

UNIVERSITY OF CAPE COAST

CHALLENGES HEADS OF SENIOR HIGH SCHOOLS FACE IN THE
MANAGEMENT OF INTERNALLY GENERATED FUNDS, A CASE
STUDY OF SELECTED SCHOOLS IN SUNYANI MUNICIPALITY.

BY

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Administration of the Faculty of Education, University of Cape Coast, in
partial fulfillment of the requirements for the award of Master of Education
Degree in Educational Administration

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

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Supervisor's Declaration

I hereby declare that the preparation and presentation of this dissertation were supervised in accordance with the guidelines on dissertation laid down by the University of Cape Coast.

Supervisor's Signature: Date:

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ABSTRACT

The purpose of the study was to find out the types of activities that schools were engaged in to generate funds and how effectively and efficiently these income-generating activities were managed. The study was also interested in eliciting information on the benefits schools derived from these activities. The instrument used to collect data was a closed-ended questionnaire which was personally administered to selected groups of teachers and students, the head of school and the accountant. In all 36 questionnaires were given out and collected for analysis.

The findings of the study revealed that the selected schools were involved in social and economic activities such as Speech Days, Anniversaries and Durbars which brought in funds to the Schools.

The economic activities that the schools engaged in were agricultural, technical and catering activities. The schools were observed to operate under strict observance of financial administration regulations. The socio-economic benefits of the internally generated funds to these schools were: improvement in school-community relations; motivation of the teaching staff through incentives and provision of accommodation.

Based on the findings, it is recommended that: Heads of school should attend workshops to keep them abreast with business ethics; students should be encouraged to take up hobbies and learn vocations by involving themselves in IGF activities; and IGF activities should be taken serious at the senior high school level as expansion of these activities could create avenues for apprenticeship and skills training for junior high school graduates.

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DEDICATION

This dissertation is dedicated to my dear wife, Mrs. Comfort Tankpara-
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TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF PLATES	xi
CHAPTER	
ONE INTRODUCTION	1
Background to Study	1
Statement of Problem	3
General Objectives	4
Specific Objectives	4
Research Questions	4
Significance of Study	5
Delimitations	7
Limitations	7
Organization of the Dissertation	8
TWO REVIEW OF RELATED LITERATURE	9
Meaning of IGF in Funding Secondary Education	9
Status of IGF Activities in Schools under Study	13
Decision-making for IGF Activities	17

	Page
Management of School Funds	20
Management of School's IGF.	37
Summary	38
THREE METHODOLOGY	40
Research Design	40
Population of Study	41
Sampling Technique	42
Research Instrument	42
Pilot Test	48
Data Collection	50
Data Analysis	51
FOUR RESULTS, AND DISCUSSIONS	55
Responses from students, on co-curricular activities in selected schools. Distribution of Respondents by School	55
Co-curricular activities in school	56
Responses from Teachers on school Activities including Financial Activities such as Payment Systems	61
Financial Activities	65
The main issues analyzed from the Study leading Answers to Research Questions	71
FIVE SUMMARY, CONCLUSION AND RECOMMENDATIONS	83
Summary	83
Conclusion	85
Recommendations	85

Suggestions for Future Research	86
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Page

REFERENCES	87
------------	----

APPENDICES

A Questionnaire for Student Leaders	90
-------------------------------------	----

B Questionnaire for Teachers	92
------------------------------	----

C Sunyani Municipal Map	96
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LIST OF TABLES

Table	Page
1 Organization and Management of Co-Curricular Activities	57
2 Students' involvement in income generating activities	60
3 Distribution of school population	61
4 Distribution of Land size	64
5 Responses on Budget Preparation for IGF by Teachers, Bursars and Heads of School	65
6 Mode of release of funds	66
7 Cash receipt and disbursement system	67
8 Payment system	68
9 Audit system	68
10 Query on record keeping system	69
11 Meeting for financial discussions	70

LIST OF FIGURES

Figure	Page
1 Accounting cycle, Akplu (1995)	32
2 Distribution of student respondents by sex	56
3 Bar chart showing responses on funding problems and support from heads of schools.	59
4 Distribution of teaching/accounting staff by sex	61
5 Bar chart showing non-teaching staff and casual labour population	62
6 Bar chart on teacher/student population	63

LIST OF PLATES

Plate		Page
1	Acacia tree plantation for school J	72
2	Orange plantation	72
3	Palm plantation	73
4	Maize farm for school J	74
5	Cashew Plantation for school S	75
6	Teak plantation for school S	75
7	Staff Bungalows for school J	79
8	Staff Bungalow under construction for school J	80

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is the united concern of people for the right upbringing of their children and the improvement of their lives. It is a process by which a society or a nation transmits its cultural heritage from one generation to another through some institution or school.

The Anamuah-Mensah committee (2002) is of the view that the philosophy underlying the education system in Ghana should be the creation of well-balanced individuals; intellectually, spiritually, emotionally and physically, with the requisite knowledge, skills, values and aptitudes for self-actualization and for the socio-economic and political transformation of the nation (p.xx). The provision of educational needs of the nation is paramount. These general educational needs are:

- (a) Needs of the individual
- (b) Needs of the society
- (c) Special education needs

The needs of the individual are the development of skills, aptitudes, and other values in children which are obtainable in the life of a good school with good facilities. The needs of the society include the fundamental educational

needs of all children, sound character training, knowledge of the practice and principles of the common trade in a given environment, acquisition of technical skills necessary in the local industries and for maintenance work and also civic education to enhance national unity. The special educational needs are the need for realistic rural education; curricula in the school should relate their activities to rural pursuits.

Education thus plays an important role in the economic and socio-cultural development of Ghana. This is the reason why over the years various governments have come up with educational policies in an attempt to provide quality education for all. However, achieving quality education depends on sound financial policy and support. Effah and Adu (1998) observed that over the past decade, education's share of government recurrent budget has not exceeded 40% of Gross Domestic Product (GDP). Ghana cannot achieve its desired goals in education without financial support. The Anamuah-Mensah Committee (2002) observed that funding is very critical to the provision of access and quality education. They emphasized that no educational system can survive without adequate funding and suggested the need for a critical look at policies governing the funding of education, the budgetary allocations made to the education sector, the contributions from different partners, as well as strategies for the diversification of funding.

Funding education has thus become one of the burning issues and a source of worry to stakeholders, particularly parents, heads of schools and government. Internal generation of funds is one way senior secondary schools source funding

to supplement grants from government. It is therefore necessary to find out how such revenue is managed. This desire to know how internally generated funds are managed provided the motivation for the present study.

