



## The impact of capitation grant on school management and enrolment: A case of sefwi Akontombra district, Ghana

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### Abstract

This study sought to examine the impact of capitation grant on school management and enrolment in the Sefwi Akontombra District of the Western Region. Specifically, the study sought to find out the effect of capitation grant on the management of schools, examine the impact of capitation grant on schools' enrolment and to identify factors that affected the implementation of capitation grant in the schools. The study was a survey in which questionnaires were distributed to 60 respondents. Data analyses and interpretation was conducted through frequency tables, percentages and charts. It was revealed from the study that, the capitation grant policy affected the management of the schools. It was also revealed that, the capitation grant policy impacted on the schools' enrolment because it increased the rate of enrolment in the schools and also led to uneven enrolments among others. Finally, delay in the release of grants; misuse of funds by school heads; increasing workloads on implementers; lack of transparency; and poor booking skills and knowledge in accounting were the factors that affected the capitation grant policy in the selected schools. Based on the findings, the researcher recommended among others that, the capitation grants should be released early to help heads in schools to provide teaching and learning materials for the smooth running of their schools. Also, there is the need for stakeholders in education to play their roles well to ensure judicious use of the grants. Additionally, the policy must be flexible in terms of implementation so that, more staff could be employed to help in the smooth running of the policy. This will reduce the increasing workloads on the implementers.

**Keywords:** examine, capitation, management, Akontombra

### 1. Introduction

While basic education is considered a fundamental human right, and therefore, the responsibility of the state to provide education for all children irrespective of their social, cultural or economic background, the issue of cost continues to challenge both the state and households on how to achieve this goal (Griffiths, Lowe and Roland, 2006) <sup>[10]</sup>. Lack of education contributes to social inequalities and poverty and therefore, fighting such a menace has to start with equal access to quality education for all (Mischoff, 2009) <sup>[14]</sup>. In fact, the lack of educational opportunities for children often subjects them to bad social issues like theft, arm robbery and teenage pregnancy among others. In solving such problems, thus why successive governments in Ghana over the years, have instituted programmes and policies to make education, especially, basic education affordable and accessible to all people and to improve educational outcomes. For example, the first government introduced free education in the three Northern Regions. Other interventions included the supply of free textbooks, exercise books, pens and pencils to basic school pupils to reduce the financial burden on parents towards their children's education.

Again, in the 1980s, the government came out with educational reforms which introduced the Junior and Senior Secondary School concepts. The Reforms reduced the duration of basic education from ten to nine years and that of the secondary from seven to three years. The reforms also sought to give graduates employable skills as well as increasing their years of work. The Free Compulsory

Universal Basic Education (FCUBE) was adopted in 1995 (Ghana National Education Campaign Coalition Report, 2007) <sup>[8]</sup>. In a bid to fulfill its commitment to achieving the goal of the Free Compulsory Universal Basic Education and its commitment to the United Nations goal of universal primary education by 2015 and the Millennium Development Goals on education, the government of Ghana introduced the capitation grant during the 2004/2005 academic year. The capitation grant covered the extra cost and levies (such as examination, facilities management, security charges, games and sports) that parents usually paid as school fees in public schools. Schools received a fixed amount of funds based on the number of pupils enrolled at approximately \$6 per pupil. Indications from enrolment figures after the capitation grant had been introduced suggested that, indeed school fees was a major barrier to access, as this led to a decrease in enrolments (Amoah, 2008) <sup>[5]</sup>.

Osei *et al.* (2009) <sup>[17, 12]</sup>. did a study on the effects of the capitation grant on education outcome in Ghana. The objective was to assess how the capitation grant had impacted on the Basic Education Certificate Examination (BECE) pass rates, gross enrollment ratios and gender difference in pass rates. The study used data from the Ghana Education Service for all 138 educational districts in Ghana between 2003 and 2007. Using regression analysis, the study found that, capitation grant had not had any significant impact on BECE pass rates in Ghana. Also, no significant relationship existed between capitation grant and

gross enrolment. Finally, capitation grant had not impacted on bridging the gap between BECE pass rates for males and females. It is against this background that this study sought to examine the impact of capitation grant on school management and enrolment. A case of Sefwi Akontombra District in the Western Region. Specifically, the study sought to find out the effect of capitation grant on the management schools; examine the impact of capitation grant on schools' enrolment; and to identify factors that affect the implementation of capitation grant in schools.

