

Basic School Teachers' Level of Knowledge of the Capitation Grant Policy and How the Grant Affects Enrolment and Facilities in Basic Schools in the Kassena Nankana Municipality

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Abstract

The objective of this paper is to investigate the extent to which teachers of basic schools know about the capitation grant policy and to find out how the capitation has affected pupils' enrolment and facilities in the basic schools in the Kassena Nankana municipality. Sixty-one respondents including six head teachers and fifty-five teachers were selected from six separate educational circuits in the municipality and given questionnaires to respond to out of which fifty-five of the questionnaires were returned to the researcher. The study revealed that, teachers in the public basic schools in the municipality do not have enough knowledge about the capitation grant policy. In addition, it is clear from the findings that, much as the introduction of the capitation grant policy has led to an increase in enrolment of pupils in schools it rather led to a little improvement in educational facilities such as buildings, furniture, text books among others which does not commensurate to the increased enrolment of pupils. Teachers and head teachers alike should be given some education on the capitation grant on what and how it should be used in the schools.

Keywords: know, capitation grant, affected, enrolment, facilities,

1. Introduction

Education is a basic right and it has become a pre-requisite for any meaningful survival in present times. As a result, successive Ghanaian governments have implemented various interventions to improve access to education. The interventions were also in pursuit of granting the right to education to all as stipulated in both international conventions and the 1992 Constitution of the Republic of Ghana.

One of such interventions has been to facilitate Free and Compulsory Universal Basic Education for children of school-going age. This began in Ghana with the passage of the Education Act in 1961. The Act marked a defining moment in the pursuit of Free Compulsory Universal Basic Education.

Every child who has attained the school going age as determined by the Minister shall attend a course of instruction as laid down by the Minister in a school recognized for the purpose by the Minister.

The Act made education compulsory in the sense that, it placed a legal burden on all parents by stating that

“...any parent who fails to comply with the provisions in the preceding subsection commits an offence and shall be liable on summary conviction to a fine not exceeding ten pounds and in the case of continuing offence to a fine not exceeding two pounds in respect of each and every day during which the offence continues.”

In respect of these provisions, free and compulsory education was vigorously pursued. At the time, payment of tuition fees was prohibited in public primary, middle and special schools. Books and stationeries were also provided for free. Exclusion based on discriminatory factors: race and language or ethnic origin of a pupil or his/her parents was also prohibited. (GES, 2001).

However, this concept and practice was short-lived following the overthrow of the Nkrumah government in February 1966. The military junta and the Busia government did not pursue such a policy. The situation was so bad that the 1969 Constitution did not even mention the right to education. This was surprising because the Constitution contained a whole chapter on fundamental human rights.

Similarly, the 1979 Constitution only stated Government's determination to provide equal and adequate educational opportunities in all fields and levels for the people of Ghana. For example, Article 10 which provided for equal opportunities did not mention the concept of free, compulsory and universal basic education at all.

The situation only changed in 1992 following the adoption of the 1992 (Fourth Republican) Constitution of Ghana. The 1992 Constitution re-introduced the concept of free, compulsory and universal basic education. Article 25 (1) of the Constitution states that:

“All persons shall have the right to equal educational opportunities and facilities and with a view to achieving the full realization of that right.”

An adjunct to this was the gradual withdrawal of basic levies paid by pupils in basic schools. This follows the implementation of the Free Compulsory Universal Basic Education (FCUBE) programme. Under the FCUBE, payment for textbooks was abolished at the primary and junior secondary school levels along the

patterns of the 1961 Education Act. The passage of the Children's Act of 1998, Act 560 placed further responsibility on the state to grant free education for all children including the vulnerable. In 2003, the government adopted a framework for achieving the goals of Education for All (EFA) by the year 2015.

