louden (1992), Raudenbush et al (1993), and FraserThomas & Beaudoin (2002), revealed that low levels of teachers' knowledge of the subject matter was an obstacle to the successful delivery of a curriculum at the classroom level. A study by Benavot & Resh (2003) to investigate factors that influenced curriculum implementation in Israeli schools found that successful implementation of a curriculum in schools depended on school-based conditions and constraints which included the availability of specialised teachers in particular subjects

Availability of Teaching and Learning Materials

Benavot & Resh (2003) found that successful implementation of a curriculum in Israel also depended on the amount of instructional resources at a school's disposal. Similar findings were revealed in separate studies by Nyirenda (1994), Hart (1994), Fraser-Thomas & Beaudoin (2002), and Graham-Jolly (2003) that highlighted lack or inadequacy of teaching and learning materials as a major challenge to curriculum implementation. Concerning the importance of textbooks during curriculum implementation, Lockheed et al (1986), argued that textbooks provide teachers with a more structured and comprehensive presentation of the subject matter than would otherwise be available to them. In the absence of inadequacy of

textbooks, the teacher becomes the custodian of knowledge and skills for most students that take national examinations in Malawi (Chakwera, 2005).

In-Service Training: Lack of in-service training has also been reported in literature as one of the challenges to curriculum implementation. In a study of teachers' beliefs about the meaning and relevance of problem solving in the Mathematics curriculum in Malaysia, Zanzali (2003) observed that development and implementation of any curriculum affect teachers in significant ways and if teachers are not helped in coping with demands brought about by changes in the content, pedagogical and psychological considerations, the implementation process will not be effective. After evaluating curriculum implementation in South Africa, Graham-Jolly (2003) reports that at school level, implementation highlighted critical factors which pointed to the under preparedness of many teachers and schools to accommodate the curriculum change. Concerning the implementation of the same South African curriculum, Jansen (2003) reports that the curriculum was being introduced into an under-prepared environment in which the prerequisite teacher training and curriculum awareness were not in place. According to Middleton (1999), the most difficult challenge which faces the implementation of a curriculum is the training and preparation of the existing teachers who will be needed to make the curriculum a classroom reality. These observations indicate that curriculum orientation for existing teachers before they embark on its implementation is very important to make them understand and appreciate the changes that the curriculum is attempting to incorporate, thereby preparing them to handle those curriculum changes. Commenting on the importance of in-service training before introduction of any curriculum, little (1993) emphasizes that professional development prepares teachers for implementation by placing classroom practice in the larger contexts of school practice and the educational career of children. Ogar and Aniefiok (2012) in their discussion of the challenges of implementing a teacher education curriculum in Nigeria hinted on the importance of adequate teacher training because the success of curriculum implementation is dependent on the teachers' ability to translate the written curriculum into classroom learning experiences.

Provision of Teacher Support Services: Lack of supervisory support for teachers' acts as a challenge to the effective implementation of any curriculum (Glickman, 1990). The importance of supervising teachers has been described by Raudenbush et al (1993) who argue that "observation followed by immediate and skilled feedback on classroom instruction provides a basis for teacher learning with direct relevance to teaching" (p. 280). Raudenbush etal (1993) further report that in Thailand, principals (head teachers) are expected to provide each teacher with regular classroom supervision either by visiting classrooms personally or by assigning expert teachers to do so. In Malawi, heads of department, head teachers and inspectors of schools are supposed to provide teacher support services by conducting regular classroom supervision

