



Non-Governmental Organization Capacity Development Strategies and Public Primary Education Service Delivery in Rwanda: A Case of Education Development Trust In Gasabo District

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Abstract

The general objective of this research was to investigate effect of Non-Governmental Organization capacity development strategies on primary education service delivery in Rwanda with reference to Education Development Trust in Gasabo District. This research was guided by three specific research objectives namely; (i) assessing the degree to which school funding and materials affect primary education service delivery, (ii) to ascertain the effect of teacher trainings, (iii) to establish the effect of teacher-parent committee. The study is benefit the leaders of the district in which education development trust runs it activities. The study used descriptive correlation design to ascertain regression size effect of independent variable on dependent variable. The researcher targeted 275 including 150 communities beneficial, 95 education development trust staff, and 30 local leaders. The researcher used Yamane formula to calculate a representative group of 163 respondents. The researcher employed questionnaire survey and interviews to obtain responses. The interview was used for education development trust staff and questionnaires for respondents. The researcher analyzed data using statistical product and service solutions version 26.0 to general descriptive and correlation as well as regression analysis. In the same vein, content analysis was used for qualitative data analysis. Results evidenced that 74.0% of students strongly agreed that education development trust has provided education materials to primary schools, 73.9% strongly agreed with education development trust always provides education scholarship to primary students, 70.9% students agreed Education Development Trust gives students and teachers textbooks. The study established insignificant between Relationship between funding and material support on Primary Education Service Delivery in Rwanda. The study indicated that 63.0% of respondents were trained. Education Development Trust has provided free teacher training programs to primary were undecided 82.7% on the same, 63.6% demonstrated that trainings obtained stimulate education quality in their schools. Moreover, primary education service delivery in Rwanda is not influenced by the NGO's teacher training. A correlation was then done for teacher training and Primary Education Service Delivery in Rwanda. It was established that 84.7% agreed that it helped teacher-parent committee to participate in varies school program. While about 66.5% agreed with facilitating communication between parents and teachers about home work. The study Education Development Trust to provide quality education and plan new priorities depends on adequate education funding. The study recommends the government and school principals to provide dialogue to improve teaching practices.

1. Introduction

Statistics showed that in 2018 the District of Gasabo was 18th on the national examination of academic year 2018-2019 it was the 23rd and 27th. In 2020 and 2021, it was placed 26th. In the 2021/22 academic year out of total of 5,199 pupils who are given to Rwandan primary six national examination, only 1,511 pupils (29.06%) approved with collections between 6-30 in District of Gasabo, 28.7% of them are female (Rwanda Basic Education Board, 2019). Non-governmental organizations are challenging in training while 70% share of the recent education (MINEDUC, 2022). Primary national enrolment rate from 73.3% in 2001/01 to 95.9% in 2021. In lower education, only 64.4% of teachers are qualified out of 13,206 teachers (MINEDUC, 2022). Since Education Development Trust started operating in Rwanda, it built learning foundations to increase learning results for 4.2 million Rwandan children, 42,000 teachers of mathematics and English at primary degree in 3,000 public and government-aided schools, providing English training to 2650 school-based mentors, supporting 2,500 head teachers, 13,250 members of school general assembly executive committees (UNESCO, 2022). There have been most researches like Komba and Mwandangi, Laed Statistics (2018), Kuset, and Gür (2021), and Loncarevic, *et al.* (2021) skewed towards quantitative methodology. This current research used a mixed approach to investigate the issues. It is in this regard that the researcher investigated effect of NGO capacity development strategies on public primary education service delivery in Rwanda using a case of Education Development Trust in Gasabo District, specific attention on the effect of school funding and materials, teacher training, and teacher-parent committee on public primary education service provision in Gasabo District, Rwanda.

The objectives were divided into two parts namely: General objectives and specific research objectives.

- (i) To assess the effect of school funding and materials support on public primary education service delivery in Gasabo District.
- (ii) To examine effect of teacher training on primary education service in Gasabo District, Rwanda.
- (iii) To establish the effect of involvement of teacher-parent committee participation on public primary education service delivery in Gasabo District, Rwanda.

2.0 Review of Related Literature

2.1 Empirical Review

The study revises previous literature done on non-government involvement and primary education service provision. This study reviewed empirical studies related to three objectives. The study pursues research objectives were to determine impact of teacher training to primary education service provision, to assess effect of provision of school funding and materials support on primary education service delivery, to establish effect of teacher-parent committee participation on primary education service delivery.

2.1.1 Effect of School Funding and Materials Support on Primary Education Service Delivery

A research done in USA of American by American Institutes for research (2015) found that students in primary schools had positive are more interested in their schoolwork. They had a 60 percent higher attendance rate than average, and students reported that they planned not only to graduate from high school but also to apply to college at higher rates than students in other schools did. The study recommends that should provide quality education and plan new priorities depend on the abundance of adequate funding for education. In Europe, the school funding management mechanism plays an essential role in ensuring that resources injected into their right portfolio. In Finland, which has one of the highest education scores in the world, schools on average have 195 students, with 19 in each classroom (Finnish national Board of Education 2016). The study suggested that to gain the full benefits of reduced class sizes and to change teaching practices towards more child-centered education, classes need to consist of 15–20 students, but this can be quite costly.

In Japan, International Development Cooperation of Japan (IDCJ, 2012) argued that amount of aid in the education sector was €12,904,977 in 2011, and €10,394,599. The share of sectorial financial aid in all aid in 2012 is around 30%, project aid, occupies 70%. The analysis shows that these interventions if well implemented would improve financial management. These included among others training of teacher's heads in basic record keeping and accounting skills and that sanctions developed for officials who delay submissions of accountability. Salema and Wambiya (2016) on making services work for poor people argued that the underlying cause of such failures in basic service delivery in developing countries is weak accountability relationships between the state, service providers

and the citizens and clients they serve. There is a need of mindful that some districts are constrained by the lack of adequately trained teachers; advertised 500 positions were and only 210 applications were submitted, but only 180 were deemed suitable.