Following this, the Capitation Grant Scheme (CGS) was introduced by the Government of Ghana in the 2003/2004 academic year on a pilot basis which later became fully operational in 2006/2007 academic year with the aim of removing barriers to enrolment and encourages participation and attendance. In addition, the policy was to support parents in educating their children since most of them could not pay levies charged by school authorities which had resulted in some children not having access to education.

Hitherto, some parents complained that they could not enroll their school-aged in basic schools because they could not pay their children's sports, culture and other fees, and that was the main reason why their children were out of school. The Capitation Grant was implemented in all basic schools in Ghana in order to cushion the financial burden of parents. The grant was also designed to empower schools for effective use of financial resources to plan and carry out quality school improvement activities and use participatory and transparent processes of planning activities.

It was hoped that, the Capitation Grant would make basic education service delivery accessible, available and free.

It has been argued that school levies constitute a major barrier to educational access at the basic level. The capitation grant was therefore introduced as a source of funding to improve access to basic education. The capitation grant aims at relieving parents from the financial burden of paying levies and other fees that were hitherto, charged by school authorities which resulted in some children not having access to formal education (Ghana National Education Campaign Coalition 2005).

It has however been reported that, increased pupil numbers have put pressure on existing educational infrastructure and apparently threaten to compromise quality education service delivery. Besides, some have argued that, the amount of GHC3.00 which was given as the capitation grant per child per year was inadequate until recently that it was increased to GHC4.50. Yet, there are reports of delays of the amounts getting to the various schools. (Quartey 2009/2010)

Stakeholders of education including teachers have in mind that, the increase in enrollment as a result of the implementation of the capitation grant would equally see more pupils participating positively and actively in learning in the basic schools. Preliminary views gathered on the perception of some teachers on the capitation grant policy in the Kassena-Nankana Municipality included the fact that, the grant has made education accessible to all children of school going-age without discrimination; there was a holistic education for all children including the physically challenged and drop outs; children were asked to attend school despite their differences or learning challenges; there was the need for increases in more educational facilities like classrooms or even new school structures in some communities where there were high rate of increment in enrolment; there was not the provision of teaching and learning materials to commensurate the dramatic increase in school enrolment. These among others therefore define the problems which are to be investigated through a case study in public basic schools in the Kassena-Nankana Municipality.

The purpose of the study is to investigate the extent to which teachers in the basic schools in the Kassena Nankana municipality know about the Capitation Grant Policy and how the introduction of the grant has affected pupils' enrolment and facilities in the basic schools in the municipality. The following research questions were designed to guide and direct the study.

1. To what extent do teachers in the basic schools in the Kassena-Nankana municipality know of the capitation grant?
2. How has the capitation grant affected pupils' enrolment and facilities in the basic schools in the municipality?

The study would be significant because it would serve as an eye-opener to stakeholders of education on the extent of teachers' knowledge of the capitation grant, its usage and to encourage them to play their roles in the provision of quality education for basic school children. It would provide policy makers with the information on how the policy affected enrolment of pupils and facilities that might be needed to improve and maintain the capitation grant policy in public basic schools. It would reveal to Circuit Supervisors, Directors of Education and other stakeholders the perceptions of teachers on the capitation grant in relation to academic performance of pupils.

It would be significant to policy makers since the funding and recommendations would provide some basis for the review of some educational policies and strategies aimed at accomplishing national educational goals which include the capitation grant policy. This study is to be conducted within the Kassena-Nankana Municipality and is focused on the teachers' perception of capitation grant in relation to pupils' academic performance in basic schools. The study would be limited to some selected basic schools. Private basic schools have been left out in the study since they are not covered by the capitation grant policy. It would be confined to only teachers of some public basic schools in the municipality.