Statement of the Problem

The major challenge facing government is the provision of quality education to all Ghanaians amidst high rates of inflation and falling revenues. The educational system right from colonial times has been run as a welfare system. Any attempt to shift some of the costs of education on to parents may distort the current levels of equality of educational opportunity that underprivileged groups in society enjoy. The moral basis of our independence would be defeated, as McWilliam and Kwamena-Poh (1975) explained.

The situation calls for an urgent need to assess the management of internally generated funds (IGF) in senior high schools. The researcher's seven years experience in a secondary school as a student, who was involved in IGF activities revealed that schools can succeed in IGF activities. The school in question in the early 1970s had a school farm with different animals and birds as well as rice, maize and groundnut farms. The proceeds were used in feeding students. The school at the time also had a dance band. Yet it seems to be the case that present day schools are making no gains in generating funds themselves. No reasons are known for this state of affairs. It is therefore necessary to find out whether the inability of schools to earn much IGF is attributable to how IGFs are managed.

General Objective of the Study

The focus of the study is to find out the current situation of IGFs in senior high schools. The study is therefore, designed to gain insight into the internal income generating activities of senior high schools and to find out how the funds generated are effectively and efficiently managed.

Specific Objectives

The above general objectives can be broken down into the following specific objectives:

- (a) To find out the type of internally generated fund (IGF) in the schools
- (b) To establish the degree of participation of students and staff in planning implementing, monitoring and evaluating IGF activities.
- (c) To find out how IGFs are disbursed
- (d) To assess the sustainability of IGF activities in the schools.

Research Questions

The following research questions were posed to guide the study:

1. What income generating activities are the targeted schools in Sunyani Municipality involved in?
2. To what extent are students and staff involved in the planning, implementation, monitoring and evaluation phases of IGF activities?
3. What benefits have schools derived from IGF activities?
4. What steps are being taken to ensure that the IGF activities continue?

Significance of the Study

Sunyani is located in a very strategic position. To the west of it is Berekum and Dormaa, to the east is Duayaw-Nkwanta and Bechem, to the north Techiman and Wenchi and finally to the south is located the mining town Kenyasi. All the towns mentioned are engaged in economic activities like trading, cereals, yam and other cash crop farming, a lot of revenue is accrued from these economic activities. Schools in the Sunyani Municipality are therefore encircled by a huge resource which can be tapped to improve the financial situation of the schools. Appendix (C) ,Map of Sunyani Municipality.

The dissertation intends to look at the income generating potential of senior high schools in the Sunyani Municipality to create the awareness of such a potential for future development. The study's findings include:

Activities available for income generation in the Sunyani Municipality to inform educational planners and researchers so that they can make exploits. The identification of potential IGF activities would help the aforementioned stakeholders in devising ways of mobilizing the potential resources especially through sensitization, education, justification for the activities to be done and a plan for achieving the objectives.

1. The extent to which schools in the Municipality are engaged in such activities to advice stakeholders and school heads on the need to develop such potential. As Commonwealth Secretariat (1993) put it when financing availability is extremely small a search for extra budgetary sources of financing education activities has to be carried out. The heads

2. Some socio-economic benefits of engaging in IGF activities on school life to advise educational planners and administrators on current management techniques for effective planning. Engaging in IGF activities would promote participation of the communities in solving financial problems of the school and improving the school community relations as well as that of the head and the community. These income generating activities would also improve the lot of disadvantaged parents as it will go a long way to subsidize contributions made by parents towards financing of education. The schools could also improve on co-curricular activities arranged for students without any financial burden imposed on students/ parents. The school heads could also acquire funds for provision of recreational facilities for both staff and students.
3. Information will be useful to heads of the schools in deducing ways/strategies for improvement in methods of income generation in the schools for implementation. The heads of the schools could obtain land from the chiefs and where possible engage in mechanize farming. They could produce enough for their own consumption and they could sell some to schools which do not have that opportunity. Staff with some form of

technical know-how could be involved in such activities and empowering them could yield positive results beneficial to the school.

4. Information on how IGFs are being managed in school to inform stakeholders and to advise the school heads on the need to upgrade their knowledge and skills in management. Stakeholders would thus appreciate the challenges confronting the school heads.

Delimitation

The dissertation was restricted to the study of public senior high schools in Sunyani Municipality. Sunyani shares boarders with Berekum, Wenchi, Techiman, Tano, Asutifi and Dormaa districts; Sunyani being the district capital. The Sunyani Municipality has an estimated population of 179165. There are eight (8) senior high schools in the Municipality. The area was chosen for study because it is centrally located with respect to the aforementioned districts and also due to the fact that it is the seat of administration. The study targeted those schools observed to be engaged in income generating activities. Also, only the views of staff and students directly involved in management of IGF activities were collated. The study was concerned with economic activities which directly or indirectly contributed to accumulation of funds for the schools.

Limitations

One limitation to the study was the self made questionnaires used for data collection. This procedure could have introduced some bias which would affect the relationships observed among the variables. Another limitation was the

researcher's inability to reach out to more schools due to constraints by lack of funds and other logistics such as transport; this could have improved the quality of the generalizations of findings made. There could have also been improvement in the findings if other stakeholders in the senior high schools like parents and community leaders who are partners in the school management and management of income generating activities in the schools were involved. The other limitation worth mentioning was my inability to obtain audit reports and queries from the Audit Service and or the schools for study.

Organization of the Dissertation

The dissertation is organized in five main chapters. Chapter One contains the background of the study. Chapter Two contains Literature Review, presented in two parts, the first part looks at definitions and explanation of IGF and management of IGF. Chapter Three describes the methodology of the study discussed under the subtopics research design, population, the research instrument, data collection and method of data analysis. Chapter Four dwells on data analysis and presentation of findings. The final chapter, Chapter Five, covers summary of the findings and the recommendations made.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews related literature to discover other researcher's views on the subject under study. The related literature is discussed under the following sub headings:

- (1) Meaning of IGF in funding secondary education.
- (2) Status of IGF activities in schools under study
- (3) Decision-making for IGF activities
- (4) Management of school funds
- (5) Management of schools IGFs

Meaning of IGF and the Justification for use of IGF in

Funding Secondary Education

MBA Glossary defines IGF as “the creation of either tangible or intangible results within the confines of one entity”. The term implies that those funds that an organization realizes through its own effort or its operations, that is the funds are not borrowed or realized through any other means outside the organization, [http://www.ventureline.com/glossary\(2008\)](http://www.ventureline.com/glossary(2008)). Tertiary institutions in the country, for example, have gone into internal generation of funds through delivery of consultancy and research services, distance learning and sandwich programmes,

remedial classes for prospective entrants with the minimum requirements etc. The funds so generated are used for developmental projects and maintenance of existing structures and facilities.