According to Frohofer (2014), in India, 25 % of teachers at government primary schools absent from work on any given day, and 50 % of teachers present in schools are engaged in teaching because of their absenteeism. In 20 states six out of 10 students in Bihar's classrooms understood what they were being taught; in states like Uttar Pradesh, Goa and Chhattisgarh confirming that teacher absenteeism didn't affect pupil outcomes. Capacity development in education is attracting more and more attention in the context of changing aid architecture. NGO interventions are known for involving local stakeholders, for being adapted to the local context, for providing education and for developing capacity, all of which are aimed at community empowerment. In fact, many NGOs fear being considered bankers in development, the implication being that it is not through the transfer of money that development really takes place, but through other capacity building processes. In Mali, a study carried out by Makunja (2015) assessed the funding and quality of education in public primary schools in Mali. This study examines the impact of these funding inadequacies on learning and teaching outcomes of public primary school students. The study used a secondary data collection technique to collect the data by extracting data from government expenditure from 1992 to 2020. The study found that in 2017, Mali allocated 19.9 % of its budget to education. Per Capita spending dropped by 19 % in 2013; it has been rising by 3 % per year since, but the total allocation has not yet reached its 22.4 % high Point of 2012. The study recommends that governments must make difficult decisions about mobilizing and allocating resources in the current economic context, especially in light of rising demands from other public service sectors, such as infrastructure or health care. The current quality control devices should also be questioned to make them operational and effective at both the central and decentralized levels from a results-oriented management perspective. In Rwanda, the Institute of Policy and Research [IPAR] (2012), assesses the impact on school funding of the direct financial parental contributions in two contrasting Rwandan Districts. The study found that, completion rates have increased to over 70%, but net enrolment rates for lower secondary school remain low. This suggests that non-teaching costs for schools should amount to around 33% of the budget and that a 'minimum level of inputs' should be US\$16-19 per year. This research did not seek to understand in detail how much of a factor parental contributions were in parent's decisions on whether to send their children to school.

2.1.2 Effect of Teacher Training on Primary Education Service

Teachers are pertinent in school element affecting the quality of students 'learning. This calls for systemic changes to the teaching profession, but also for increased emphasis on teacher education and training. A study done by Panteia *et al* (2014) explores how national strategies put in place to improve teacher quality relate to different stages in teachers' careers and to the field of education. Results indicated that 56.7 show acceptance toward capacity building that facilitates teaching staff members develop professionalism. It indicated that desires of students (56.4%) facilitating educators to offer quality education to students (53.4%) help them enhance professionalism by understanding the syllabus (53.1%), supported educators to make a contribution to the execution of educational policies, rules and regulations (51.9%) ameliorating the success of teaching staff members (49.5%) as well as facilitated school principals in 41.8%. This study recommended that staff member's capacity building improvements should be in the context of school firm and labor situations. There was the necessity to establish requirements for educating by consideration human personnel in schools and associating incessant development to teacher's careers. A research done in Pakistan by Hafeez (2021) aimed to assess impact of capacity development and instructional methods on the learning outcomes and interests learners at secondary in computer course and the population has been distributed into four group , teachers teaching approach, conversation teaching approach, inquiry teaching approach and protest teaching approach. Every group had a representative group of 20 learners. The study findings felt that learner's success attainment and have been prior and capacity of staff members trained by given courses, discussion, request and indications concerning teaching methods.

In Uganda, a study done by Osamwonyi (2016) on in-service training and academic success in primary schools in Uganda assessed impact of in-service teaching capacity building on academic success. The researcher use 2,364 education stakeholders such as teaching staff members like teachers, school principals, inspectors, district education officers and 12,000 primary seven learners as in 2016, a representative group of 610 and 332 were considered. The study used questionnaire survey and interview guide to gather evidences and responses. The study findings

demonstrated that in-service teacher training has affect learning outcomes, success and specialized ethical consideration. In-service teaching staff members clearly increase training students' completion of education whereby skilled educators ameliorate skills in increased teaching learning conditions. Results evidenced that the procedure capacity building was soiled with differences and challenges in the execution that challenges it from objective attainment. The research suggests the starvation of school conditions to establish suitable learning conditions and school settings. Another study done by Arinaitwe (2018) established the contribution of in-service training on the success of students in secondary schools. The research adopted a mixed model while information was gathered using questionnaire survey and interview guide. Results felt that in service capacity building of teachers affect positively curriculum implementation in primary schools ($p\text{-value}=0.005$). The researcher proposed that schools must stimulate more training of trainers in order to ensure quality of education. In Rwanda, Mukundwa (2019), did a research on professional development and learners success in private primary schools in Gasabo District, Rwanda. This study used a correlational research design with 105 respondents from private schools in Gasabo district. Yamane formula was used to get a sample size of 83 sampled respondents. Results show that the most used professional development strategies are qualification program. Therefore, learning outcomes in primary schools preserve decreasing from 2014 to 2018 consecutively in public primary schools. The research proposes that the ministry of education and school principals should give informal dialogue to improve teaching to primary schools where teachers can do further discussion with their coworkers in other schools. This study did not explore type of professional development needed to the success of learners in primary schools, and it did not focus on school management strategies stimulating pupil's academic performance.

2.1.3 Effect of Teacher-Parental Committee Participation on Primary Education Service Delivery

The research undertaken on French Nongovernmental organization model and education development by Goldstein et al (2019) revealed that NGOs realize that education development is something that also can be applied to African NGOs. Diverse in strong point were clear in the education sector. According to Richard Barley of international development department at Birmingham University argues that where the occasion for non-governmental organization role was dignified, it contains wide NGOs with education to stand for them. The results adapted to international non-governmental organizations like Action Aid, Global Campaign, Save the Children as well as Oxfam, In Tanzania, a research carried out by Masue (2014) on fortifying the ability of school management and parents in Tanzania. The researcher used both qualitative and quantitative model on 214 school committee members and 96 nonmembers responded a questionnaire. Moreover, 17 in depth interviews were held with education officers, teaching staff members and parents who have children in primary schools. The study findings indicated remarkable trends for capacity development. The study proposes the desire for multi-sector determinations, to establish understanding problems among female and male at local level but to overcome the problem related to gender imbalance in the process of taking decision. In Rwanda, a research done by Icyimpaye (2019) on parental involvement and academic performance in Rwanda using a case of Rwamagana District, examined the contribution of parental participation on learning outcome in secondary schools in Rwanda taking a case study of Groupe Scolaire Saint Aloys. The study population was 1460 participants and a representative group of 308 participant's has been adopted some 111 (30.6%), mean =2.6 and standard deviation 1.6 strongly disagree that parents arrange adequate tuition sessions my children. Results indicate that 115 (37.5%) participants with mean was 1.3 and standards disagree that parents permit children to involved in community and faith relied and moreover, 157(51.0%) strongly agree that parents take time to know school friends of their children. However, 101(32.8%) respondents agree that parents help their children to set and achieve their goals. Findings show that 137(44.5%) respondents disagree that parents communicate with parents through mobile phones. The results reveal that communication between parents and teachers is very crucial in enabling parents' participation in education activities. In addition, 226 (72.0) respondents, mean=4.29 with a Standard Deviation of 1.30 strongly accept that parents share information with teaching staff finished writing in notebook. The researcher proposed head teachers to interact with teachers and parents to improve the level of learning success to achieve educational objectives and expected targets. Teaching staff should acquire modernized approaches such as phone to improve communication consequently to enhance academic performance.

2.2 Critical Review and Gap Identification

Previous studies pinpointed a significant correlation between in-service trainings and the quality of service provision in primary schools from education, it discusses concerning of teaching and learning situation, therefore, it the

influence of NGO involvement as well as public primary educational provision where Gasabo District, Rwanda, thus, the existence of bridge this knowledgeable gap.