2. Education in Ghana

Ghana, including many other African countries has the improvement of the quality and quantity of education as one of their main goals. This is in line with the country's subscription to the Millennium Development Goals (MDGs) and also its own local constitutional requirement. Improving the quantity and quality of education requires that, policy addresses both demand-side and supply-side constraints of education. The provision of more textbooks, classroom blocks and trained teachers tends to ease supply-side constraints to education. On the other hand, policies such as the Capitation grant seek to ease the demand-side constraints to education. In the Ghana Education Service's (GES) guidelines for the distribution and utilization of capitation grant, it is argued that one of the reasons why children in Ghana do not attend school is that, their parents cannot afford to pay the levies charged by the schools. In line with this, the Government of Ghana introduced the capitation grant in the 2005/2006 academic year.

Understanding how such a policy contributes to the achievement of the MDGs, and more, is non-trivial. This is particularly so as the capitation grant can be expected to positively affect both the quality and quantity of education. However, the effect on real education or the quality of education is not clear. In this regard, this study will examine the extent to which the capitation grant in Ghana impacts the participation of pupils in teaching and learning and the effect on their academic performance.

In Ghana, the philosophy of education as proposed by the Anamuah-Mensah Committee on Educational Reforms Review of 2002 should result in the formation of a well-balanced individual with the requisite knowledge, skills, attitudes and values to become functional and productive citizen. According to the White Paper Report on Review of Educational Reform (2004), the process of education should lead to improvement of quality of lives of all Ghanaians by empowering the people themselves to overcome poverty and also raise their standard of living to the levels that they can observe through the global interchange of image, information and ideas. This calls for improvement in the quality of education which includes teaching and learning.

The mention of schools in the above definition brings to mind the issue of teaching and learning, which Mankoe, (2006) has this to say: Teaching and learning refer to the process by which teachers deliver content of education to learners at various levels.

In tandem with this idea, Aboagye, (2009) explains quality education as a complex multifaceted concept which varies from one stakeholder to another. For example, some parents see it in terms of what is taught in the school to what pertains in life. According to Aboagye (2009), whatever the orientation of parents, it is clear the quality of education and the learning achievement of pupils depend heavily on competency and dedication of the teacher.

To buttress his point, (Mankoe, 2006) thinks that, "A school is established primarily for teaching and learning in order to become effectively operative. The main aims of the school are to provide cognitive, affective and psychomotor skills to the youth so that they can participate effectively in the socio-economic development of their country. In other words, teachers teach pupils/students so that they can utilize their head, heart and hands in production. In another sense, every modern community establishes a school to transmit its culture to the rising generation. Teaching and learning are however, directed and controlled by a wide range of educational policies." This probably accounts for Ghana's numerous educational policies which seek to provide Ghanaians, regardless of their age or sex, with the opportunity to develop themselves to the highest of their abilities (M. O. E., 1995). Some of these policies arrive as a result of educational reforms which date back to the colonial period.

2.1 Educational Reforms in Ghana

Dr. Kwame Nkrumah's Accelerated Development Plan of Education (ADP) of 1951 rapidly expanded recruitment into elementary and secondary education. In the process however, it also led to some erosion of the standard of education at both levels and for the first time created the phenomenon of unemployed school leavers. Again, Kwabong Education Review Committee of 1967 addressed the issue of the majority of pupils who could not gain entry to the restricted number of places in secondary 'grammar' schools by introducing the concept of Continuation Schools. The policy was later criticized as elitist. However, the problem of nurturing Ghana's teenage population through some process of post-primary training for majority still remains with us and must be resolved in the present round of educational reform.

Further, the Dzobo Education Review Committee of 1974 introduced the concept of 'comprehensive' Junior Secondary School (JSS) to teach academic and practical skills to all pupils. With the nationwide implementation of the JSS concept since the latest reforms began in 1987, the country has faced the specter of a large number of the late teenage school leavers, the majority of whom are deficient in basic numeracy and literacy skills, and therefore ill-prepared for either formal second cycle education of good standard, or for a life of work and continuous learning for self-improvement (The White Paper Report, p.4&5). Prior to its assumption of office in 2001, the New Patriotic Party (NPP) had serious reservations concerning certain aspects of the reforms and doubts which were shared by wide sections of the public, especially parents. The former President of the Republic of Ghana, His Excellency, Mr. John Agyekum Kuffour, articulated some of these concerns in his

inaugural address in January, 2001. The government shared with the people the passionate interest in education, and the anxiety to bring about constant improvements in its availability and relevance, as evidenced by the large number of Review Committees, Commissions etc on education dating back to colonial times(The White Paper Report, 2004, p.3).