## 2. Literature Review

### 2.1 The Capitation Grant Policy

Improving educational access in Ghana has moved through several paths and trajectories landing with the introduction of capitation grants to eradicate fees in basic schools. In 2005, the Ghana government came out with a policy of publicly funding basic education as part of its efforts to achieve its Millennium Development Goals (MDGs) (Amoh-Yeboah, 2007) <sup>[4]</sup>. According to Mullins and Obertan (2007), Capitation Grant is paid to primary and post primary schools and is based on the number of recognised pupils enrolled in the schools. They explained that, capitation grants are paid at the rate applicable at the time the grant is issued. They further explained that, capitation grants are intended to be spent on the day-to-day running costs of the school, for example, heating, cleaning, lighting, maintenance of school premises and grounds and the provision of teaching materials and resources. The purpose of the policy widely known as the "capitation grant" was to support the more vulnerable in society to have access to quality education. It was also intended to improve the quality of education and reduce the burden on teachers. The principle behind introducing capitation grant was again to eliminate household need to pay fees for basic education, especially for the poor who it had been shown were not accessing education because of the costs, and enable schools to use the funds to improve the quality of education (Amoh-Yeboah, 2007) <sup>[4]</sup>. Available education statistics data suggests that in its first year the introduction of capitation grants produced a seismic shift in demand as hoped for by the policy (George and Richmond, 2009 <sup>[7]</sup>). The capitation grant started with limited education (a worrying feature of most government interventions) of the general public regarding its purpose and accountability frameworks (Amoh-Yeboah, 2007) <sup>[4]</sup>. This naturally has led many parents into thinking that they are not to pay anything for their wards' educational expenses. It has furthermore tended to make many parents irresponsible towards their children's post-classes needs. Some parents even fail to provide books, uniforms and other basic materials, not to talk of the increasingly critical extra classes, to support their children. This, as you might have guessed, has become a headache for many school heads and teachers in the country (Amoh-Yeboah, 2007) <sup>[4]</sup>. Following the same pattern, no form of public education was conducted for the Parents Teachers Association (PTAs) and the School Management Committees during the implementation of the grant and yet they are supposed to sign off on the paperwork before the relevant banks release grant funds to the schools. Even though this intervention was to support parental efforts, no opportunity has been created to solicit their input, or to involve them in the local governance of the programme-to

the extent that the vast majority of parents have no idea about how these funds are allocated in the schools (Amoh-Yeboah, 2007) <sup>[4]</sup>. In one of his many interactions with PTAs, Agyin (2008) <sup>[3]</sup>, indicated that, a PTA chairman said they are only contacted when the money is to be released and then only because the school heads require their signatures to facilitate the release. After the money has been released and they begin to ask questions as to how the funds are being used, school officials tell them that all outstanding issues are the school administration and the Ghana Education Service, and thus they (the PTA) have nothing to do with the ongoing management of the funds (Agyin, 2008) <sup>[3]</sup>. He further suggested that parents are paying more today than was the case in the days before the capitation grant came on-stream. It is surely worse now seeing as some institutional heads and their teachers now decide how much they should levy each child. Things like extra classes, PTA dues and examination fees are being charged exorbitantly by schools and children who are not able to afford them are sacked until their parents pay such fees.

### 2.2 The Effect of Capitation Grant on School Management

A study by Osei and Yeboah (2009) <sup>[17, 12]</sup>, examined the effects of capitation on education outcomes in Ghana. Using an econometric estimation model, they assessed the impact of capitation grants on enrolments, the Basic Education Certificate Examinations (BECE) pass rates, and the gender gap. The results showed that capitation grants had no significant impact on the BECE pass rates, and instead, what was more significant was the proportion of trained teachers. On the relationship between capitation grants and enrolment rates, the study found no significant effect; although-enrolments did increase over the study period (i.e. 2005-2007). Finally, the analysis revealed that capitation had no significant effect on bridging the gap between BECE pass rates for males and females. As noted earlier, the sudden increase in enrolments put pressure on existing school facilities and reduced the quality of provision. Without effective planning to accommodate the additional number of pupils, overcrowded classrooms and increased teacher workloads is likely to increase dropout. Research by the Brookings Institute (2009), showed that capitation disbursements often fall short of what schools expect, which made it difficult for them to execute activities that would improve quality. The report suggested that some head teachers misappropriated the grants by giving soft loans to teachers and excluded SMCs in the implementation of planned activities. As noted earlier, the mechanism for delivery of capitation grants to schools risks delays that could limit the intended impact on quality. Striking a balance between procedures to ensure accountability in the use of capitation grants and ensuring that schools access the funds without delay is a challenge. A study by the Ghana Centre for Democratic Development (CDD) (2010) <sup>[9]</sup>, tracked capitation grants in 30 public primary schools in 2008/09 academic year. Specifically, the study tracked the disbursement, management and use of capitation grants. The report pointed out that capitation grants would ensure universal access if allocated resources reached schools and was used for their intended purpose. The evidence from the study pointed to poor management and utilisation of capitation grants.