An Act of Parliament, Act 735, of the Republic of Ghana authorizes the generation and retention by ministries, departments and agencies (MDAs), of a percentage of monies realized in the course of performance of their functions. This Act of Parliament, assented on 18th May 2007, paves the way for any state organization like the school to generate income internally to supplement what comes from government (<http://www.parliament.gh/files/imce/MDAs>, 2008). The study on management of IGF in schools is timely in that it will sensitize school heads to venture forth. Section one (1) of the Act specifies what percentage each MDA shall retain out of the IGF realized. The National Council for tertiary Education (NCTE) and Ghana Library Board which are agencies under the Ministry of Education are given 100% retention of income generated internally in this section of the Act.

The retained monies are, however, subject to audit as the provisions of Article 187 of the 1992 Constitution of the Republic of Ghana relates it to the Auditor General. The Act further stipulates that IGF can only be utilized when the activities on which the expenditure will be incurred have been approved in the expenditure budget of the particular agency by authority. It also states that IGFs shall not be used for payment of salaries, staff benefit and other allowances except where the allowances are directly related to the provision of services that will lead to increased revenue.

Act 735 is a legal mandate for the operation of IGF activities in all sector MDAs of which Ghana Education Service (GES) and for that matter senior high schools is part. The main task is how to organize IGF activities effectively and efficiently. This suggests that the managerial skills of the school heads are very essential for success. Browder (1971) espouses the idea of a change in managerial behavior in the wake of a new concept of administration due to the changing needs of organizations such as schools, hence to new concepts of power and organizational values.

A historical overview of funding educational provision dates back to colonial rule. McWilliams and Kwamena-Poh (1975) noted that it is only central government that can obtain money needed to provide education for all. They also stated that education accounts for about one-sixth (1/6) of the expenditure of the government of Ghana and that the money obtained for education and other services is mainly from taxation. McWilliams and Kwamena-Poh (1975) also observed that poverty has an adverse effect on development of education. During colonial rule poverty had no effect on provision of school buildings. Communities which wanted class rooms could easily provide them through voluntary labour and the materials were readily available in the tropical forest.

In this era things are different. As the Commonwealth Secretariat (1993, p.61) opined, without financial resources a modern school cannot survive. The Commonwealth Secretariat stated that no school can exist just on what the funding authority provides but will have to find and create additional funds. Also, Effah and Adu (1998) in their over view tertiary education funding noted that the

share of education sector in the governments recurrent budget has not exceeded 40%, making up less than 5% of Gross Domestic Product (GDP). They regretted that the senior secondary school system is caught in a web between a free for all system and a sub vented system of tertiary education. They also complained that secondary schools are left to grapple with the inadequate government grants and school fees for survival as subsidies and scholarships meant for feeding and other things are often delayed. In their view , the situation called for a critical look at various ways of sourcing funds to help in the smooth operation of the senior secondary schools because without financial resources the schools could not survive.

The 1992 Constitution of the Republic of Ghana states that senior secondary education should be progressively free; however, free education at this level is ideal as it depends upon improvement in the economy. Considering the current economic conditions of the country, as reviewed by Effah and Adu, the suggestion is that governing boards of senior secondary schools develop other innovative ways of sourcing for funds to support their schools.

The Anamuah-Mensah Committee's report indicated that the 2000 statistics show that 39.5% of people in Ghana were classified as poor and 27% declared extremely poor. The committee regretted that the concept of cost sharing is unavoidable looking at current economic conditions and the rising cost of education in the country in spite of the poverty levels.

The Committee recommended that other innovative ways of sourcing for funds to support schools, in order to relieve parents/guardians of contribution to

education delivery which keeps on increasing, be developed. Salamat (2007) cited Owolabi that the solution to the problem of inadequate funding of school programmes is to find alternative modes of financing these programmes and also ensure effective and efficient management of the funds. Salamat opined the internal generation of funds by school heads to supplement what central government provides.

Status of IGF Activities in Schools under Study

The schools under study as earlier mentioned are encircled by huge potential of economic activities which any effectively managed school can tap to generate income to supplement grants from central government.

Republic of Ghana (2001) GES, SMC/PTA handbook outlined the importance of IGF in schools as:

- a) Aid in initiation of projects such as KVIP, library
- b) Motivation of teachers and students through awards, prizes etc.
- c) Purchase of teaching and learning materials to promote effective teaching and learning
- d) Undertaking renovations and repair works on infrastructure to give the school a face lift
- e) Provision of recreational facilities for leisure to improve health status of students/teachers
- f) Provision of transport for teachers and students to enable them engage in academic and sporting competitions with other schools as well as for field trips and excursions.

g) Ensuring availability of funds to meet the schools expenditure needs.

As explained by Owusu (1998), local authorities (like the Municipal assemblies) have been responsible for provision and maintenance of school buildings, school furniture, supply of teacher's textbooks and stationery since the publication of the 1961 Education Act. Owusu noted that these local Authorities could not stand up to the task due to difficulties in obtaining funds for their operation. Owusu further explained that the policy of decentralization coupled with the establishment of community secondary schools has placed a greater amount of financial responsibility on these local authorities. This state of affairs prompted the chiefs and people of communities in which schools are situated to make significant contributions to the schools. Owusu outlined contributions made by the chiefs and people of communities to include:

- a) Provision of land for school buildings, play grounds, school farms and gardens
- b) Provision of communal labour to carry out school development projects.
- c) Making per head financial contributions for the development of the school
- d) Raising funds for school development
- e) Making special gifts to the school in the form of money, furniture, vehicle etc.

Funds for activities of the schools also come from parents who are the immediate beneficiaries of the schools. Parents do contribute immensely towards their children's schooling in the form of:

- a) Provision of teaching and learning resources such as stationery, school uniforms, desks and chairs, library and sports levies
- b) Provision for children's welfare such as transport money, feeding etc
- c) Paying teacher's for extra tuition
- d) Paying levies for building projects such as housing for teachers
- e) Paying PTA contributions

(Commonwealth Secretariat, Module Five, 1993 p.4)

Owusu commented that these financial resources and material contributions do not just flow freely and regularly to the schools but depends on hard work of the school head. Owusu said the heads success in sourcing extra funding depends on his foresight, sense of integrity, business acumen and the kind of relationship built around him and his staff, students, board members, PTA members and the local community.