2.3 Theoretical Framework

The present adopted resistance theory structuration, theory of instructional material, parent-school partnership model.

2.3.1 Theory of Institutional Materials

This model refers to the establishment of material and learning in learners in primary education. In this vein, the approach accepts the abilities to develop into pupils high policies of knowledge and they identify phase by phase on monitoring up basic and provide concepts and clarification of the influence on the provided them (Komba & Mwandangi, 2015). Thus, the research sought to examine the role of NGOs involvement in education. The similar ideas was developed by asserting that tools are in the context of organizational materials had the capacity to develop in students high level of supposed that has been pertinent to stunned problems and considered being the domain of teaching resources

2.3.2 Behavioral Theory

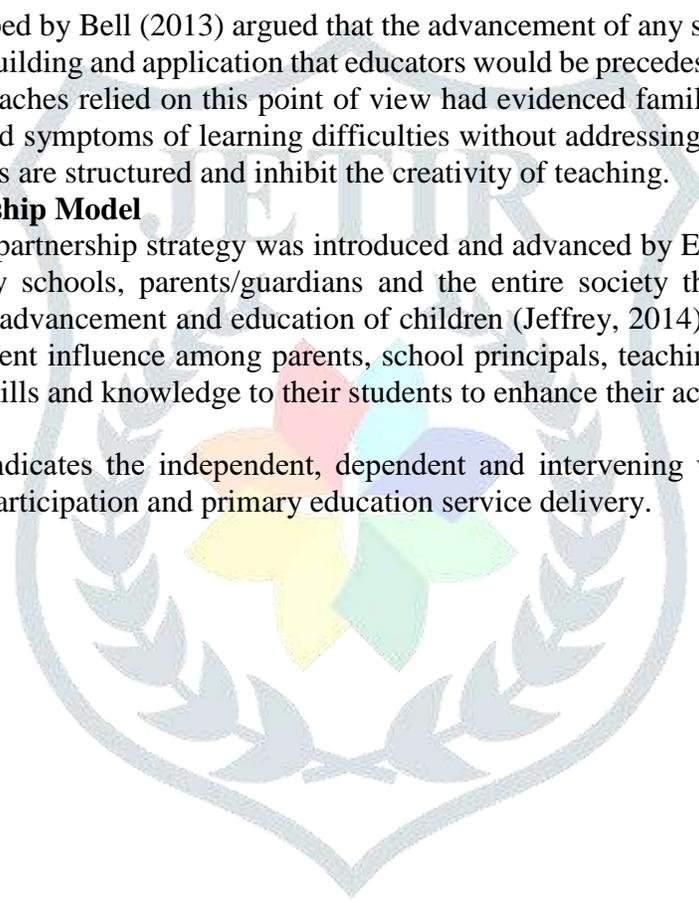
The behavioral theory developed by Bell (2013) argued that the advancement of any specific knowledge was only a problem of suitable capacity building and application that educators would be precedes the vigorously in knowledge. Therefore, instructional approaches relied on this point of view had evidenced familiar and significant, they were not without clear problems and symptoms of learning difficulties without addressing the underlying causes. Many also believe that these methods are structured and inhibit the creativity of teaching.

2.3.3 Parent-School Partnership Model

In this regards, parent-school partnership strategy was introduced and advanced by Epstein took into consideration the contribution of secondary schools, parents/guardians and the entire society through their cooperation and collaboration to stimulate the advancement and education of children (Jeffrey, 2014). The scholar of the approach was considered as the prominent influence among parents, school principals, teaching staff and the entire society with the purpose to provide skills and knowledge to their students to enhance their academic performance.

2.4 Conceptual Framework

The conceptual framework indicates the independent, dependent and intervening variable's indicators of Non-Governmental Organization participation and primary education service delivery.