### 2.3 The Impact of Capitation Grant on School Enrolment

After the capitation grants had been introduced, basic school enrolments increased by an estimated 17% (MOESS, 2007). Maikish and Gershberg (2008) [3], also reported that capitation grants made a particularly positive effect on enrolments in deprived areas, but also added that the uneven application of the funds resulted in uneven enrolment trends among population groups and regions. According to a recent World Bank (2011) [26], report on education in Ghana, enrolment increased in the first year as a result of capitation grants. But this was almost fully counterbalanced by increasing dropouts and limited learning outcomes. According to the World Bank report, the effect of capitation grant on net enrolment was an increase of slightly more than 2.2%, but the effect on deprived districts was not significant given the high level dropout and prevalence of overage enrolment (World Bank, 2011) [26]. This appears to be a much more accurate assessment of the impact of capitation grants as it factors in dropout and overage enrolment over the period.

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- Irregular release of the grants-there appears to be no fixed time period for the release of the capitation grants from the GES to the district directorate of education (DDE), and from the latter to beneficiary schools.
- Poor recording keeping of enrolments-this impedes timely release of funds for school improvement activities. It is suggestive of weak school management.
- Charging levies/fees-this appears to happen when there are persistent delays in accessing the capitation grants. This puts pressure on schools to fill in the funding gap using unauthorised means. Only a small proportion of respondents concluded that the capitation grants had significantly reduced the financial burden of parents. The fact that schools were charging parents fees and levies as a result of the delays in release of capitation is a further indication of the inefficiencies in the management and disbursement of the funds directly to schools.
- Weak or limited capacity to develop school improvement plans-only 17% of schools surveyed submitted their SPIPs in time for each of the three terms of the 2008/09 academic year. The ability of schools to develop good plans depended on their level of capacity. Capitation grants is mainly expended on sports/cultural activities, hygiene/sanitation facilities, furniture, infrastructural works, and teaching and learning materials. The list of items that capitation is spent on suggests that schools lack the basic infrastructure that would make them places for effective schooling. Although, what schools spend most of the capitation on is in effect to improve the quality of provision, it also means that, not much is left to spend directly on

demand driven initiatives that will improve and sustain access: (CDD 2010) [9].

### 2.4 Factors that Affect the Implementation of the Capitation Grant

Education is fundamental to enhancing the quality of human life and ensuring social and economic progress (United Nation's Report on the World Social Situation, 1997) [24]. No society can be said to be flourishing and progressive if greater part of its citizens are poor and miserable (Adams Smith, 1976). Widespread abject poverty creates conditions in which the poor have no access to credit, are unable to finance the children's education, and, in the absence of physical or monetary investment opportunities, have many children as a source of old-age financial security (Tadano and Smith, 2006) [23]. Education is the basic objective of development; it is an important end in itself. It is very vital for a satisfying and rewarding life and it is a means by which human dignity is restored (Obeng, 2007) [16].

According to Ostergaard (2005) [18], 'education is a means of overcoming poverty, increasing income, improving nutrition and health, reducing family size and not the least important, raising people's self-confidence and enriching the quality of their lives'. This supports the fact that education is unarguably the key to a successful life, and that is why the Government of Ghana is doing its best to ensure that school-going children have access to free and quality education in the country. Cost of education has been identified to constitute a significant proportion of the income of most people in Ghana whose daily lives are visited by abject poverty. Taking giant steps to bring economic recovery to its citizens through education, the Government of Ghana has taken the burden off parents through the implementation of the capitation grant policy (Obeng, 2007) [16]. Researchers are doing their best to determine the perception of stakeholders of education at the basic level, identify the challenges confronting the implementation of the policy and to determine the impact of the grant on education. Conducting quantitative and qualitative analyses, Raymond (2005) [20], indicated that, particular interest by government should also be geared towards increases in enrollment, teaching-learning materials and teacher-learner ratios, and improvement in physical infrastructure in our schools. A study by Osei and Yeboah (2009) [17, 12], indicated that the impact of the capitation grant on education has been large.