Professor J. S. Djangmah of the University of Ghana, Legon in a newsletter publication (Legislative Alert, vol. 2 no. 1) agrees with other critics of the reforms that in spite of the great strides made in increasing access to education, it was realized in the 1980s, three decades after independence that, about 27% of children of school going age were still not in school and the adult illiteracy level was uncomfortably high (42%). In addition, the education offered to children was too elitist and academic, for, while a majority of the relevant age group attended secondary school, about five times that number went to low quality middle schools. Within a short time, a rural-urban divide in access to good quality schools developed, and eventually, stratified society. Public schools became dilapidated and attendance at such schools was regarded as a symbol of deprivation.

Several attempts made by past governments were not unique to Ghana. America for instance had to revamp its entire science education curriculum when the Soviet Union beat her in space race by launching the world's first space satellite Sputnik I, in 1957 (Legislative Alert vol. 2 no.1). In Ghana, the seven-year development plan of the Nkrumah regime which envisaged the conversion of at least two years of the Middle School into Continuation Schools was to prepare their products more adequately for the labor force. The idea was to fit them for all jobs that needed to be done in the economy.

Consequently, Professor Djangmah lamented that dustmen in New York are high school graduates; waiters in hotels may well be college students on vacation; and our own university students go abroad to do all sorts of menial jobs that they would not dream of doing at home. He continues his argument with points that, JSS concept evolved as a common post primary school for all children, and was intended to abolish the highly competitive Common Entrance Examination as the selection mechanism for admission into secondary schools. The model of the JSS which was conceived by Dzobo, required more resources than could be found to allow for full implementation, and thus by 1981, only 118 JSS had started on an experimental basis. By the early 1980's, however, the JSS system was as good as dead. The PNDC government launched the educational reforms in 1987, and in the year of its implementation, most middle schools converted abruptly to Junior Secondary Schools. The Education Commission which was set up by the PNDC government revised the Dzobo Committee's structure and vision of the JSS system in a fundamental manner. The Dzobo Committee had planned for two years Senior Secondary School (SSS) lower and another two full years Senior Secondary School upper, but the Education Commission combined this into a single SSS of three years duration. The commission however advised that the implementation of the JSS system takes effect from 1990 instead of 1987(Legislative Alert vol.2 no. 1)

2.2 Impact of Education Related Interventions

Quite a number of countries worldwide are making good and encouraging progress towards reducing the number of out-of-school children. Specifically Sub-Saharan Africa has witnessed an unprecedented 25% increase in enrollment between 1998/99 and 2002/03 academic years (ADEA, 2007). Countries in Sub-Saharan Africa have been exploring ways of improving their education systems in order to achieve their commitment to education for all. Ensuring that children have access to free, compulsory and good quality primary education is receiving considerable attention from government and aid agencies alike. One of the systems through which certain governments are using to achieve this aim is the introduction of the capitation grant.

In recent years, there has been a worldwide momentum in which more developing countries are moving to sustain and reinforce the renewed progress toward Universal Primary Education through bolder, accelerated and scaled strategies. School fees abolition is becoming increasingly acknowledged as one of these strategies and as a key measure to achieving children's right to education. In view of this, the World Bank and UNICEF in 2005 launched the School Fee Abolition Initiative which aimed to disseminate lessons from the experience of countries that have abolished fees and provide context-specific advice to countries that are seeking to do so.