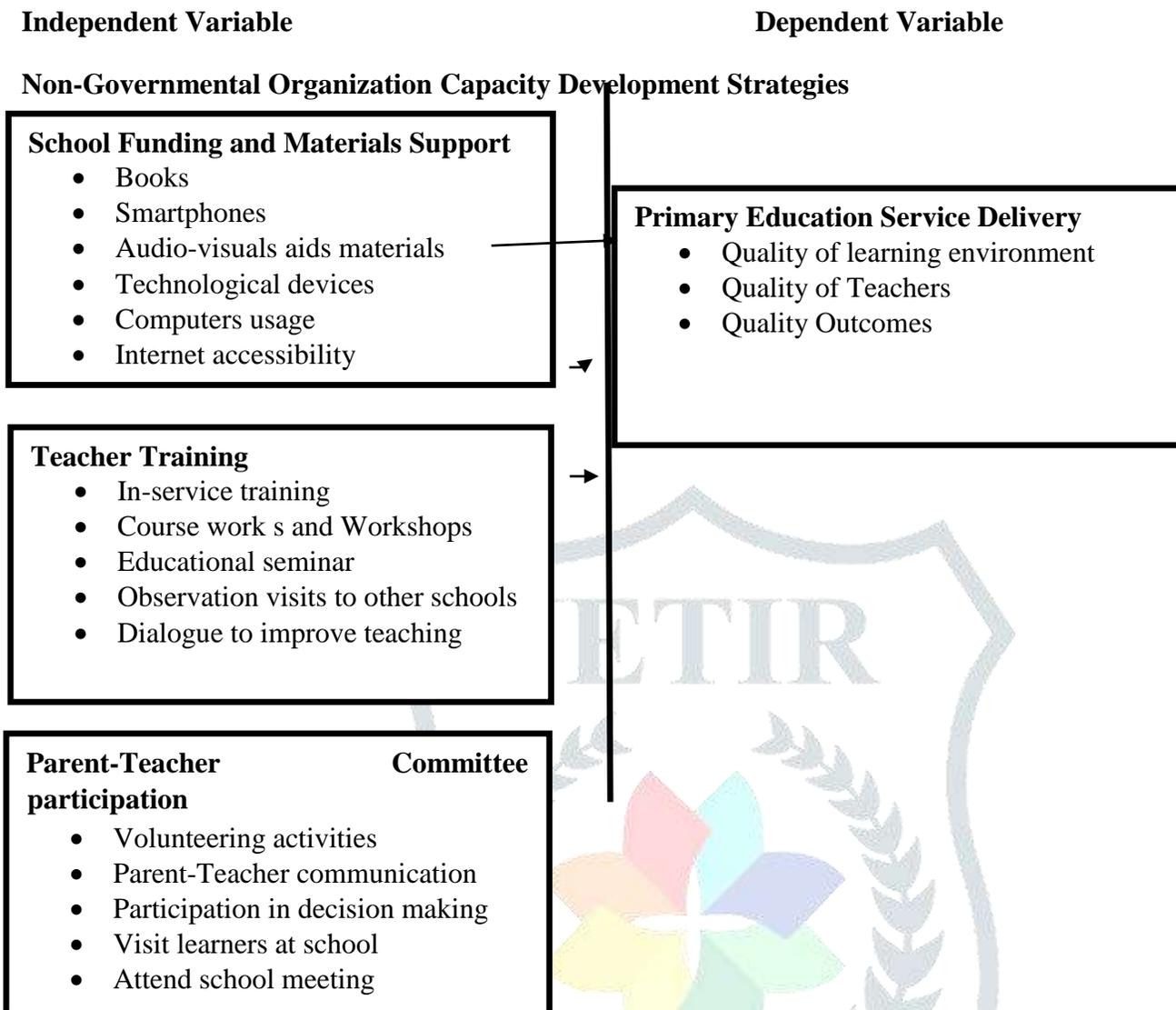


Figure 2. 1 Conceptual Framework

The conceptual framework indicates correlation between term of dependent, independent, and intervening variables. This study examined the correlation between independent and dependent variables. The independent variables are reflected to denote the contribution of NGOs participation on the primary education service delivery in term of quality, by the following indicators: school funding and material support training on curriculum, and parent committee. Moreover, the school funding and materials support were measured using books, smartphones, audio-visuals aids materials, technological devices, computers usage, internet accessibility. In this study, training on curriculum was measured by in-service training, course work s and workshops, educational seminar, observation visits to other schools, dialogue to improve teaching. Furthermore, the parent committee was assessed using, volunteering activities, parent-teacher communication, participation in decision making, visit learners at school, attend school meeting, and leadership and management. On the other hand, the dependent variables which was primary education service delivery was measured through the quality of learning environment, quality of teachers, and quality of outcomes. Maintaining that there was a balance between the factors of variables, the study measured intervening variables in terms of government policy and donors' willingness to support.

3. Research Methodology

The researcher used a descriptive and correlation study design. In this vein, the descriptive study design was applied to elect characteristics of population of persons under this study. It has been utilized the concepts of the independent and dependent research variables to denoted incidence and proportion from participants point of view. The correlation study was utilized to assess the association between NGO involvement and primary education service provision in Gasabo District. The study employed correlation study design to ensure regression size between theories

and measurements relied on specific study objectives. The study employed correlation study plan owing to it supported to examine the association between independent and dependent research variables without following up or adjusting them. The researcher used qualitative and quantitative methods. The quantitative research design was used for assessing regression and correlations between research variables by adopting numbers or figures to explain and take into consideration its outcomes. Moreover, qualitative method was adopted to find out the NGOs capacity development strategies and primary service delivery for beneficiaries of Education Development Trust in Gasabo District.

This study was carried out among 30 Head teachers, 99 parents, 75 teachers and beneficiaries. Therefore, the study population comprised of 275. The study chooses a set of persons owing to the fact that owing they had data and new awareness of constraints that encountered in primary by non-government and respondents' participants. The study used the sampling technique as process to choose some factors or persons in such a way that they present features of total population, the researcher selected community beneficial purposively and use simple randomly sampling to select the local leaders. A stratified random sampling will be used to select beneficiaries while a census sampling method used to select EDT Staff members and local leaders owing to the experience, qualities, knowledge, and due to problem evidences. The study utilized the a combination approach contained descriptive study and interview, has been choose the study owing to restricted of study research study wide number of local leaders, community beneficial and EDT staff. The study translated English into Kinyarwanda to make them understand clearly every item on the questionnaire. Interview was used to gather information from local leaders because their number is limited. And their time, the other criterion to choose mixed methods were the financial implies of the study to attain every participants of population of the study and during the assessment time. Data analysis procedure was used to describe collected drawn from two major types, primary and secondary sources (Creswell, 2013). The researcher used both quantitative and qualitative methods. Data analysis as the process of making sense out of one's data involved scrutinizing the acquired information and making inferences (Bell, 2013). Quantitative data was analyzed by computer using SPSS (Statistical Product and Service Social Sciences) version 26.0. Descriptive statistics consists of summarized, compiled and presented using: frequencies tables, percentages, pie charts and graphs, mean and standard deviation for easy interpretation. Inferential statistics were used correlation and regression methods were used to establish the relationship between variables. A correlation regression equation was used for a bivariate and multivariate analysis as follows: R-size effect equation

$$r = \frac{N \sum xy - \sum (x)(y)}{\sqrt{N \sum x^2 - \sum (x^2)} \sqrt{N \sum y^2 - \sum (y^2)}}$$

Where N= Number of items in the questionnaire

X= Independent variable= NGO's Capacity Development Strategies;

X₁= School Funding and Material Support

X₂= Teacher training provision

X₃= Teacher-Parent Committee and school management

Y=Dependent variable= Primary Education Service Delivery in term of quality (leaning environment, quality of teachers and quality of learning outcomes). Qualitative data was subjected to content analysis. Qualitative data was collected and used in interpreting, verifying and illustrating qualitative findings. Through content analysis, the researcher was able to synthesize and search for the general pattern by grouping data into meaningful categories. The information and data addressing a particular research question was putted together and subdivided into to coherent categories that helped in searching for the main themes which was later analyzed according to the research questions. Some of the arguments from the respondents were presented as quotations. Data was coded, transcribed and labeled according to the prospective findings.

4. Presentation of Findings

The study analyses data gathered in accordance with research objectives and dependent variables. The study gathered qualitative and quantitative information from 203 respondents, to assess the effect of school funding and materials support on public primary education service delivery in Rwanda: a case of Education Development Trust in Gasabo District, to examine the effect of teacher training on primary education service delivery in Gasabo District, Rwanda, and to establish the involvement of teacher-parent committee participation on public primary education service delivery in Gasabo District, Rwanda.

4.1 Assessing the Level of Primary Education Service Delivery in Gasabo District

This study analyzed level of primary education service delivery in Gasabo District, through improved the quality of learning environment, quality of teachers, and the quality outcomes. Classrooms, enough and clean toilets which favor students learning, accessibility to clean water, a well-developed infrastructure which provides high quality learning environment, enough skills of teaching that helps students learn, attending teacher training program provided to them by NGO's, attending enough education courses which meet the state standards, equipped students with confidence, enhanced life skills to students, and understanding mathematics and other sciences lessons