Commonwealth Secretariat (Module Five 1993, p.6) espouses that apart from central government, local Authorities, community groups and parents, the schools engage in the following activities to generate funds:

1. Hiring school facilities to the community for celebrations, meetings or worship
2. Engaging in profit oriented activities such as live stock farming, running a canteen and operating workshops

3. Engaging students in generating funds through agriculture, keeping poultry, pigs, and cattle, making crafts and bee keeping
4. Students can also be engaged in fund raising activities such as music dance, drama, games and sports, exhibitions, charity walks and raffles.

The schools under study have been observed by the researcher to be engaged in some of the above listed activities for income generation. Palm and cashew plantations are visible at their gate. Salamat (2007, p.95), however, observed that many public secondary, schools in Ghana are unable to generate enough funds through activities such as, the sale of goods and services to the public. This trend of events may be a discouraging factor that prevents heads of the schools investing so much in certain activities. The lack of market for their produce, limits production to subsistence production. Salamats came out with a finding that most schools engage in hiring out of schools places and brass band services for a fee as well as organizing drama show and sports for a fee. Majority of the heads and bursars Salamat interviewed engaged in levying parents for projects and other services. Salamat also found out that income generating activities that contributed a little to schools' IGF was that of 'hiring out of school places for a fee'. Owusu (1998) was however, of the view that the head of an educational institution has to make extra effort to obtain the required funding by adopting the right procedure which will enable him succeed in obtaining the funds he requires. Commonwealth Secretariat, Module Five (1993, p.10) strongly advised that the head should be proactive in determining, mobilizing and

acquiring financial resources. This as the resource materials put it would ensure the effective implementation of school programmes.

Decision–Making for IGF Activities

Decision-making is important in the life of every individual or group of persons who have something in common. The Encata dictionary defines decision-making as an act of deciding on important matters, that is the process of making choices or reaching conclusions, especially on important matters such as IGF activities. Commonwealth secretariat (1993) defines decision-making as the process through which information, ideas, objectives and knowledge are brought together for action. Commonwealth Secretariat (1993), Module Two, p.52) distinguishes two types of decisions for IGF activities: Routine decisions which for IGF are made through a thorough knowledge of rules, regulations and polices of running schools i.e. decisions are made in consultation with some manuals on running of schools such as a handbook on school administration and management, financial and accounting instructions for secondary schools and training colleges, financial administration regulations and Acts of parliament. The other type of decisions made, as the resource material put it, are unique or innovative decisions which go beyond established procedures.

Participation in decision-making for income generation activities in schools is the involvement of individuals in contributing to goals and sharing responsibly for the goals. According to Mankoe (2002), participation in decision making in schools involve sharing knowledge, information and experiences with others in order to gain their cooperation as with sharing the credit for

achievement. Mankoe (2002) enumerated the following as participants in school decision-making for IGF activities:

1. Head of school
2. Staff members
3. Students
4. Parents
5. Chiefs and elders
6. Benevolent groups/persons
7. District assemblies
8. Community where school is located
9. Past students association.

Mankoe's view is supported by Republic of Ghana (2001, p 60) GES, SMC/PTA Handbook with the same list of participants involved in the generation of income for the school.

The decision-making process as opined by Republic of Ghana (2001) GES, SMC/PTA Handbook involves the following:

1. Assessing the needs of the school and setting priorities
2. Exploring sources of income available in the community and collecting information on possible IGF activities.
3. Analyzing information gathered on possible IGF activities and developing ways of tapping the sources of income.
4. Making choices on set priorities and type of income generating activity to venture into.

5. Monitoring and accounting for income generated.

The process as suggested by the Republic of Ghana (2001) GES, SMC/PTA Handbook is functional when the participants are put into sub-committees with composition including a member from each participating team. Each sub-committee is then put in charge of a specific problem at stake. Mankoe (2002, p27) described some decision-making methods as ranging from unilateral to shared.

1. Unilateral decisions are made by the head based on existing information
2. The head may also seek information from subordinates and then make decisions alone.
3. The head could also consult with relevant subordinates individually, soliciting their ideas and suggestions and then make decisions
4. The head could also consult with the group to obtain their collective ideas through discussion and then make the decisions which may or may not reflect the subordinates' influence.
5. Shared decisions are made through consensus building, the head shares the problem with the group and the group decides.

The challenging question posed by the Republic of Ghana (2001), GES/ SMC/PTA Handbook as the way forward can be found in the following steps:

1. There is the need to review previous income generating methods
2. Heads and other stakeholders should embark on new income generating activities

3. There should also be an effort at mobilizing parents to get them actively involved in income generation activities.

Management of School Funds

Management of school funds is one of the major tasks of a school head. According to Commonwealth Secretariat (1993), the success of school programmes depend very much on the way the financial inputs are managed. The Commonwealth Secretariat further opined that the proper management of school funds is an important component of good school administration. The secretariat has again stated that funds constitute the nerve centre of the school and that funds must therefore be properly managed for the school to achieve its objectives. The financial and accounting instructions for senior high schools (GES) stipulates that the school head is responsible, through the board of governors to the Ministry of Education, for the financial business of the school. The school head is guided by specific instructions, issued by the Ministry of Education with regard to the spending of and accounting for funds. Some examples of financial and accounting instructions set by the Ministry of Education are that:

- a) Funds released to any school by MOE for a specific purpose should not be diverted for any other purpose.
- b) Spending on a particular item should be done following due process.
- c) There must be approval or authority for spending on an item.
- d) All expenditure incurred should be recorded according to the standard Accounting Practice (SAP)

- e) If there be the need for any expenditure contrary to the approved budget, then a written authority should be sought from the MOE, the governing body or PTA. Commonwealth Secretariat (1993 Module Five, p.40).

Musaazi (1985) identifies three main sources of income as:

1. Tied grants which come from government for specific purposes like salaries, maintenance etc
2. Untied grants which come from donations and stakeholders
3. Mobilized or internally generated funds.

Owusu (1998) stated that government provides financial support to schools in the form of :

- a) Payment of salaries of teaching and non-teaching staff
- b) Grants for fixed assets and current assets
- c) Payment for construction and maintenance of school plant and maintenance of vehicles.