Abolition of school fees especially at the basic education level has been adopted by many countries as one of the key policy interventions for influencing education outcomes. Fees charged at schools, have been identified as one of the main barriers to education access especially among the poor, orphaned and vulnerable children within societies (USAID, 2007). There is a school of thought against school fees abolition which states that, abolishing school fees does contribute to reduction in the direct cost of education but does not necessarily reduce the costs to zero (USAID, 2007). There are other costs aside the fees that are still borne by households. These costs include those on transportation to and from school, contribution of households to construction of school buildings among others.

Abolishing school fees, although identified to have a positive effect on enrollment, may have a negative effect on the quality of education (USAID, 2007). The increase in enrollment figures, following fees abolition is more likely to overwhelm the available supply of schools, teachers and education materials available within schools. The rise in enrollment figures resulting from school fees abolition is likely to increase the number of

pupils per teacher. This is likely to affect the quality of teaching in the classroom.

3. Methodology

The research design adopted for this study was the descriptive survey. Best, (1981) as cited in Santosh, (1993) states that the descriptive survey method allows a researcher to obtain the opinion of the target population, in order to infer the results on the entire population. The design was adopted because it allows for standardized questionnaires or structured interview with the purpose of making generalizations from the population of the sample.

The target population for the study was all the ninety-three basic schools in the Kassena-Nankana Municipality. These schools include fifty-five public primary and thirty-eight junior high schools with a total population of 910 teachers out of which 513 are trained. The public basic schools were selected as the target population because they are beneficiaries of the capitation grant.

Cluster and purposive sampling techniques were employed in the administering of the research instruments. The cluster sampling involved dividing the population which was all the public basic schools into segments or clusters and several of the segments were chosen at random. The municipality has six educational circuits and the researcher considered each of the circuits as a cluster where one head teacher was selected from each circuit and fifty-five (55) teachers were also selected from the six circuits that formed a total of sixty-one (61) respondents as the sample size. The simple random sampling procedure was used to select the sample of teachers for the study.

The main instruments used were questionnaires and interview schedule. The interview was structured and was administered to the head teachers. The questionnaires were responded by the selected teachers from the six circuits. The questionnaires were used to elicit responses from the teachers that form the main study and were in the majority.

The researcher pre-tested the questionnaire to ascertain its reliability and validity. The pre-testing of the instrument was done at the St. John Bosco's Demonstration Basic School. This school was chosen because it is both a primary and a junior secondary school and in addition it is the demonstration school of the College of Education where the researcher teaches. The pre-testing was done in line with the research questions. That is, all the items that fell under a particular question were tested using the Statistical Package for Social Science (SPSS). The results of the pre-test of each research question were as follows:

- Research question one = 0.85
- Research question two = 0.54
- Research question three = 0.92
- Research question four = 0.40

The interview schedule was used to collect relevant information from the head teacher of the Demonstration school. The interview schedule comprised mainly open-ended items to enable the researcher to ask for feedback and clarification. Interviews were conducted with the head teachers. The Statistical Package for Social Sciences (SPSS) was used for the data analysis. This involved the use of tables where frequencies and percentages were calculated and the results analyzed.

4. Results and Discussions

The table summarizes data the profile of respondents. The total number of respondents was fifty-five representing (100%). The data are in Table 1.

Table 1: Profile of Respondents

SEX	Frequency	Percent (%)
Male	24	43.6
Female	31	56.4
Total	55	100.0
AGE GROUP		
No response	1	1.8
21-30	17	30.9
31-40	27	49.1
41-50	9	16.4
51-60	1	1.8
Total	55	100.0
SCHOOL LEVEL		
Kindergarten	4	7.3
Primary	24	43.6
Junior Secondary School	27	49.1
Total	55	100.0

The data in the table indicate that majority of the respondents totaling thirty-one were females representing 56.4% and twenty-four males representing 43.6%. The higher representation of females could be attributed to the gender gap in teachers of the municipality

One respondent representing 1.8 percent did not indicate the age group (non-respondent) he or she belongs to; however, twenty-seven of the respondents representing 49.1 percent forming the majority of the respondents were between the ages of 31 and 40. Only one respondent was in the 51 -60 age group.