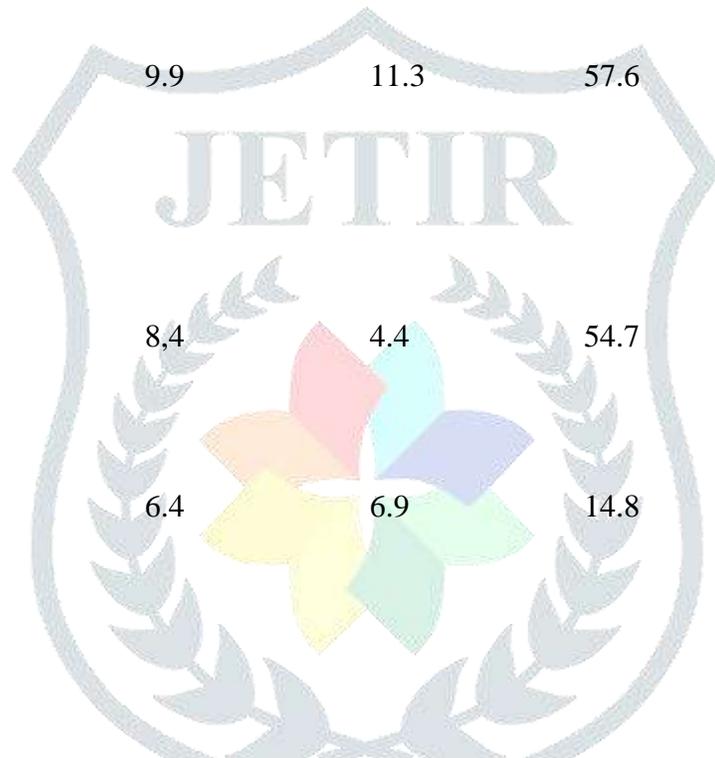
Table 4.1 Quality of Learning Environment in Gasabo District

Quality of learning environment	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Sd
	%	%	%	%	%		
The primary schools in Gasabo District got number classrooms which can accommodate large number of pupils	2.5	1.5	3.9	43.8	48.3	4.33	.83
The primary schools have got enough and clean toilets which favor students learning	2.5	3.0	3.0	48.8	42.9	4.26	.85
Student in primary schools in Gasabo District always access clean water encourages them to attend classes every day	5.4	5.9	1.5	61.1	26.1	3.96	1.00
The primary schools in Gasabo District have got a well-developed infrastructure which provides high quality learning environment.	2.0	3.0	1.0	20.2	73.1	4.61	.82

Information depicted, 92.1% of students with a mean response of 4.33 and standard deviation of 0.83 strongly agreed that the primary schools in Gasabo District got number classrooms which can accommodate large number of pupils, 91.7% of students with a mean response of 4.26 and standard deviation of 0.85 agreed that the primary schools have got enough and clean toilets which favor students learning. Additionally, 87.2% of students with a mean response of 3.96 and standard deviation of 1.00 agreed that Student in primary schools in Gasabo District always access clean water encourages them to attend classes every day. Furthermore, 191(73.1%) students with a mean response of 4.61 and standard deviation of 0.82 strongly agreed that the primary schools in Gasabo District have got a well-developed infrastructure which provides high quality learning environment.

Table 4.2 Quality of Teachers in Gasabo District

Quality of Teachers	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Sd
	%	%	%	%	%		
The primary teachers in Gasabo District Somalia always go to class when they are well prepared.	2.0	3.0	1.0	20.2	73.9	3.76	.97
The teachers in primary schools of Gasabo have got enough skills of teaching that helps students learn	3.4	9.9	11.3	57.6	17.7	3.69	1.20
The teachers in Gasabo District primary schools always attend teacher training program provided to them by NGO's	10.3	8.4	4.4	54.7	22.2	4.00	1.44
Teachers in primary schools of Gasabo District have attended enough education courses which meet the state standards	12.8	6.4	6.9	14.8	59.1	4.71	.60



Information depicted, 94.1% of students with a mean response of 3.76 and standard deviation of 0.97 strongly agreed that The primary teachers in Gasabo District Somalia always go to class when they are well prepared, 75.3% of students with a mean response of 3.69 and standard deviation of 1.20 agreed that the teachers in primary schools of Gasabo have got enough skills of teaching that helps students learn. From the same perspective, 76.9% of students with a mean response of 4.00 and standard deviation of 1.44 agreed that the teachers in Gasabo District primary schools always attend teacher training program provided to them by NGO'.S. Furthermore, 73.3% of students with a mean response of 4.71 and standard deviation of 0.60 strongly agreed that teachers in primary schools of Gasabo District have attended enough education courses which meet the state standards.

Table 4.3 Quality Outcomes in Gasabo District

Level of Primary Education Service Delivery	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Sd
	%	%	%	%	%		
Primary schools in Gasabo District have equipped students with confidence	6.9	20.2	15.3	44.8	12.8	4.16	1.03

The education services provided by primary schools in Gasabo District have enhanced life skills to students	3.0	8.4	3.4	39.4	45.8	4.16	1.03
In Gasabo District primary schools equip students with understanding mathematics and other sciences lessons	12.8	5.9	8.9	26.6	45.8	3.86	1.38
In Gasabo District the structured of classroom in primary education has been improved	6.9	12.8	7.9	26.6	45.8	3.91	1.29
Teacher contributions to student achievement growth and student perceptions of teacher effectiveness and classroom instructional climate have been ameliorated.	11.3	8.9	8.9	33.0	37.9	3.77	1.34

Data depicted that, 57.6% respondents with a mean response of 4.16 and standard deviation of 1.03 agreed that primary schools in Gasabo District have equipped students with confidence, 85.2% of respondents with a mean response of 4.16 and standard deviation of 1.03 agreed that education services provided by primary schools in Gasabo District have enhanced life skills to students. Moreover, 72.4% of respondents with a mean response of 3.86 and standard deviation of 1.38 agreed that in Gasabo District primary schools equip students with understanding mathematics and other sciences lessons. Furthermore, 72.4% of respondents with a mean response of 3.91 and standard deviation of 1.26 strongly agreed that in Gasabo District the structured of classroom in primary education has been improved. Furthermore, 70.9% of respondents with a mean response of 3.77 and standard deviation of 1.34 strongly agreed that in Gasabo District the structured of classroom in primary education has been improved. Teacher contributions to student achievement growth and student perceptions of teacher effectiveness and classroom instructional climate have been ameliorated.

4.2 Effect of NGO’s Funding and Material Support on Primary Education Service Delivery in Rwanda

The research identified effect of NGO’s Funding and material support on Primary Education Service Delivery in Rwanda. Most commonly NGO’s Funding and material support included: the education materials, education scholarship, set up primary schools, timely classroom space and teachers, watching video clips in lessons, and teacher projector and Power Point in lesson for teaching.