Theoretical support

This study was guided by the theoretical framework illustrated in Figure 1 below . This framework is an adaptation of the one developed by Rogan & Aldous (2005) which is based on the theory of curriculum implementation developed by Rogan & Grayson (2003). The theory consists of profile of implementation, capacity to support innovation and support from outside agencies as its three major constructs. Discussion of these three constructs is done in the sections that follow
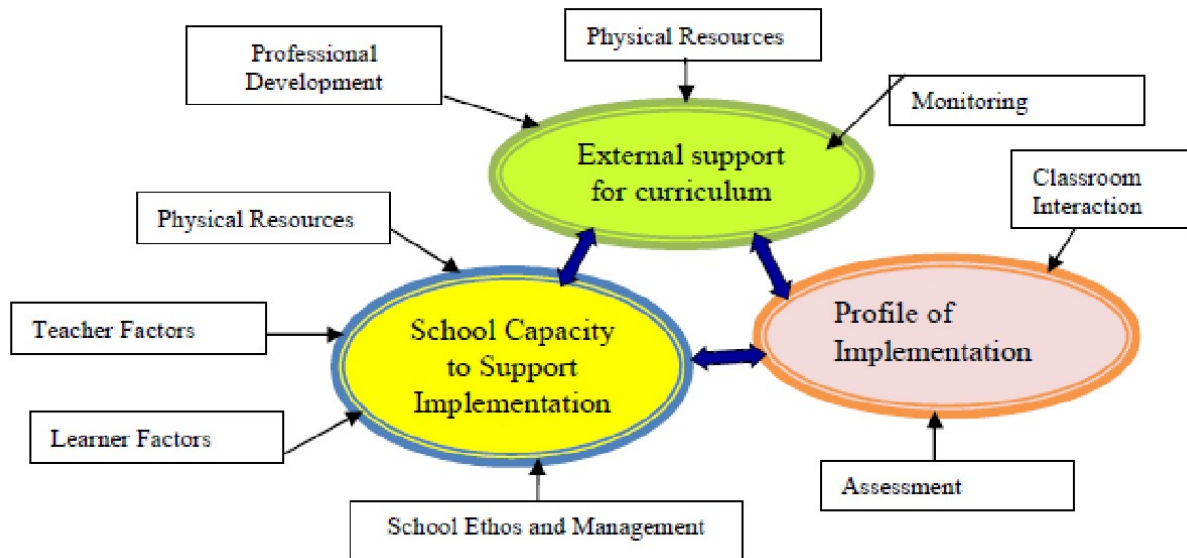
Profile of Implementation: This is a construct that helps to understand, analyse and express the extent to which the ideals of a set of curriculum proposals are put into practice. This construct recognizes that there are as many ways of putting a curriculum into practice as there are teachers teaching it. Therefore, the profile of implementation offers a map of the learning area and a number of ways for implementation. The profile can also help to conceptualise levels of implementation of a new curriculum.

School Capacity to Support Curriculum Implementation: The construct (capacity to support curriculum implementation) is an attempt to understand and elaborate on the school-based factors that support or hinder the implementation of new curriculum ideas and practices. Schools differ from one another and therefore not all schools have the same capacity to implement a curriculum innovation to the same extent. In the framework, possible indicators of the capacity to support implementation construct fall into four groups. These are physical resources, teacher factors, learner factors and the school ethos and management. Physical resources also influence the capacity for curriculum implementation. Poor resources, unavailability of resources or inadequate resources can limit the performance of even the best of the teachers and can undermine learners' efforts to focus on learning. Teacher factors include teachers' own background, training and level of confidence, and their commitment to teaching. Because teachers implement a curriculum on a day-to-day basis, they play an enormous role in the effective implementation of curricula. Lack of subject matter knowledge by teachers and lack of adequate training for teachers could be a major hindrance to curriculum implementation. Learner factors relate to the background of the learners and the kind of strengths and constraints that they might bring to the learning situation. For example, the home environment may not be educationally supportive or the learner may not be proficient in the language of instruction. The next set of factors pertains to the general ecology and management of the school. If a school is in disarray and dysfunctional, it is obvious that no innovation can be effectively implemented. In such cases, the first step in implementing an innovation would be to restore order and discipline. Those charged with the implementation of curriculum change need to be supported in a variety of ways. Therefore the leadership role of the Head teacher is crucial for curriculum implementation