As many as twenty-seven teachers representing 49.1 percent were teaching in the junior high school and as low as four teachers were teaching in the kindergarten.

Research Question One: To what extent do teachers in the Kassena-Nankana municipality know about the Capitation Grant in public basic schools?

Section II of the questionnaire sought to find out how much knowledge the respondents in the Kassena Nankana municipality have about the capitation grant in their various schools. The table below shows the results of a question that wanted to find out if the respondents knew when the capitation grant began in their various schools.

Table 2: When the Capitation Grant began in each respondent's school

Year	Frequency	Percent (%)
Do not know	20	36.4
2000	3	5.5
2002	1	1.8
2003	4	7.3
2004	1	1.8
2005	5	9.1
2006	4	7.3
2007	12	21.8
2009	2	3.6
2010	2	3.6
2012	1	1.8
Total	55	100.0

The data in Table 2 shows that as many as twenty respondents representing 36.4 percent could not tell when the capitation grant began in their schools. A total of twenty-three respondents indicated different years the capitation grant started at their various schools. One respondent representing 1.8 percent indicated that the capitation grant began in 2012 in her school. However, the capitation grant began simultaneously in all public basic schools in the municipality in 2007 of which twelve respondents representing 21.8 percent indicated that in their responses.

The next point was to find out if the respondents knew the amount of money government pays per pupil per year to the various schools. The data gathered are as shown below.

Table 3: How much money does government pay per pupil per year?

Amount in GHC	Frequency	Percent (%)
Do not know	23	41.8
0.40	2	3.6
2.00	1	1.8
2.50	1	1.8
3.00	3	5.5
3.50	2	3.6
4.50	10	18.2
5.00	1	1.8
5.50	1	1.8
6.00	2	3.6
7.00	3	5.5
9.00	2	3.6
13.50	2	3.6
14.50	1	1.8
55.00	1	1.8
Total	55	100.0

In the Table 3, twenty-three respondents representing 41.8 percent indicated that they did not know how much government pays as capitation grant per pupil per year. One respondent indicated that government pays as much as GHC55.00 per pupil per year while two respondents indicated that government pays as little as GHC0.40 per pupil per year which of course was not realistic. Ten respondents representing 18.2 percent indicated the exact amount government pays and this was GHC4.50 per pupil per year as capitation grant.

Table 4: Does the head teacher formally inform staff members when the school receives its Capitation Grant allocation?

Response	Frequency	Percent (%)
No response	1	1.8
Yes	44	80.0
No	10	18.2
Total	55	100.0

From the table, one respondent did not respond to the question. Ten respondents representing 18.2 percent indicated that they were not informed by the head teacher when the capitation grant was received. However, forty-four respondents representing 80.0 percent alluded to the fact that they were informed by their head teachers when the grant was received. The heads were expected to inform members of staff as and when the grant was received.

The researcher, wanted to know who decides on what the capitation grant should be used for. The responses are tabled in Table 5.

Table 5: Who decides on what the Capitation Grant should be used for?

Response	Frequency	Percent (%)
G.E.S	6	10.9
Head Teacher	7	12.7
Members of staff and head teacher	40	72.7
School Stakeholders	2	3.6
Total	55	100.0

From Table 5, two of the respondents said that school stakeholders decide on how the grant should be used while forty respondents representing 72.7 percent indicated that decisions on how the grant should be used are by the members of staff and the head teacher. This was very indicative that most of the teachers did not know the conditions that ought to be considered before the disbursement of the grant.

The next items sought to find out if teachers were involved in what the capitation grant should be used for. Forty-two that is, 76.4 percent of the respondents indicated their involvement in what the grant should be used for. This meant that majority of teachers were involved in taking decisions on the grant in their various schools. Three of them did not respond to the question. 18.2 percent representing ten of the respondents said they were not involved in deciding on what the grant should be used for. The table below shows the responses.