Table 4. 4NGO’s Funding and Material Support

Funding and material support	Strongly Disagree	Disagree	Not Sure	Agee	Strongly Agree	Mean	Std
	%	%	%	%	%		
Education development trust has provided education materials to primary schools in Gasabo District-Rwanda	5.9	14.8	5.4	43.5	30.5	3.77	1.20
Education development trust always provides education scholarship to primary students in Gasabo District-Rwanda	9.4	7.9	8.9	4.9	69.0	4.16	1.38

Education Development Trust has set up primary schools in Gasabo District-Rwanda	11.3	8.4	6.4	11.3	62.6	4.05	1.43
Education Development Trust has provided timely classroom space and teachers to primary schools in Gasabo District-Rwanda	3.0	18.7	4.4	27.1	46.8	3.96	1.23
Education Development Trust gives students and teachers textbooks	17.7	3.9	7.4	13.3	57.6	3.89	1.55
Students watch video clips in lessons given by Education Development Trust	6.9	16.3	3.0	23.6	50.2	3.94	1.34
Education Development Trust provides teacher projector and Power Point in lesson for teaching	9.9	13.8	7.9	28.6	39.9	3.74	1.36

Results evidenced responses on the funding and material support. Accordingly 74.0% of students with a mean response of 3.77 and standard deviation of 1.20 strongly agreed with the provision of education materials to primary schools. In the same vein, 73.9% of students with a mean response of 3.16 and standard deviation of 1.38 strongly agreed with the provision of scholarship to primary students. Reconsidering data in the above table, 73.9% of students with a mean response of 4.05 and standard deviation of 1.43 strongly agreed with setting up primary schools in Gasabo District-Rwanda. In addition, 73.9% with a mean response of 3.96 and standard deviation of 1.23 strongly agreed with the provision of classroom space and teachers to primary schools. Obviously, 70.9% with a mean response of 3.89 and standard deviation of 1.55 agreed with giving students and teachers textbooks, 73.8% of respondents with a mean response of 3.94 and standard deviation of 1.34 strongly agreed with the existence of students watch video clips in lessons, 68.5% of students with a mean response of 3.74 and standard deviation of 1.36 agreed with the provision provides teacher projector and power point in lesson for teaching.

Table 4.5 Relationship between NGO’s Funding and Material Support on Primary Education Service Delivery in Rwanda

		NGO’s Funding and material support	Primary Education Service Delivery
NGO’s Funding and material support	Pearson Correlation Sig. (2-tailed)	1	
	N	271	
Primary Education Service Delivery	Pearson Correlation Sig. (2-tailed)	.194	1
	N	203	203

It was demonstrated that there was a weak positive relationship ($r=.194$, $p=.064$) between Relationship between NGO’s Funding and material support on Primary Education Service Delivery in Rwanda. However, the relationship was found to be statistically insignificant at $p<.05$ level of significance. Therefore it was concluded that NGO’s Funding and material support does not have a significant effect on the Primary Education Service Delivery in Rwanda.

4.3 Effect of NGO’s Teacher Training on Primary Education Service Delivery in Rwanda

The study further established the opinions of respondents on the Effect of NGO’s teacher training on Primary Education Service Delivery in Rwanda. Teacher training was examined using training programs differ from those

provided by Government of Rwanda, free teacher training programs, in-service teacher training programs provided by Education Development.

The findings from the analysis were as presented in table 4.6

Table 4. 6 Teacher training in Rwanda

Teacher training in Rwanda	Strongly Disagree	Disagree	Not Sure	Agee	Strongly Agree	Mean	Std
	%	%	%	%	%		
The teacher training programs provided by EDT differ significantly from those provided by Government of Rwanda.	7.9	21.7	7.4	38.9	24.1	3.49	1.28
EDT has provided free teacher training programs to primary teachers in Gasabo District-Rwanda	9.4	18.7	7.4	32.5	32.0	3.59	1.35
The in-service teacher training programs provided by EDT has brought quality improvement in primary education in Gasabo District-Rwanda	4.9	9.4	3.0	50.2	32.5	3.96	1.08
The teacher training programs have helped primary teachers to also to perform larger community mobilization on roles.	8.4	7.0	20.2	29.6	34.0	3.72	1.24

The findings indicated that teachers agreed and/or strongly agreed 63.0% of with a mean of 3.49 and standard deviation of 1.28 that the teacher training programs provided by Education Development Trust differ significantly from those provided by Government of Rwanda. However the students disagreed and/or strongly disagreed 64.5% of with a mean of 3.59 and standard deviation of 1.35 that t The Education Development Trust has provided free teacher training programs to primary were undecided 82.7% of at the mean response of 3.96 and standard deviation of 1.08 on the same. Respondents strongly agreed 63.6% with a mean response of 3.72 and standard deviation of 1.24 where the in-service teacher training programs provided by Education Development Trust has brought quality improvement in primary education in Gasabo District-Rwanda the teacher training programs have helped primary teachers to also to perform larger community mobilization on roles.

Table 4.7 Relationship between NGO’s Teacher Training and Primary Education Service Delivery in Rwanda
NGO’s teacher training and Primary Education Service Delivery

	Pearson		
		1	
Correlation			
NGO’s teacher training Sig. (2-tailed)			
N		203	
	Pearson		1
	Correlation	.048	
and Primary Education Service Delivery Sig. (2-tailed)		.649	
N		203	203

Source; Secondary Data (2023)

Table 4.7 shows’ results on the relationship between NGO’s teacher training and Primary Education Service Delivery in Rwanda. The table indicated the there was a very weak positive relationship ($r=.048$, $p=.649$) between NGO’s teacher training and Primary Education Service Delivery in Rwanda. This relationship was however insignificant at $p<.05$ level of significance. Therefore, the Primary Education Service Delivery in Rwanda is not influenced by the NGO’s teacher training.. A correlation was then done for NGO’s teacher training and Primary Education Service Delivery in Rwanda.

44 Effect of Teacher-Parent Committee Participation on Primary Education Service Delivery in Gasabo District, Rwanda.

The analysis was also done to establish the effect of Teacher-Parent Committee participation in Primary Schools in Gasabo District, Rwanda.. teacher-parent committee participation was examined using Education Development Trust helped teacher-parent committee to participate in varies school program the follow up with primary schools, the communication between parents and teachers about home work of my students, encourage parent and teachers involvement in PTA committees, helped parent and teachers to attend school meetings, and advice to school management and share ideas with school principals.

Table 4. 8Teacher-Parent Committee Participation

Teacher-Parent Committee participation	Strongly Disagree	Disagree	Not Sure	Agee	Strongly Agree	Mean	Std
	%	%	%	%	%		
Education Development Trust helped teacher-parent committee to participate in varies school program	6.4	4.4	4.4	24.6	60.1	4.22	1.55
Education Development Trust helped to follow up with primary schools	19.7	16.7	5.9	28.1	29.6	3.31	1.52
There is positive correlation between them and teachers	4.9	13.8	14.8	35.0	31.5	3.74	1.18
Education Development Trust facilitated the communication between parents and teachers about home work of my students	3.9	6.4	6.9	28.6	54.2	4.22	1.08

Education Development Trust encourage parent and teachers involvement in PTA committees	21.7	7.4	7.4	49.3	14.3	3.27	1.39
Education Development Trust helped parent and teachers to attend school meetings	24.6	6.9	4.9	18.2	45.3	3.52	1.66
Education Development Trust provide advice to school management and share ideas with school principals	26.1	5.4	5.9	9.4	53.2	3.58	1.73

It was established that 84.7% of respondents agreed and/or strongly agreed with a mean response of 4.22 and standard deviation of 1.55 that Education Development Trust helped teacher-parent committee to participate in various school programs. Furthermore, 57.7% of respondents agreed that Education Development Trust helped to follow up with primary schools and with a mean response of 3.31 and standard deviation of 1.52 they also agreed that there was positive correlation between them and teachers. The study findings demonstrated that 66.5% of respondents agreed that Education Development Trust facilitated the communication between parents and teachers about home work of my students with a mean response of 3.74 and standard deviation of 1.18. However, 82.8% of respondents had Education Development Trust encourages parent and teachers involvement in PTA committees with a mean response of 4.22 and standard deviation of 1.08. Moreover, 63.6% of respondents also agreed Education Development Trust helped parent and teachers to attend school meetings with the, mean of 3.27 and standard deviation of 1.39. Finally, 62.6% of respondents agreed that Education Development Trust provide advice to school management and share ideas with school principals with a mean response of 3.58 and standard deviation of 1.73.