External Support for Curriculum Implementation: According to the theoretical framework in Figure 1, outside agencies or organizations external to the school interact with a school in order to facilitate curriculum implementation. These organizations could be government departments, donors (both local and international), NGOs and unions. In this study, external support focused on provision of professional development and monitoring of curriculum implementation

The non-involvement of the society's culture in the curriculum implementation. Curriculum is the instrument through which the society via the schools educates its citizens, both adult and young. Therefore, the quality of education of every society is subject to the quality of the society's curriculum. Even though large sums of money are spent on implementing new curriculum, several of these efforts have failed. According to Alade (2011), the main reason for the failure is the lack of understanding of the culture of the school by both experts outside the school system and educators in the system. Successful implementation of curriculum requires understanding the power relationships, the traditions, the roles and responsibilities of individuals in the school system.

Non-Governmental Organizations (NGOs)

Non-governmental organizations, or NGOs, were first called such in Article 71 in the Charter of the newly formed United Nations in 1945. While NGOs have no fixed or formal definition, they are generally defined as nonprofit entities independent of governmental influence (although they may receive government funding).

As one can tell from the basic definition, the difference between non-profit organizations (NPOs) and NGOs is slim. However, the term "NGO" is not typically applied to U.S.-based nonprofit organizations. Generally, the NGO label is given to organizations operating on an international level although some countries classify their own civil society groups as NGOs.

NGO activities include, but are not limited to, environmental, social, advocacy and human rights work. They can work to promote social or political change on a broad scale or very locally. NGOs play a critical part in developing society, improving communities, and promoting citizen participation.

Non-governmental organizations are largely staffed by altruistic employees and volunteers working towards ideological, rather than financial, ends. Their founders are often intense, creative individuals who sometimes come up with a new product to deliver or a better way to deliver existing goods and services. They are funded by donors, many of them poor or anonymous. Yet these attributes should not be unfamiliar to economists. Development NGOs, like domestic nonprofits, can be understood in the framework of not-for-profit contracting. Hansmann's (1980) seminal work on the nonprofit sector argues that the key characteristic separating nonprofits from for-profits is the "non-distribution constraint" that prevents or limits officers or directors from distributing the net earnings amongst themselves. Of course, nonprofits do have the ability to distribute their "profits" to employees in the form of perquisites such as higher wages, shorter hours, or better offices. Nonetheless, because not-for-profit entrepreneurs have weaker incentives to maximize their profits, they may be able to obtain a competitive advantage in a number of areas (Glaeser and Shleifer, 2001). In particular, nonprofits should be advantaged in providing goods and services where quality is difficult to verify, and where the temptation for a for-profit provider to shirk on quality may be especially high. Identity can matter here as well: ideologically-driven entrepreneurs face higher private costs to delivering low-quality products. In addition, people may prefer to

donate to nonprofits in order to improve the quality of their product, an outcome that would be unlikely to occur with a similar donation to a for-profit.

While NGO providers have commonly been associated with intending to provide an alternative form of curriculum to the state system, more recently they have become associated with 'complementary' (or 'para-formal') approaches. This indicates a shift towards an intention to promote equivalency with the government system by, for example SHUMAS located at mile 6 Bamenda, adopting a similar curriculum while focusing on particular subjects to enable 'accelerated learning'. The term accelerated learning is also a term open to different interpretations, including approaches which support a reduced curriculum compared with the state system focusing on basic literacy and numeracy; or systems offering a different kind of/additional curriculum – such as peace education, civic education etc. (Balwanz *et al,* 2006); or 'using learner-centered teaching principles and practices to creatively engage students' multiple learning systems, resulting in faster, deeper, and more proficient learning (Charlick, 2005).