Table 6: Teachers' involvement in deciding on what the Capitation Grant should be used for?

Response	Frequency	Percent
No Response	3	5.5
Yes	42	76.4
No	10	18.2
Total	55	100.0

The respondents were again asked if they were aware of School Performance Improvement Plan (SPIP) and whether it had aided in the overall objectives of their schools. Below are tables 7 and 8 which contain their responses.

Table 7: Are you aware of the School Performance Improvement Plan (SPIP)?

Response	Frequency	Percent
No Response	1	1.8
Yes	53	96.4
No	1	1.8
Total	55	100.0

In Table 7, fifty-three representing 96.4 percent of the total respondents indicated that they were aware of the SPIP. Schools are always expected to prepare School Performance Improvement Plans (SPIP) to indicate what the needs of school are. These plans are usually prepared by the head teacher in collaboration with the teachers and other stakeholders where plans are put in place to indicate how the grant and other monies like Parent Teacher Association dues or levies can be used to improve quality education delivery. It was clear that SPIP existed in the schools of majority of the respondents.

Table 8: Does SPIP aid in the overall objectives of Capitation Grant in your school?

Response	Frequency	Percent
No Response	2	3.6
Yes	41	74.5
No	12	21.8
Total	55	100.0

Forty-one respondents alluded to the fact that SPIP had aided in the overall objectives of the capitation grant in their school. Decisions on the disbursement are not taken by only the head teacher or with his teachers alone but rather, the decisions are taken by stakeholders of the school who are members of the School Performance Improvement Plan (SPIP).

Research Question Two: How has the Capitation Grant Policy affected the enrolment of pupils and facilities in public basic schools in the Kassena Nankana Municipality?

The next set of items sought to find out if the introduction of the grant had increased the enrolment and facilities in schools. These items required direct responses of a 'Yes' or 'No'. The tables below are analysis of the responses collected.

Table 9: Has the introduction of the Capitation Grant increased enrolment in your school?

Response	Frequency	Percent
No response	2	3.6
Yes	45	81.8
No	8	14.5
Total	55	100.0

Referring to Table 9, two respondents representing 3.6 percent did not indicate their responses. Forty-five of respondents representing 81.8 percent of the total respondents said the introduction of the capitation grant had led to an increase in enrolment in their schools while the rest said there was no increment in enrolment.

Table 10: Has the increase in enrolment led to an increase in any facility for the school?

Response	Frequency	Percent
No response	2	3.6
Yes	29	52.7
No	24	43.6
Total	55	100.0

For any increment in the facilities in schools as a result of the increment in enrolment, twenty-nine of the respondents representing 52.7 percent were of the opinion that the increment of enrolment had led to the increment in facilities in public basic schools.

5. Conclusion

The study sought to assess whether teachers of basic schools in the Kassena Nankana municipality know about the capitation grant policy and also to find out if the capitation grant has affected pupils' enrolment and the

facilities in the basic schools in the municipality. With the findings of the study it can be concluded that, almost half of the teachers in the public basic schools in the Kassena- Nankana Municipality do not have much knowledge about the capitation grant policy. From the findings above, it is clear there has been an increase in pupils' enrolment in the basic schools as a result of the introduction of the capitation grant. There has however been a little increase in the facilities in most of the public basic schools in the municipality in terms of educational infrastructure such as classrooms, libraries, textbooks, furniture among others. The little increase in facilities does not commensurate with the increased pupils' enrolment in the various schools in the Kassena Nankana municipality.

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 - UNIVERSITY COLLEGE OF EDUCATION, KUMASI CAMPUS. (2000-2001) for POST DIPLOMA, Business Education-Accounting and Mathematics Option. (BACHELOR OF EDUCATION, Business Education- Accounting and Mathematics Option)
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