Meanwhile, the policy has been visited with so many impediments. Among the crippling factors confronting the implementation of the policy are the delay in the release of the grant, misuse of funds by some heads of institutions, increasing workload on implementers, lack of transparency and poor book keeping skills and knowledge in financial accounting. The Ghana Government, therefore, needs to increase the number of teachers to match the enrollment of school children and hence increase the teacher-learner ratio. Indeed, increasing teacher-learner ratio without improving physical infrastructure in the schools has a great capability to harm the quality of education in Ghana as a whole. To ensure quality in the education sector, Obeng (2007) [16], indicated that, there should be checks on heads of institutions, and removal of mock and extra classes fees. According to the author, the Government needs also to increase the grant, and set up adult teams to put administrators on their toes so that they are well monitored

to produce required results. Also, the government should always prioritize sanctioning and penalising corrupt heads of institutions appropriately. This will go a long way to ensure that our school children who are the constitutional beneficiaries of the grant will have a meaningful life in future. In July 2010, CDD-Ghana reported that they have found frightening levels of leakages in the disbursement of the capitation grant from the GES headquarters down to the beneficiary schools. This is indeed the fact of the case as the schools are clearly not benefitting from the full complement of resources supposedly made available through the capitation grant. The evidence is littered all over our primary and secondary campuses in the form of deteriorating infrastructure, malnourishment and declining test scores across Ghana (Agyin, 2008) <sup>[3]</sup>. A significant chunk of the capitation grant money ends up in the pockets of some school officials and their favourite contractors, though it is highly unlikely that school officials alone can act with such reckless impunity without cover from some senior civil servants and politicians. The children for whom this intervention was expected to benefit do not get to enjoy. Parents are still struggling to pay for their children's education (Amoh-Yeboah, 2007) <sup>[4]</sup>. In 2008, Agyin and his friend teacher visited her headmaster to seek permission for her to travel to Cote D'Ivoire. After having been granted permission to do so, the friend told the Headmaster to keep her share of the capitation grant until her return. This prompted Agyin to ask the Head on what grounds the capitation grant is supposed to be shared among teachers and Heads? All that the headmaster had to say was: "the District Director has taken his share and so who are you going to report me to?". He said this looking a bit drunk.

### 3. Research Methodology

#### 3.1 Research Design

This study was conducted on a survey. According to Weiss *et al* (2001) <sup>[25]</sup>, a survey research involves the collection of information from a sample of individuals through their responses to questions. Surveys are efficient in that many variables can be measured without substantially increasing the time or cost. Survey data can be collected from many people at relatively low cost and, depending on the survey design, relatively quickly. Survey methods lend themselves to probability sampling from large populations. Thus, survey research is very appealing when sample generalisability is a central research goal. In fact, survey research is often the only means available for developing a representative picture of the attitudes and characteristics of a large population (Weiss *et al.*, 2001) <sup>[25]</sup>.

#### 3.2 Population and Sampling

The entire teachers and the head teachers in the Sefwi Bonwire D/A JHS, Edumafua D/A JHS, Yamfo D/A JHS, Kofikrom D/A JHS, Yawkrom D/A JHS and Asanteman D/A JHS totaling 75 formed the population of the study. A sample of 60 was used for the study. This sample was selected through the simple random sampling technique. According to Statrek (2011) <sup>[22]</sup>, a simple random sampling refers to a sampling method that has the following properties; the population consists of  $N$  objects; the sample consists of  $n$  objects; and all possible samples of  $n$  objects are equally likely to occur. An important benefit of simple random sampling is that it allows researchers to use

statistical methods to analyze sample results. This technique was chosen because it gave each and every member of the population an equal chance of being selected.

There are many ways to obtain a simple random sample. One way being the lottery method was adopted in selecting the sample. Each of the  $N$  population members was assigned a unique number. The numbers were then placed in a bowl and thoroughly mixed. Then, the researcher without looking into the bowl selected  $n$  numbers. Population members having the selected numbers were then included in the sample. The population was made up of 58 teaching staff forming a within sampling fraction of 58/60 or 96.7% and 2 head teachers forming a within sampling fraction of 2/58 or 3.3%. In total, the sample was made of 50 males representing 83.3% and 10 females representing 16.7% of the sample.