In some cases in Mezam northwest Region of Cameroon, NGOs may be the main provider of education, particularly where state willingness and/or capacity are weak, as in many conflict (Anglophone crisis) areas. This is particularly apparent where the state lacks legitimacy, and so international agencies are unwilling to place aid through their budgets, and so divert resources directly to the source at which the service is delivered (Rose and Greeley, 2006). Given that state systems have been unable to reach out to those most marginalized from education even in relatively high enrolment countries, and some estimates that as many as a third to one-half of children out of school live in fragile states (Colenso, 2005; FTI, 2005), NGOs potentially play a keyrole in the achievement of Education For All(EEA).

This form of NGO provision is however a relatively recent phenomenon. It has grown significantly in the context of the international policy agenda of the 1980s and 1990s associated in particular with the Washington and Post-Washington Consensus (Fine and Rose, 2001). The international agenda have directed attention towards economic liberalization and democratic governance, one implication of which is a growing trend by donor agencies since the 1990s to channel aid to developing countries through international NGOs (Edwards & Hulme, 1995). In the mid-1990s, it was estimated that around 10-15 percent ofall official aid to developing countries was channeled through NGOs. The United Kingdom, for example, increased the amount of its official aid channeled via NGOs by 400 percent over the decade 1983 to 1993. Although emergency assistance accounts for a significant proportion of aid allocated to NGOs, the majority is allocated to development projects and programmes (ODI, 1995). In practice, it can be difficult to identify how much aid is provided to NGOs, and there is a notable lack of analysis of the allocation of aid to NGOs for education projects and programmes specifically. This requires attention in order to provide a picture of the scale of the involvement of NGOs within the sector.

While NGO provision is often associated with non-profit motivation, with the terms NGO and non-profit sometimes used interchangeably, it can take many forms. Motivations of NGOs can vary depending on whether they are established as 'beneficiaries', 'mercenaries', 'missionaries' or 'revolutionaries' (Malena, 2000). For some, NGO provision is defined more narrowly to refer to those organizations receiving funds from international aid agencies, but which are institutionally separate from the state apparatus and are non-profit distributing (Tvedt, 1998, cited in Bano, 2006). Not infrequently, such NGOs are established specifically as a means to acquire donor resources (Miller-Grandvaux *et al.,* 2002). Even

though their registration status means they cannot distribute profit officially, those working for the NGO are beneficiaries of donor resources. They may, for example, receive preferential salaries to those supporting the state education system, implying that their motivation can be financial rather than philanthropic. In many cases, funds are channeled by international aid agencies through international NGOs to national NGOs who implement the projects.

Statement of the Problem

The challenges of effective curriculum implantation are not an issue of today. Stakeholders in the education industry for over many years keep pondering on the best ways to facilitate effective curriculum implementation. The ravaging socio-political impasse in the North West and South West Regions of Cameroon has led to continuous moving of people out of these regions. Among those escaping out of the regions are teachers who are supposed to be in schools facilitating curriculum implementation. It is also witnessed that many pupils within rural areas have moved into nearby towns like the case of Bamenda in Mezam Division.

This has resulted to highly populated Primary schools in Mezam Division with very few teachers Thus leading to very high students to teacher's ratio (UNESCO, 2018). As a result, most pupils go for hours in schools without teachers. Some of these pupils become idle and begin to engage themselves in activities that will derail them from the intended learning engagement. The continuous absence of a balanced ratio between teachers and students, limited teaching materials/resources, poor development of infrastructure, little or no financial resources support can greatly affect the effectiveness of curriculum implementation. With such mentioned situations commonly found around the war ravaging Mezam Division, it is important to examine the extent to which NGOs are involved and can sustain effective curriculum implementation. Worthy of note is the fact that if effective curriculum implementation becomes a major concern, the goals and objectives of education cannot be realized .This, is dangerous to present and future generations as well as efforts toward sustainable development.

Objective of the Study

Main Objective

The main objective of this study was to find out the contributions of NGOs toward Curriculum Implementation in Primary Schools within the Mezam division, Northwest Region of Cameroon.