For a school to source these funds the school head is expected to draw up a plan or budget estimates and submit the plan to the appropriate authority for approval before funds are released. Musaazi (1985) defined budgeting as a process of preparing a statement of the anticipated income and the proposed expenditure or in short, a statement of school programmes showing expected revenue and expenditure of the school. Mankoe (2002) makes a clear distinction between a budget and budgeting. According to Makoe, a budget is a financial plan that outlines how funds will be spent in order to achieve the school's programmed

objectives. Mankoe, however, defines budgeting as the formulation of programme plans in terms of financial costs. Mankoe further defines budgeting as a sequence of activities involving the following:

1. Planning the schools' educational programmes
2. Estimating the needed expenditure and revenues for implementing school's programmes.
3. Seeking approval for the programmes and the expenditure.
4. Using the budget to assist in managing the school's operations.

Mankoe enumerated stages of the budgeting process as:

1. Identification of programmes, projects or activities to be accomplished in the budget period.
2. Identification of the resources in terms of manpower, materials and time.
3. Costing of the resources which are the most important aspect of budgeting.
4. Presentation of the budget as stipulated by budgetary guidelines.
5. Obtaining approval.

Budgeting is therefore a process through which schools and other organizations strive to achieve maximum effectiveness and efficiency

Millet (1954) and Adesina (1990) both describe a school budget as:

1. An instrument for planning or a framework for implementation of school programmes

2. An instrument for controlling and evaluating performance since it provides data on rate of expenditure, output and costs.

According to Owusu (1998) preparation of budget estimates should be done in consultation with documents like the following: Financial Administration Decree, 1979; Financial and Accounting Instructions for Secondary/Schools; Training Colleges and Educational Units. Owusu further stated that the budget estimate preparation is guided by fundamental principles like:

1. The principle of limitation of time which enjoins heads of institutions to prepare budget estimates limited to the work programmes that can be accomplished within a fiscal year and that this should be done annually. The principle Owusu explained applies to the recurrent budgets.
2. The principle of limitation of powers which requires the head to consult his superiors before adding new items to the budget; the head has to seek approval or authorization for such a new demand
3. Zero budgeting is one other principle that should be heeded to in budget preparation. The budget should be based on present condition of the school or institution, current demands of the school and current cost.

Adesina (1990) explained that when fresh demands are put in a budget it portrays a sense of responsibility as the head is seen to be planning for the further development of the school and projecting this development on the budget.

According to Commonwealth Secretariat (1993) Resource material Module five, the most commonly used school budgets are:

1. The school master budget; the overall financial and operating plan for a fiscal period which is usually prepared annually.
2. The school capital budget which covers major expenditure on capital assets such as buildings. This type is at times called capital improvement budget or development expenditure as Millett (1954) put it and according to Millett it is prepared for major projects which may require pre-financing by a contractor to allow payment over a few years but not in one fiscal year.
3. The other type is departmental budget which the resource material described as a budget containing term inputs from heads of department slated for the master budget. Owusu (1998) pointed out that in Ghana a new format for preparation of budget estimates has been introduced which took effect since January 1999 as culled from MOE circular No B/1/99, dated June 15, 1998. The Medium Term Expenditure Framework (MTEF) as Owusu (1998) put it integrates the traditional capital improvement expenditures and the recurrent expenditures into a consolidated budget. According to Scott (2003) the concept of MTEF recognizes the limited resources of government institutions like the school and therefore aims at ensuring that the utilization of resources are linked to priorities and set objectives. Scott also maintained that MTEF addresses the weaknesses of the previous budgeting system

such as incremental budgeting, arbitrary cuts in estimates, avoidance of the separation of recurrent and development aspects of the budget, and improving transparency in the system of budgetary allocations. The budget includes funding from all sources as Scott put it and that its format requires presentation by activities. Owusu emphasized on measurable performance in terms of output and activities which are categorized into the following items and sub-items;

- a) Personnel Emolument - Item 1
- b) Administration - Item 2
- c) Service - Item 3
- d) Investment - Item 4

The Commonwealth Secretariat (1998) stated that the most important stage of the school budget cycle after its approval by the appropriate authority is the effective management of the budget for greater achievement of the mission and objectives of the particular school. The document stated that effective management of the school budget is achievable when the head as the school finance manager and the bursar as the receiver of school funds and responsible for payment of expenses work independently. The bursar as the resource material put it is in the position to verify all receipts and payment order signed by the school head. The Commonwealth Secretariat resource material further emphasized the recording of expenses and income in a series of documents to ensure security in the choice of expenditure and the use of funds. Owusu (1998) supported this idea of security of funds by entreating heads of schools to make efforts to acquire the

basic knowledge of accounting. This Owusu said would put the head in a better position to effectively supervise the work of the bursar. Owusu further stated that the head could then make sure that correct recording of items and other entries are made in the account books. The Commonwealth Secretariat listed some of the accounting documents as:

1. A log or Journal: it is a book that contains a chronological order of all payments made daily
2. A vote book: This book contains orders paid out of any one vote.
3. A statement of expenditure: This reveals how much of the school funds for the various heading or votes have been used.
4. A balance sheet: This is a financial statement of the school at a given time which reflects amount spent on various items or votes in the budget.

Commonwealth Secretariat opined that for effective management of the already inadequate funds, the school head and his accounting officer (bursar) should be guided by some framework for managing school funds. The document listed the following processes which need to be carried out diligently and cautiously following instructions and the regulations that go with them: Revenue collection, banking, bookkeeping, procurement, accounting and auditing.

On revenue collection, Akplu (1995) stated that a receipt book is designed for receiving both cash and cheque and that the receipt should be issued promptly when payments are made in the form of cash or cheque. Commonwealth Secretariat (1993) stated that the receipt is proof of payment and also provides

information for the cash book. Commonwealth Secretariat (1993) described the receipt as a document containing the following information:

Name of drawer

1. Name and signature of payee
2. Date received
3. Purpose of the funds received
4. Form of payment, cash or cheque

Akplu (1995) suggested that money kept over night before banking should be kept under lock and key. This suggestion is supported by the instruction on custody of cash as stipulated by Financial and Accounting Instructions for Secondary Schools, Training Colleges and Educational Units (FAI). Commonwealth Secretariat (1993) stated that money sent to the bank can be deposited in a current account, savings account or as a fixed deposit but advised that excess revenue be deposited in a fixed deposit account to generate some interest. The FAI stipulates that all bank accounts should have two or three signatories and two persons must sign before a cheque or cash withdrawal can be honoured. Wood and Sangster (2000) advised that when a cheque is filled, the details should be copied on the counterfoil which should be kept for record purposes.