5 Discussion of Findings

The study compares and contrasts the present study finding and the findings of previous studies based on specific research objectives which were to determine the effect of teacher training on primary education service delivery, to assess effect of the provision of school funding and materials support on primary education service delivery, to establish effect of teacher-parent committee participation on primary education service delivery.

5.1 Effect of School Funding and Materials Support on Primary Education Service Delivery

A research done in the United States of America by American Institutes for research (2015) found that students in primary schools had positive were more interested in their schoolwork. They had a 60 percent higher attendance rate than average, and students reported that they planned not only to graduate from high school but also to apply to college at higher rates than students in other schools did. The study recommends that should provide quality education and plan new priorities depend on the abundance of adequate funding for education. In Europe, the school funding management mechanism plays an essential role in ensuring that resources injected into their right portfolio. In Finland, which has one of the highest education scores in the world, schools on average have 195 students, with 19 in each classroom (Finnish national Board of Education 2016). The study suggested that to gain the full benefits of reduced class sizes and to change teaching practices towards more child-centered education, classes need to consist of 15–20 students, but this can be quite costly. In Japan, International Development Cooperation of Japan (IDCJ, 2012) argued that amount of aid in the education sector was €12,904,977 in 2011, and €10,394,599. The share of sectoral financial aid in all aid in 2012 is around 30%, project aid, occupies 70%. The analysis shows that these interventions if well implemented would improve financial management. These included among others training of teacher's heads in basic record keeping and accounting skills and that sanctions developed for officials who delay submissions of accountability.

Salema and Wambiya (2016) on making services work for poor people argued that the underlying cause of such failures in basic service delivery in developing countries is weak accountability relationships between the state,

service providers and the citizens and clients they serve. There is a need of mindful that some districts are constrained by the lack of adequately trained teachers; advertised 500 positions were and only 210 applications were submitted, but only 180 were deemed suitable. According to Frohofer (2014), in India, 25 % of teachers at government primary schools absent from work on any given day, and 50 % of teachers present in schools are engaged in teaching because of their absenteeism. In 20 states six out of 10 students in Bihar's classrooms understood what they were being taught; in states like Uttar Pradesh, Goa and Chhattisgarh confirming that teacher absenteeism didn't affect pupil outcomes. Capacity development in education is attracting more and more attention in the context of changing aid architecture. NGO interventions are known for involving local stakeholders, for being adapted to the local context, for providing education and for developing capacity, all of which are aimed at community empowerment. In fact, many NGOs fear being considered bankers in development, the implication being that it is not through the transfer of money that development really takes place, but through other capacity building processes. In Mali, a study carried out by Makunja (2015) assessed the funding and quality of education in public primary schools in Mali. This study examines the impact of these funding inadequacies on learning and teaching outcomes of public primary school students. The study used a secondary data collection technique to collect the data by extracting data from government expenditure from 1992 to 2020. The study found that in 2017, Mali allocated 19.9 % of its budget to education. Per Capita spending dropped by 19 % in 2013; it has been rising by 3 % per year since, but the total allocation has not yet reached its 22.4 % high Point of 2012. The study recommends that governments must make difficult decisions about mobilizing and allocating resources in the current economic context, especially in light of rising demands from other public service sectors, such as infrastructure or health care. The current quality control devices should also be questioned to make them operational and effective at both the central and decentralized levels from a results-oriented management perspective. In Rwanda, the Institute of Policy and Research [IPAR] (2012), assesses the impact on school funding of the direct financial parental contributions in two contrasting Rwandan Districts. The study found that, completion rates have increased to over 70%, but net enrolment rates for lower secondary school remain low. This suggests that non-teaching costs for schools should amount to around 33% of the budget and that a 'minimum level of inputs' should be US\$16-19 per year. This research did not seek to understand in detail how much of a factor parental contributions were in parent's decisions on whether to send their children to school.

5.2 Effect of Teacher Training on Primary Education Service Delivery

Teachers are important in-school factor influencing the quality of pupils 'learning. This calls for systemic changes to the teaching profession, but also for increased emphasis on teacher education and training. A study done by Panteia *et al* (2014). This study explores how national strategies put in place to improve teacher quality relate to different stages in teachers' careers and to a continuum of teacher education. The study findings show that 56.57% expressed agreement that in-service teacher training enables teachers to become more professional. It indicated that the needs of learners (56.35%), enabling teachers to provide quality education to learners (55.37%), enabling teachers to become professional by mastering the content (53.13%), enabling teachers to play a key role in the proper implementation of education policies and programs (51.99%), improving the performance of teachers (49.5%) and enabling head teachers to become better administrators with 41.78%. The study recommendation that teacher training reforms should be in line with reforms in school organization and labor conditions. There is a need to create incentives for learning by strengthening human resource management in schools and linking continuous development to teachers' careers. A research done in Pakistan by Hafeez (2021) aimed to check effects of teacher's training and teaching methods on academic achievements and interests of students at secondary schools in computer course. The population was divided into four groups; - lecture teaching method (control group), discussion teaching method (experimental method), inquiry teaching method (experimental group) and demonstration teaching method (experimental group). Each group has a sample size of 20 students. The results of the study indicated that students' academic achievements and interests were increased before and after the training of the teachers taught by lecture, discussion, inquiry and demonstration teaching methods. In Uganda, a study done by Osamwonyi (2016) on in-service teacher training and learners' attainment of Education in primary schools in western Uganda. The studied evaluated effect of in-service teacher training on learners' attainment of education in primary schools in Western Uganda. From total populations of N=2,364 education stakeholders including teachers, tutors, head teachers, district inspectors of schools and district education officers and N=12,000 primary seven pupils as of 2016, samples of 610 and 332 respectively were drawn. Questionnaires and key informant interviews were used in data collection. The Cronbach's alpha was computed to ensure reliability of the Likert scale used in measuring the objectives with 0.773, 0.795 and 0.834 for objective one, two and three respectively. Results show that in-service teacher training had a