Specific Objectives

The specific objectives of this study were;

➢ To find out whether NGO in-service training of teachers contributes to curriculum implementation in primary schools

➢ To determine whether NGOs provision of learning and teaching contributes to curriculum implementation in primary schools

➢ To establish whether NGO's co-ordination and monitoring of primary education contributes to curriculum implementation.

➢ To determine the contributions of NGOs support of educational activities on curriculum implementation in primary education.

Research Questions

Main Research Question

The main research question of this study was; what are the contributions of NGOs in curriculum implementation in some selected primary schools in Mezam?

Specific Research Questions

The Specific Research Questions are;

➤ How does NGOs in-service training of teachers contributes to curriculum implementation in primary schools?

➤ To what extent do NGOs provision of learning and teaching contributes to curriculum implementation in primary schools?

➤ How NGOs coordination and monitoring of primary education does contributes to curriculum implementation?

➤ To what extent does NGOs support of educational activities contributes to curriculum implementation in primary education.

METHODOLOY

The research design adopted for this study was the descriptive survey research. The study was conducted in primary schools within the Mezam Division of the Northwest Region of Cameroon. Mezam Division has an estimated population of 876000 inhabitants. it is an Anglophone area, many children are taught in English and the use of Pidgin English is widespread .The target population of the study was made up of all the primary school children in Mezam Division. The accessible population of the study was made up of randomly selected pupils from GS Army Camp, G.S Up Station, GS Bayelle, Providence Mile two Nkwen and Ores Primary School Mile two Nkwen.

The sample population for this study was 100 pupils randomly selected through the simple random sampling technique from primary schools in Mezam.

A questionnaire was used to collect data. All questionnaire items addressed issues or concept pertaining to each of the research questions, closed ended questionnaires was used to ease filling and serving of time. These questionnaires were constructed in a likert form. That is Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

After validation of the instrument, the researcher then took the questionnaires for administration. The researcher personally administered the questionnaires to the selected schools.

Data was analyzed qualitatively. The questionnaires were assembled and serialized numerically. Data was cleared and coded in a code sheet. The data was therefore presented using frequencies, tables, graphs and percentages as Mugenda & Mugenda (2007) noted that one commonly used method in reporting descriptive survey through the use of frequency distribution. From the tables, graphs and percentages, major findings of the study and discussion were made.

FINDINGS

Findings of this study are presented based on the research questions

Research objective one: To find out whether NGO In-Service Training of Teachers Contributes to Effective Curriculum Implementation in Primary Schools within the Mezam Division

The table below presents questionnaire items for research question, responses and percentages

Table 1: in-service training of teachers

S/N	ITEMS	SA and A	D and SD	Total
1	NGOs provide in-training of teachers in my school	75 (75%)	25 (25%)	100
2	In-service training of teachers help implement a better curriculum	100 (100%)	0 (0%)	100
3	In-service training of teachers by NGOs is very effective in my school	30 (30%)	70 (70%)	100
4	In-service training of teachers is consider a great step towards curriculum implementation	100 (100%)	0 (0%)	100
5	NGOs are the sole provider of in service training of teachers in my school	0 (0%)	100 (100%)	100
	Average score	61 (61%)	39 (39%)	100 (100%)

Source: Field Survey 2021

The table above shows that 61 respondents are in the agreement that **"**NGO in-service training of teachers contributes to curriculum implementation in primary schools giving a percentage of 61% whereas 39 respondents disagreed with the statement, giving a percentage of 39%. Also, 75 respondents with a percentage of 75% agreed that "NGOs provides in-service training of teachers whereas 25 respondents disagreed with these statements. Furthermore, 100 respondents agreed that "In-service training of teachers help implement a better curriculum", whereas no respondent disagreed with this. Also, 30% respondents agreed with the statement that "In-service training of teachers by NGOs is very effective whereas 70% respondents disagreed with this statement. All respondents agreed to the statement that "In-service training of teachers is considered a great step towards curriculum implementation". Finally, 0% of respondents agreed with the statement that "NGOs are the sole provider of in service training of teachers whereas 100% respondents disagreed, giving a total percentage of 61% .