Bookkeeping is necessary to enhance planning and overall financial performance of schools. Meyer (2008) describes bookkeeping as a process of recording financial transactions or the art of recording the money received and

spent by an individual, business or organization like the school. Meyer outlined the bookkeeping steps, which is supported by instructions in FAI, as

- a) Recording of transactions in a journal
- b) Transfer of amounts from various journals to general ledger i.e. posting
- c) Computing to check whether debit balance equal credit balance i.e. a trial balance.

Commonwealth Secretariat (1993) described the following documents as essential for a school for the effective handling of funds:

1. Vote book: Which is described as a book in which all money approved by budget to be expended per term is recorded to help safeguard against over expenditure.
2. Vouchers: A voucher is described as a document which shows details of transactions in the school such as the amount and purpose of payments as well as the account against which the payment is charged, with the approval of the school head.
3. Local Purchase Order (LPO): The LPO is described as a document used for the identification and authorization of local purchases voted for in the school budget, and that it is supposed to be kept under lock and key to prevent misuse (an FAI instruction).
4. Cash book: According to the Commonwealth Secretariat, a cash book is the book in which daily cash transactions are recorded. The resource

material maintained that accounts must be balanced daily in the book to update daily collections and spending.

5. The green book: According to Commonwealth Secretarial (1993) the green book, also described as a petty cash book, is a book which contains the names of people given money for purchasing and other expenses together with the amount and other details.
6. Journal: According to Akplu (1995) the word journal means “diary” in French and implying that the journal could be referred to as the accountant’s diary, as it contains a record of daily financial transactions. Commonwealth Secretariat (1993) stated that the journal has two-fold purpose:- Provision of chronological record of transaction and bringing the two aspects of each transaction together before entries are made for easy comparison of debits and credit accounts.
7. Ledger: according to Akplu the ledger gives a quick access to thousands of individual accounts for easy preparation of the trial balance. Commonwealth Secretarial identifies the general ledger and the fees ledger as the types of ledger operated in schools. The general ledger contains all the major items listed in the school’s budget while the fees ledger contains student’s fees payment indicating date of payment, amount and outstanding balance.

Commonwealth Secretariat (1993) stated that one procedure for expending school funds is procurement. The Commonwealth Secretariat suggested that all

procurement should be done in consultation with the regulations and instructions in the FAI, FAR, FAA and the PPA. Cole (2004) suggested that a tender board or a procurement committee should be formed to take care of such expenditure and that any bidding should be executed by the governing body of the school through the finance committee. Cole's suggestion is supported by the FAI instruction on procurement. Commonwealth Secretariat opined that a purchasing requisition should be completed by the user units for their peculiar needs or request from the purchasing unit. Cole (2004) also suggested that all materials supplied should be accompanied by an invoice or a packing slip which itemizes and describes the items being delivered.

Commonwealth Secretariat (1993) described accounting as a necessary tool for decision-making on the financial state and progress of schools. Akplu (1995) stated that the accounting process involves the following:

- a) The preparation of financial statements on income, balance sheets, reconciliation statements and cash flow of the school.
- b) The analysis of financial statements to arrive at some conclusions which facilitate decision-making
- c) The preparation of comprehensive financial reports for study.
- d) Giving financial advice as to what decision board of governors and stakeholders would take based on the conclusions arrived at.

Akplu (1995) alluded to the possibility of errors in bookkeeping by pointing out that, there are some errors which a trial balance may not reveal even

though debit side equal credit side. These errors as explained by Akplu are classified under the following technical names:

1. Error of Omission: A situation where a transaction may not be recorded in the ledger
2. Error of repetition: A transaction may be recorded more than once but still makes the trial balance agree.
3. Error of Principle: That is the principle governing which account must be debited and which must be credited for certain transactions may be violated, such wrong entries can still make the trial balance agree.
4. Error of Commission: This error is made when an entry is made in the account of the wrong creditor or debtor. Such entries can cause confusion between business associates.
5. Error due to complete reversal of entries: The error here is that, though recordings are correct, the accounts have been turned upside down. When such errors occur as Akplu further explained, a suspense account is opened where any difference between the two sides of the trail balance is stored until the error is rectified. This account must disappear when all errors have been corrected.

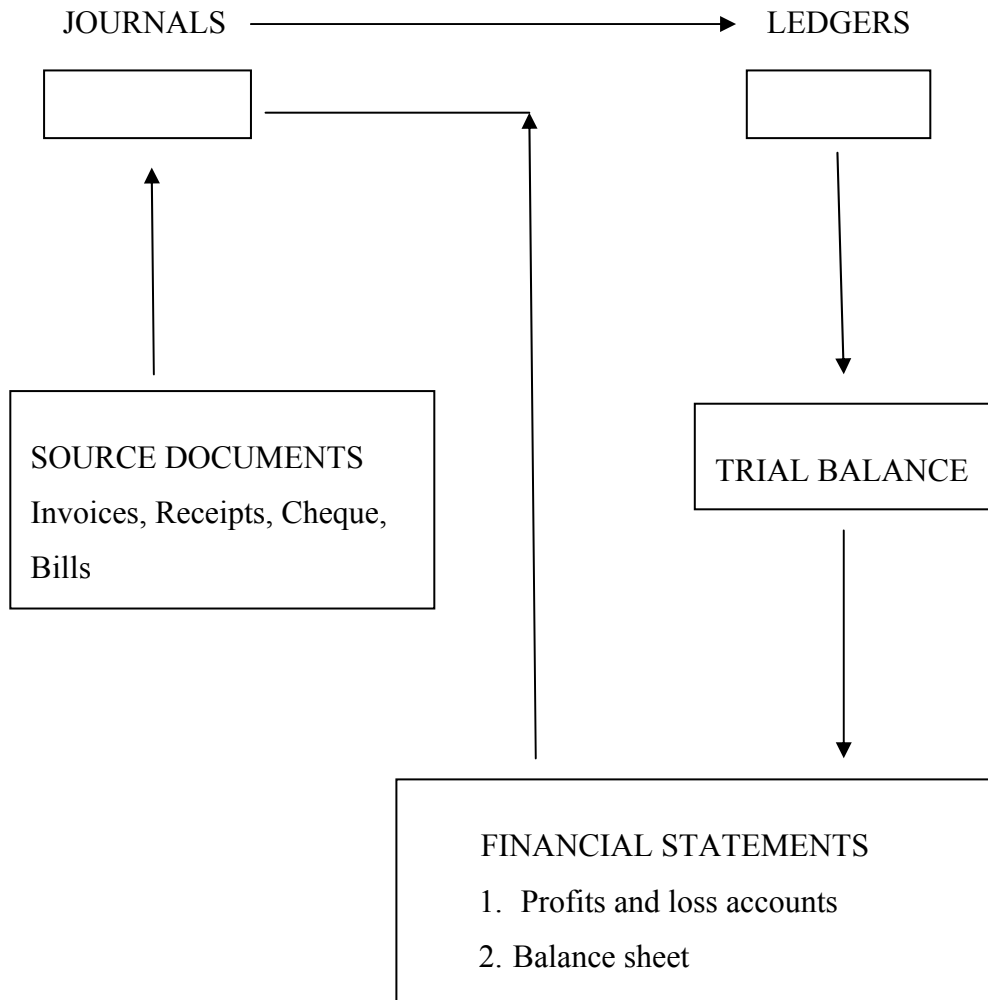


Figure 1 : The Accounting Cycle

Source: Akplu, H. F. (1995)