significant effect on teachers particularly on their academic qualifications, performance and professional ethics. In-service teacher training also significantly improved learners' attainment of education whereby trained teachers promoted knowledge sharing in an improved teaching-learning environment. The findings demonstrate that the process of in-service teacher training is marred with discrepancies and weaknesses in implementation that hinder it from realizing its objectives. The study recommends a revamp of school environments to create a conducive environment for the teaching-learning process. Another study done by Arinaitwe (2018) established the influence of in-service teacher training on performance of secondary schools. The study used both the quantitative and qualitative approach. It employed questionnaires and interviews to gather primary data but also used document review to collect secondary data. Findings revealed that in-service teacher training has a positive influence on curriculum in secondary schools ($p > 0.005$). It also positively influences the performance of students during examinations ($P < 0.005$). In-service teacher training according to the findings improves the degrading quality of teaching in secondary school ($P < 0.005$). The study recommends that secondary schools should encourage in-service teacher training for improved performance. Teacher training and professional development programs should focus on core content knowledge, teaching skills, teaching strategies, and assessment strategies, among others. In Rwanda, Mukundwa (2019), did a research on professional development and student's academic performance in private primary schools in Rwanda using a case of Gasabo District. This study used a correlational research design with 105 respondents from private schools in Gasabo district. Yamane formula was used to get a sample size of 83 sampled respondents. Results show that the most used professional development strategies are qualification program (In-service training). The academic performance of primary schools kept declining from 2014 to 2018 consecutively in public primary schools. The value of adjusted R Square was 0.512 and demonstration that there is modification of .542 on observation visits to other schools owing to the modification in independent variable. The study recommends that the government and school principals should provide informal dialogue to improve teaching to primary schools where teachers can do further discussion with their coworkers in other schools. This study did not explore type of professional development needed to the performance of pupils in primary schools, and it did not focus on school management strategies stimulating pupil's academic performance.

5.3 Effect of Teacher-Parental Committee Participation on Primary Education Service Delivery

A study conducted on French NGOs approach to education development by Goldstein et al (2019) revealed that NGOs realize that education development is something that also can be applied to African NGOs. Differences in the strength of NGOs are also visible in the policy field. Richard Batley of the International Development Department at the University of Birmingham confirms that where opportunities for NGO influence have been formalized, it principally includes large NGOs with the education to represent themselves. In the study, this finding applies to Northern/international NGOs such as Action Aid (South Africa/UK), Global Campaign for Education, Save the Children (US) and Oxfam (UK). On the other hand, partnerships also represent the opportunity for local NGOs to communicate their vision, and scale up or export successful innovations in the education sector on a national or international level. In Tanzania, a research carried out by Masue (2014) on the empowerment of school committees and parent in Tanzania. The study employed a mixed methods approach. 214 members of school committees and 96 non-members from 101 schools answered a survey questionnaire. Additionally, 17 in-depth interviews with education officials, teachers and parents were conducted. The survey data were analyzed quantitatively through the comparison of means, independent sample t-tests, correlation analysis and multiple-linear regression analysis, all of which are presented in the dissertation mainly through tabulation. The results show interesting trends for the three levels of empowerment, that is, DEO, DUO and DOI. Measured on an index scale of 10 (the lowest) – 60 (the highest), DEO had the highest mean index (42), followed by DUO (39) and DOI as the lowest (37). These trends suggest that people at the grassroots level often are unable to use existing decision-making opportunities. The study suggests the need for multi-sector efforts, not only to create awareness of educational issues amongst men and women at the grassroots level, but to address gender inequality in decision making, particularly regarding the control of schools and how children's schooling should proceed. In Rwanda, a research done by Icyimpaye (2019) on parental involvement and academic performance in Rwanda using a case of Rwamagana District, examined the role of parental involvement on academic performance in secondary schools in Rwanda taking a case study of Groupe Scolaire Saint Aloys. The target population was 1460 respondents and the sample size of 308 respondents was selected. It was certain that 111 (30.6%), mean=2.6 and standard =1.6 strongly disagree that parents arrange proper tuition sessions for my children. Findings show that 115 (37.5%) respondents with mean=1.3 and standard deviation 1.3 strongly disagree that parents allow children to participate in community and faith based. In addition, 157 (51.0%)

strongly agree that parents take time to know school friends of their children. However, 101(32.8%) respondents agree that parents help their children to set and achieve their goals. Findings show that 137(44.5%) respondents disagree that parents communicate with parents through mobile phones. The results reveal that communication between parents and teachers is very crucial in enabling parents' participation in education activities. In addition, 226 (72.0) respondents, mean=4.29 with a Standard Deviation of 1.30 strongly agree that parents communicate with teachers through writing in correspondence notebook. The study recommended Head teachers to cooperate with teaching staff and parents to adopt enhance academic performance in their schools in order to enhance academic performance and to meet the expected educational target. Teaching staff should acquire modernized approaches such as phone to improve communication consequently to enhance academic performance.

5. Conclusion and Recommendations

Reconsidering the study findings related to the effect of teacher training, the provision of school funding and materials support as well as effect of teacher-parent committee participation on primary education service delivery. The researcher provides concluding remarks: To the first objective, the researcher concludes that students in primary schools were more interested in their schoolwork with higher attendance. The analysis shows that teacher training had improved the level of quality of education delivery in primary schools. Capacity development in education is attracting more and more attention in the context of changing aid architecture. The current quality control devices should also be questioned to make them operational and effective at both the central and decentralized levels from a results-oriented management perspective. To the second objective, the researcher concludes that teachers are important in-school factor influencing the quality of pupils 'learning. The study confirmed that in-service teacher training enables teachers to become more professional and has contributed to the improvement related to the provision of provide quality education to learners, enabling teachers to become professional by mastering the content, enabling teachers to play a key role in the proper implementation of education policies and programs, improving the performance of teachers and enabling head teachers to become better administrators. To the third objective, the researcher concludes that partnerships represent the opportunity for local NGOs to scale up successful innovations in the education sector. The results show interesting trends for the three levels of empowerment. Findings show that that parents allow children to participate in community and faith based. In addition, those parents take time to know school friends of their children. The results reveal that communication between parents and teachers is very crucial in enabling parents' participation in education activities.

The study recommends that should provide quality education and plan new priorities depend on the abundance of adequate funding for education. The study suggested that to gain the full benefits of reduced class sizes and to change teaching practices towards more child-centered education, classes need to consist the small number of students, but this can be quite costly. There is a need of mindful that some districts are constrained by the lack of adequately trained teachers; advertised 500 positions were and only 210 applications were submitted, but only 180 were deemed suitable. The study recommendation that teacher training reforms should be in line with reforms in school organization and labor conditions. There is a need to create incentives for learning by strengthening human resource management in schools and linking continuous development to teachers' careers. The study recommends that the government and school principals should provide informal dialogue to improve teaching to primary schools where teachers can do further discussion with their coworkers in other schools. The study suggests the need for multi-sector efforts, not only to create awareness of educational issues amongst men and women at the grassroots level, but to address gender inequality in decision making, particularly regarding the control of schools and how children's schooling should proceed.

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