#### 3.3 Data Collection Instruments

Questionnaire was the instrument used in collecting primary data for the study. According to Key (1997) <sup>[11]</sup>, a questionnaire is a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. The author explained that, a questionnaire is most frequently a very concise, preplanned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic. The advantages of questionnaires according to Popper (2004) <sup>[19]</sup>, are that; they are practical; large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way; can be carried out by the researcher or by any number of people with limited effect to its validity and reliability; and the results of the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package. The questionnaires contained both open and closed-ended questions. The open-ended questions had dotted spaces for the respondents to give their various opinions. Whilst the closed-ended questions had various options for the respondents to choose from. Two sets of questionnaire were used. Each set was divided into four sections. Section 'A' was on the background of the respondents. This comprised of the gender, age, academic qualification, working experience and marital status of the respondents. Section 'B' was on the effect of capitation grant on the management of the schools, whilst Section 'C' concentrated on the impact of capitation grant on enrolment in the schools. Finally, Section 'D' touched on the factors that affected the implementation of capitation grant in the schools.

#### 3.4 Data Collection Procedure

Data was gathered from primary and secondary sources. Primary source of data was obtained through the administration of questionnaires to the respondents. The researcher negotiated access to the schools by presenting formal letters to the authorities of the schools. After permissions had been granted, the researcher visited the schools one by one to conduct the sampling. After the sampling had been done, the researcher administered the questionnaires to the respondents. The respondents had four days each to complete the questionnaires after which they were retrieved. Sixty (60) questionnaires were administered and they were all retrieved by the researcher. The researcher

also obtained secondary source of data from books, articles and past studies that related to the topic understudy. Data obtained from the questionnaires were finally edited to ensure clarity and reliability for data analysis.

**3.5 Data Analysis**

Data obtained from the study was grouped into frequency tables, charts and graphs. The researcher then used percentages to analyse and interpret the data. Firstly, the researcher analysed and interpreted data on the gender, age, educational background, working experience and marital status of the respondents. Finally, data on the effect of capitation grant on the management of the schools, the impact of capitation grant on the schools’ enrolment and factors that affected the implementation of capitation grant in the schools were analysed and interpreted.

**4. Results of the Study**

**4.1 Results on the Background of the Respondents**

This aspect of the study presents the results and discussions of the background of the respondents. This includes the results and discussions of questionnaires on the educational background and working experience of the respondents. Tables 1 and Table 2 were used for that purpose and the results were as follows:

**Table 1:** Educational Background of the Respondents

Qualification	Frequency	Percentage (%)
Diploma	36	60
First Degree	18	30
Second Degree	3	5
Other(s)	3	5
Total	60	100

(Source: Author’s Field Survey, 2020)

As indicated in Table 1, 36 respondents representing 60% had Diploma as their qualification. Eighteen (18) respondents representing 30% had First Degree as their qualification. Three (3) respondents representing 5% had Second Degree as their qualification and another 3 respondents representing 5% had other qualifications. The results showed that, Diploma holders dominated the sample.

**Table 2:** Working Experience of Respondents

Years	Frequency	Percentage (%)
1-5 years	30	50
6-10 years	15	25
11-15 years	12	20
16years and above	3	5
Total	60	100

(Source: Author’s Field Survey, 2020)

From Table 2, 30 respondents representing 50% had worked

with the education service within one to five years. Fifteen (15) respondents representing 25% had worked with the education service within six to ten years. Twelve (12) respondents representing 20% had worked with the education service within eleven to fifteen years and 3 respondents representing 5% had worked with the education service sixteen years and more. The results showed that, majority of the respondents had been in the education service within 1 to 5 years.