In reviewing literature on the topic under study, the following major areas which cover the general subject of management of school funds have been discussed: Identification of sources of school funds, concepts and skills in school expenditure and proper school book keeping/ accounting systems. The tail end of the review of literature analyses the objectives and types of school accounts auditing and discusses the stages in the process involved.

Commonwealth Secretariat (1993) explained that auditing school accounts is the final stage in the process of managing school funds and that, at the end of each financial year or budget period the school head is mandated to prepare and present to the school governing board an audited financial report. This the secretariat put it should give a true and fair view of the financial position of the school for that period.

In Ghana, accountability is a constitutional requirement (Art. 37(1) of the 1992 Constitution of the Republic of Ghana). The financial administration regulation (2004) LI 1802 explained that accountability means decision makers at all levels must be held accountable for the exercise of the authority (flexibility) provided to them. Commonwealth Secretariat (1993) stated that financial accountability is one of the major responsibilities of the school board of governors and the school head. Article 187(2) of the Audit service act 584 stipulates that accounts of all public institutions like the school be audited and reported on by the Auditor-General.

According to Commonwealth Secretariat (1993) the main objective of auditing is to enable the auditor to form an opinion on the accuracy of the financial statements prepared by the school for a given period. The Secretariat further stated that auditing also helps the head improve the school's accounting system and prevent errors. This as the secretariat put it regrets that the auditor must have the necessary qualifications and personal qualities which would support the independent opinion the auditor forms about the schools' financial statements.

Commonwealth Secretariat (1993) identifies two types of auditing employed in the auditing of school accounts, internal auditing and external auditing. Internal auditing in schools is mandated by the Ghana education service council, intended to ensure regular and frequent checks on the school's financial transactions and records. Commonwealth Secretariat (1993) stated that internal auditing is designed to help management identify weaknesses, uncover bookkeeping errors and also to check the honesty of employees. The internal Audit Agency Act (Act 658, 2003), mandates internal auditors to ensure that financial, managerial and operating information reported is accurate, reliable and timely. The Act further states that auditors should ensure that all financial activities of the MDAs always comply with laws, relevant policies and appropriate standards and procedures. According to the Commonwealth Secretariat (1993) an external audit is used to give the public a true statement of the school's financial position.

External audit is done at least once a year by public accountants from the Audit services, who are not regular employees of the school system unlike internal auditors who may be employees of the GES. The Commonwealth Secretariat (1993) further stated that internal audit is a management function aimed at maintaining efficiency in management of school funds while external audit aims at evaluating ensuring adherence to accepted principles, practices and regulations with regard to management of financial transactions. The secretariat observed that external audit gives a true statement of the school's financial position by comparing current financial statements with those of the previous year

to determine whether the statements are calculated consistently, otherwise a distorted picture is given about the financial position of the school.

Commonwealth Secretariat (1993) stated that although auditing procedures are designed to test accuracy in accounting and to reveal manipulations which might conceal the true financial situation, they are not set to find faults. Commonwealth Secretariat (1993) explained that books of accounts in a school are documents which give evidence of financial transactions and that these books aid the auditor in arriving at a true and fair view of the school's financial standing. Commonwealth Secretariat explained that the general ledger is the primary record in the school's financial statements and consist of figures and daily records of the transactions posted from various journals. The Commonwealth Secretariat described the cashbook as another primary source of evidence that the auditor examines. The cash book the Secretariat explained gives such detail of transactions as, the date, the cash received or spent, a full description of what is bought and cost of items bought as well as the details of the payment voucher and number of cheque used. Other primary documents required by the auditor for verification, inspection and evaluation include payment vouchers, purchase invoices, receipt books, books of inventory and cheque books. These documents, the Commonwealth Secretariat stated is submitted along with other documents including bank reconciliations and bank statements for auditing to establish their validity and reliability.

An audit report is often issued by the auditor after a thorough examination of the school. Intended to advise stakeholders and give recommendations on how

to improve upon their bookkeeping system. Commonwealth Secretariat (1993) stated that there are four types of audit report; unqualified opinion report and a disclaimer of opinion. The Secretariat explained that an unqualified opinion report is a clean report implying that the financial statements presented are free of material misstatements, but a true picture of the school's financial position. A qualified opinion report as the secretariat put it means the auditor encountered one or two misstatements which fall outside accepted accounting principles. An adverse opinion is said to indicate that the financial statement presented for auditing was materially incorrect, inaccurate and unreliable for a fair assessment of the financial position of school. As the Commonwealth Secretariat put it, it may occur due to misappropriation or misapplication (budget irregularities). A disclaimer of opinion on the other hand is explained as a report issued when the auditor is unable to complete his work due to some hindrance like access and lack of evidence. In summary the Secretariat stated that the audit report should be clear, constructive and concise. That it should also point out in writing to the authorities (board of governors) the following:

1. Any weakness/strengths in the accounting system of the school
2. Deficiencies in the financial control system
3. Inadequacies in the financial policies and practices
4. Non compliance with accounting standards and legislation.

Commonwealth Secretariat (1993) further stated that the auditor also raises queries to the head of the school when any errors are located in the

financial statement. Where the school head fails to answer all the queries satisfactorily the auditor will then present a qualified audit report.

Management of School's IGF

Commonwealth Secretariat (1993) mentioned a variety of ways of mobilizing financial resources commonly used in schools. These sources of funds include:

1. A special education development levy by the community within which the school is located.
2. Fund raising functions, involving activities like raffles, drama, concerts, charity walks, collecting various items and auctioning them, cash donations.
3. Contributions or donation by private companies
4. Special grants by government for specific activities.
5. Sales of school products
6. Borrowing from financial institutions provided security is guaranteed.