Therefore we can conclude that a majority is of the fact that NGOs contribute to curriculum implementation in primary schools in the Mezam division of the northwest region through in-service training of teachers. This result is in line with that of a study carried out by Lilian Ayango, (2009) on influence of non-governmental organization initiatives on curriculum implementation in public primary schools in Kobama division, Ndhiwa district, Homa-bay county, Kenya. The study found out that in-service training of teachers positively affects curriculum implementation in Primary schools in Kobama Kenya.

Research objective Two: To determine whether NGOs provision of learning and teaching contributes to curriculum implementation in primary schools

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Table 2: NGOs provision of learning and teaching

S/N	ITEMS	SA and A	D and SD	Total
6	NGOs help our schools with teachers if we are lacking them	97 (97%)	3 (3%)	100
7	NGOs helps give us orientation that will help improve the way we learn	67 (67%)	33 (33%)	100
8	NGOs helps provide activities that facilitate teaching/learning process	100 (100%)	0 (0%)	100
9	NGOs provision of teaching helps in Curriculum implementation	98 (98%)	2 (2%)	100
10	NGOs provision of learning encourages me to learn more	79 (79%)	21 (21%)	100
	Average score	88.2 (88.2%)	11.8 (11.8%)	100 (100%)

The table above shows that 97 respondents are in the agreement that **"**NGOs help our schools with teachers in a situation of shortage" giving a percentage of 97% whereas 3 respondents are in disagreement to this statement, giving a percentage of 3%. Also, 67 respondents with a percentage of 67% are in the agreement that "NGOs helps give us orientation that will help improve the way we learn", whereas 33 respondents disagreed to this statements. Furthermore, 100 respondents are in the agreement that "NGOs help provide activities that facilitate teaching/learning process", whereas no respondent disagreed with this. Also, all the 98% respondents are in the agreement that "NGOs provision of teaching helps in Curriculum implementation" whereas 2% respondents disagreed with this statement. Finally, 79 respondents are in the agreement that "NGOs provision of learning materials encourages learners to learn more", whereas 21 respondents disagreed giving a percentage of 79% and 21% respectively.

Research objective Three: To establish whether NGO's co-ordination and monitoring of primary education contributes to curriculum implementation.

Table 3: NGO's co-ordination and monitoring of primary education

S/N	ITEMS	SA and A	D and SD	Total
11	NGOs monitors activities in my school	60 (60%)	40 (40%)	100
12	NGOs coordinate some activities in my school	60 (60%)	40 (40%)	100
13	Coordination of activities helps in developing the curriculum	93 (93%)	7 (7%)	100
14	Coordination of activities by NGOs helps implement a better curriculum	90 (90%)	10 (10%)	100
15	When our schools are being monitored, we become more serious	100 (100%)	0 (0%)	100
	Average score	80.6 (80.6%)	19.4 (19.4%)	100 (100%)

The table above shows that 60 respondents are in the agreement that **"**NGOs monitors activities in schools" giving a percentage of 60% whereas 40 respondents disagreed with the statement, giving a percentage of 40%. Also, 60 respondents with a percentage of 60% are in the agreement that "NGOs coordinate some activities in schools", whereas 40% respondents are in the disagreement to this statement. Furthermore, 93% respondents are in the agreement

that "Coordination of activities helps in developing the curriculum", whereas 7% respondents disagreed with this. Also, 90% are in the agreement that "Coordination of activities by NGOs helps implement a better curriculum", whereas 10% respondents disagreed with this statement. Finally, All respondents are in the agreement that "When schools are being monitored, they become more serious", giving a total percentage of agreement and disagreement of 80.6% and 19.4% respectively.