**4.2 Results on Capitation Grant Related Issues**

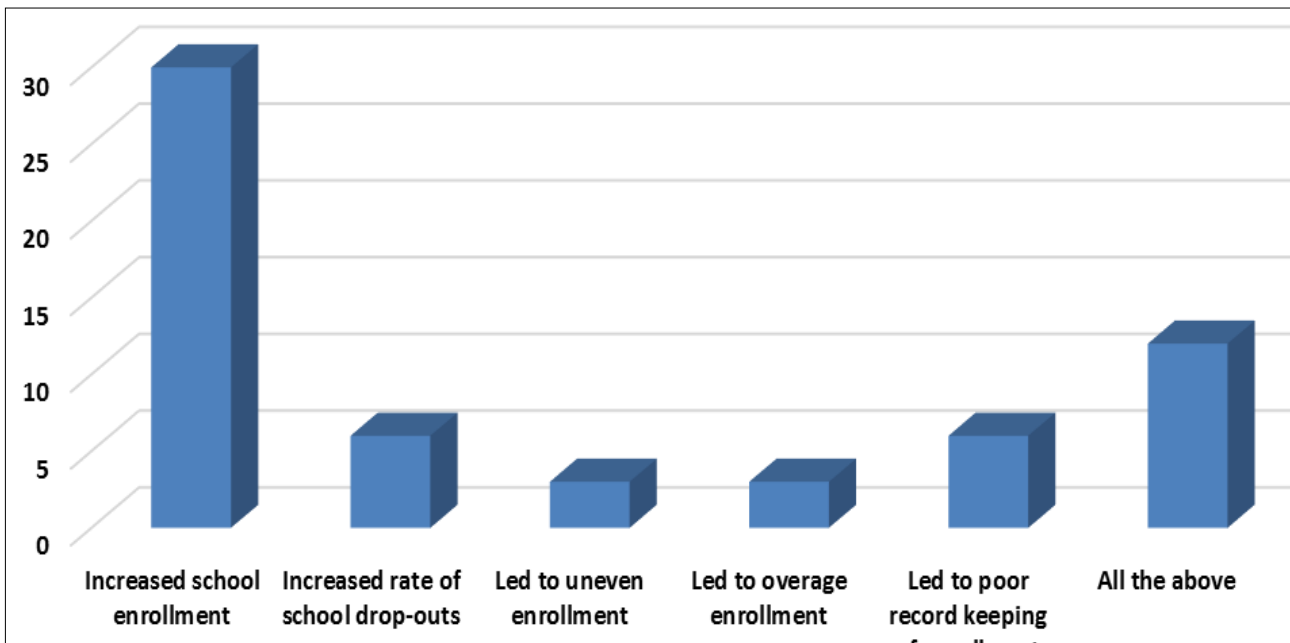
This part of the chapter analyses and interprets data on the effect of capitation grant on the management of the schools, the impact of capitation grant on enrolment in the schools and factors that affected the implementation of capitation grant in the schools. Table 3, Table 4 and Figure 1 were used for that purpose and the results were as follows;

**Table 3:** Effect of Capitation Grant on School Management

Effects	Frequency	Percentage (%)
Puts pressure on school facilities	6	10
Reduces the quality of educational provision	9	15
Leads to overcrowded classrooms	3	5
Increases teacher workloads	6	10
Leads to misappropriation of funds	3	5
Leads to limited capacity to develop school improvement	6	10
All the above	27	45
Total	60	100

(Source: Author’s Field Survey, 2020)

As shown in Table 3, 6 respondents representing 10% indicated that, the capitation grant policy put pressure on school facilities. Nine (9) respondents representing 15% stated that, the capitation grant policy reduced the quality of educational provision in the school. Three (3) respondents representing 5% were of the view that, the capitation grant policy led to crowded classrooms in the schools. Another 6 respondents representing 10% indicated that, the capitation grant policy increased teacher workloads in the schools. Another 3 respondents representing 5% indicated that, the capitation grant policy led to misappropriation of funds. Another 6 respondents representing 10% indicated that, the capitation grant policy led to limited capacity to develop school improvement and 27 respondents representing 45% stated that, all the other options were effects of capitation grant on the management of the schools. The results from Table 3 showed that, the capitation grant policy affected the management of the schools because, it put pressure on school facilities, reduced the quality of educational provision, led to overcrowded classrooms, increased teacher workloads, led to misappropriation of funds and also led to limited capacity to develop school improvement.