Research objective four: To determine the contributions of NGOs support of educational activities on curriculum implementation in primary education.

Table 4: NGOs support of educational activities

S/N	ITEMS	SA and A	D and SD	Total
16	NGOs support sports in my schools	59 (59%)	41 (41%)	100
17	NGOs provide educational activities such as orientation in my school	72 (72%)	28 (28%)	100
18	NGOs support both students and staff in my school	85 (85%)	15 (15%)	100
19	NGOs supports of educational activities helps us to be motivated to study	99 (99%)	1 (1%)	100
20	NGOs support helps in implementing a better curriculum	97 (97%)	3 (3%)	100
	Total score	82.4 (82.4%)	17.6 (17.6%)	100 (100%)

The table above shows that 59 respondents are in the agreement that "NGOs support sports in my schools" giving a percentage of 59% whereas 41 respondents disagreed with the statement, giving a percentage of 41%. Also, 72 respondents with a percentage of 72% agreed to the statement that "NGOs provide educational activities such as orientation in my school", whereas 28% respondents disagreed with these statements. Furthermore, 85% respondents agreed athat "NGOs support both students and staff in my school", whereas 15% respondents disagreed with this statement. Also, 99% respondents agreed with the statement that "NGOs supports of educational activities helps us to be motivated to study", whereas 1% respondents disagreed with this statement. Finally, 97% respondents agreed to the statement that "NGOs support helps in implementing a better curriculum", whereas 3% of respondents disagreed with this statement, giving a total percentage of strongly agreed/agreed and strongly disagreed/disagreed of 82.4% and 17.6% respectively.

Analysis of curriculum implementation

Table 5: Curriculum Implementation

S/N	ITEM	A and SA	D and D	Total
21	Teachers are the main curriculum implementers in my school	87 (87%)	13 (13%)	100
22	NGOs are the main curriculum implementers in my school	24 (24%)	76 (76%)	100
23	Curriculum implementation helps improve educational achievements	93 (93%)	7 (7%)	100
24	Curriculum implementers in my school work hand in glove with NGOs	65 (65%)	35 (35%)	100

25	Curriculum implementation is very effective with help of NGOs	100 (100%)	0 (0%)	100
	Total	73.8 (73.8%)	26.2 (26.2%)	100 (100%)

The table above shows that 87 respondents are in the agreement that **"**Teachers are the main curriculum implementers " giving a percentage of 87% whereas 13 respondents disagreed with the statement, giving a percentage of 13%. Also, 24 respondents with a percentage of 24% are in the agreement that "NGOs are the main curriculum implementers in school", whereas 76% respondents disagreed with these statements. Furthermore, 93% respondents are in the agreement that "Curriculum implementation helps improve educational achievements", whereas 7%of respondents disagreed with this statement. Also, 65% of respondents agreed with the statement that "Curriculum implementers in my school work hand in glove with NGOs", whereas 35% respondents disagreed with this statement. Finally, all respondents are in the agreement that "Curriculum implementation is very effective with help of NGOs", whereas no respondent disagreed with this statement, giving a total percentage of strongly agreed/agreed and strongly disagreed/disagreed of73.8% and 26.2% respectively.

From the findings above, it can be concluded that effective curriculum implemented requires synergy among all stakeholders within the education industry .The future of every country greatly relies on the quality of the educational system. Without effectively curriculum implementation, the rational or mission of any educational system cannot be realized. Based on this understanding, the following recommendations are made

➢ That collective synergy should be established among stakeholders of the education industry

➢ That school administrators should increase levels of collaboration with NGOs

➢ That accountability in resources management should be practiced by school administrators as this will encourage more support from NGOs

➢ That more capacity building opportunities should be made available to teachers and

➢ That NGos are encouraged to continuously monitor and keep contributing toward effective curriculum implementation

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