(Source: Author’s Field Survey, 2020)

Fig 1: Impact of Capitation Grant on School Enrolment

From Figure 1, 30 respondents representing 50% indicated that, the capitation grant policy increased enrolment in the schools. Six (6) respondents representing 10% were of the view that, the capitation grant policy increased the rate of school drop-out in the schools. Three (3) respondents representing 5% indicated that, the capitation grant policy led to uneven enrolment in the schools. Another 3 respondents representing 5% indicated that, the capitation grant policy led to overage enrolment in the schools. Another 6 respondents representing 10% were of the view that, the capitation grant policy brought poor record keeping of enrolment in the schools and 12 respondents representing 20% stated that, all the other options were impacts of the capitation grant policy on the schools’ enrolment. The results from Figure 1 showed that the capitation grant policy impacted on schools’ enrolment because it increased the level of enrolment in the schools, increased the rate of school drop-out, led to uneven enrolment, led to overage enrolment and also brought poor record keeping of enrolment in the schools.

Table 4: Factors that Affect the Implementation of the Capitation Grant Policy

Factors	Frequency	Percentage (%)
Delay in release of grants	12	20
Misuse of funds by school heads	6	10
Increasing workload on implementers	3	5
Lack of transparency	6	10
Poor booking skills and knowledge in accounting	3	5
All the above	30	50
Total	60	100

(Source: Author’s Field Survey, 2020)

As shown in Table 4, 12 respondents representing 20% indicated that, delay in the release of capitation grants was a factor that affected the capitation grant policy. Six (6) respondents representing 10% were of the view that misuse of funds by school heads was a factor that affected the capitation grant policy. Three (3) respondents representing

5% indicated that, increasing workload on implementers was a factor that affected the capitation grant policy. Another 6 respondents representing 10% stated that, lack of transparency was a factor that affected the capitation grant policy. Another 3 respondents representing 5% indicated that, poor booking skills and knowledge in accounting was a factor that affected the capitation grant policy and 30 respondents representing 50% were of the view that, all the other options were factors that affected the capitation grant policy. The results from Table 4 showed that, delay in release of grants, misuse of funds by school heads, increasing workload on implementers, lack of transparency and poor booking skills and knowledge in accounting were among some of the factors that affected the capitation grant policy in the schools.

4. Conclusions and Policy recommendations

4.1 Conclusions

This study sought to examine the impact of capitation grant on school management and enrolment in the Sefwi Akontombra District of the Western Region of Ghana. Specifically, the study sought to find out the effect of capitation grant on the management of schools, examine the impact of capitation grant on schools’ enrolment and to identify factors that affected the implementation of capitation grant in the schools. The study was a survey in which questionnaires were distributed to 60 respondents. Data analyses and interpretation was conducted through frequency tables, percentages and charts. It was revealed from the study that, the capitation grant policy affected the management of the schools because, it put pressure on school facilities, reduced the quality of educational provision, led to overcrowded classrooms, increased teacher workloads, led to misappropriation of funds and also led to limited capacity to develop school improvement.

It was also revealed that, the capitation grant policy impacted on the schools’ enrolment because it increased the rate of enrolment in the schools; it increased the rate of school drop-out; it led to uneven enrolment; it led to

overage enrolment; and also brought poor record keeping of enrolment in the schools. It was finally revealed from the study that, delay in the release of grants; misuse of funds by school heads; increasing workloads on implementers; lack of transparency; and poor booking skills and knowledge in accounting were the factors that affected the capitation grant policy in the selected schools.

#### 4.2 Recommendations

Based on the findings, the researcher recommends that the capitation grants should be released early to help heads in schools to provide teaching and learning materials for the smooth running of their schools. Also, the drawing of School Performance Improvement Plans (SPIPs) should be used by head teachers to access funds from capitation grant. This would promote the effective utilization of the grants in schools. Also, there is the need for stakeholders in education to play their roles well to ensure judicious use of the grants. Additionally, the government must monitor the funds to check the misappropriation of funds by head teachers and school authorities. The Northern Network for Education Development (NNED) a civil society organization has urged the government to monitor funds been used by head teachers and school authorities. Further, the policy must be flexible in terms of implementation so that, more staff could be employed to help in the smooth running of the policy. This will reduce the increasing workloads of the implementers. Finally, in-service training on book-keeping and accounting should be organized for authorities in charge.

#### 4.3 Suggestion for Further Studies

A study on the impact of capitation grant on school enrolment is beneficial to all individuals, organisations and institutions in the nation. However, due to time constraints coupled with other economic factors, the study was limited to only six (6) schools in the Sefwi Akontombra District of the Western Region. The researcher therefore recommends that, further studies should be expanded enough to cover many schools in the region and the nation at large. The researcher also recommends that, studies on the effect of capitation grant on the performance of pupils should be conducted.

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