According to Commonwealth Secretariat (1993) all funds that are gazette must be expended as government law dictates. At the school level the board of governors decides on specific items to be purchased and as the secretariat puts it, accounts for funds expended. Tuition and other school fees are examples of internally generated funds that are gazette. The Commonwealth Secretariat explained that PTA funds are not government gazette fees but voluntary contributions and other levies as decided in a general meeting of the PTA. According to the Secretariat the amount to be paid is approved by the board of

governors of the school. The Secretariat further states that the school head is responsible for the collection and banking of funds and is accountable to the executive of the PTA committee and the members of the PTA. The board of governors controls the PTA funds by ensuring that the money is expended in the manner and for the purpose it was collected for. Commonwealth Secretariat (1993) explained that all funds obtained from other sources, gazette or non-gazette, are controlled by the school governing body, the board of governors who approves their expenditure.

Summary

A number of issues emerged from the review of literature. The literature revealed that funds received from central government and other sources have been found to be insufficient for financing the work programmes of schools in Ghana. Heads of senior high schools have therefore been encouraged to endeavor to generate their own funds internally to supplement what they get from their regular or traditional sources. The issue of effective and efficient management of IGF by heads of the schools also emerged, so that great returns could be earned for their schools. The issue of control measures necessary for efficient disbursement of IGF also emerged. These issues call for the need to assess the sustainability of IGF activities in senior high schools.

The present study was therefore an attempt to:

1. find out the type of internally generated funds (IGFS) in the schools;
2. establish the degree of participation of the stakeholders in the management of IGF activities in the schools;

3. find out how IGFS are disbursed in the schools; and
4. assess the sustainability of IGF activities in the schools under study.

CHAPTER THREE

METHODOLOGY

The purpose of this study is to find out how internally-generated funds (IGFs) are managed in senior high schools (SHS) in Sunyani in the Brong Ahafo Region of Ghana. Towards this end, this chapter describes the methods used in executing the study. In particular, the research design, population of the study, the sampling procedures, research instruments and the procedures used in the analysis of data collected are described.

Research Design

The research design employed in the study is the descriptive survey. It is descriptive in the sense that the topic is generally concerned with the current status of IGFs in schools. The research is aimed at collecting data to help find answers to the research questions posed on the current status of IGFs in schools. Best and Khan (1998) relates descriptive research to the determination of the nature of prevailing conditions, practices, attitudes and processes that are taking place or trends that are developed, exactly what this research is up to. According to Cooper and Schindler (2001), a descriptive study is a typically structured one with clearly stated hypothesis or investigative questions. Cooper and his colleague also stated that the research objectives of this method involves description of

phenomena or characteristics associated with the subject population and this answers the questions who, what, when, where, and how of the topic. The research questions posed demand answers to such question, making it descriptive as the theorists suggest. One advantage of descriptive survey is that it deals with phenomena as they occur naturally.

The study does not involve manipulation of variables but mere description of them as they occur (Cooper and Schindler 2001). The design is also cheaper and easier to conduct since it employs non-probability samples.

The demerits of descriptive surveys are that there is little control over important variables like showing any cause and effect relationships. A descriptive survey merely counts a representative sample and then makes inferences about the population as a whole. In spite of the weaknesses of the descriptive survey design it is the most appropriate for this research since it will help in fact-finding on IGF as well as making prediction for future development.

Population of Study

The target population for the study comprised senior high schools in the Sunyani municipality schools that were involved in income-generating activities. Three schools were observed by the researcher to be engaged in IGF activities, namely:

1. St James Seminary/Senior High School
2. Sunyani Senior High School
3. Twene Amanfo Senior High/Technical School

The schools were represented by the heads and accounting officers, assistant heads and heads of department who were directly involved in IGF activities. In all 24 staff were involved out of who three were females, one headmistress, one assistant headmistress and one head of department. Student leaders who managed co-curricular activities with the assistance of the aforementioned teaching staff were also involved. Thus, four student leaders were chosen from each school making a total of 12 students, including three girls who were given the questionnaire to answer. A total of 36 respondents were thus selected as representatives of the schools under study.

Sampling Technique

In the case of the schools, a census selection was done; all of these three schools were involved. The sampling technique employed in selecting the respondents was purposive sampling a non-probability sampling method. The method involves picking units on the basis of the characteristics as Kumeckpor (2002) put it. The sampling involved selection of respondents from the three schools such as selection from assistant heads, heads of department and student leaders who are specific identifiable individuals and groups within the schools.

Research Instrument

Observation and questionnaire were used as the main research instruments. The observation involved watching, listening and recording whatever was observed. Observations made were rather unstructured since the observation did not follow any organized procedure. The methods of recording

used were writing down information verbatim by summarizing the vital information in the statements picked from respondents and taking photographs of IGF activities in the school.

This method was employed because it helped provide information which could not be obtained by administering questionnaire. The method also provided information in its natural form. Observation helps provide first hand information on the subject and also reduces cost of getting information. Notwithstanding these merits as Best and Kahn (1998) explained there are some limitations of observation such as its inability to cover extensive events, provide information about the past and future and also its failure to uncover opinions or attitudes. In this case it cannot offer quantitative generalizations on the results.

This prompted the researcher to use a second instrument; a questionnaire, which is a list of questions relating to the research questions. Separate questionnaire were used to gather information from both teachers and students.

The questionnaire format included a title, a preamble, instructions for filling the questionnaire and then the main body which had four sections on the questionnaires for teachers with only two sections on that for student leaders. The four sections on the questionnaire for teachers were respondents' background, school activities, financial activities, and payment systems. The two sections on the questionnaires for student leaders include the background of students and school activities.

The background information had three items while the school activities had six items on the questionnaire for teachers but thirteen on that for student

leaders. Financial activities had five items while the payment systems had one main item with five other items on audit. In all there were a total of thirty five items in the questionnaire.

The questionnaire contained both open and closed questions. Open questions according to Oppenheim (1966), allow respondents to give answers in their own way. The problem with these type of questions is that apart from the ease of setting they are usually difficult to answer and more difficult to analyze as they normally require special coding process. Closed questions on the other hand as explained by Oppenheim are questions which involve choice from alternative answers. Oppenheim said closed questions are easy to answer and that quantification or coding is easy therefore they are easy to analyze.

Saunders, Levis and Thornhill (2007) enumerated six types of closed questions. These types are:

1. The list, where respondents select any item from a list of items
2. The category, where only one response is selected from a given set of categories
3. Ranking, where the respondent is asked to place some items in order
4. Rating, in which a rating device is used to record responses
5. Quantity, to which the response is a number giving the amount
6. Grid, where two or more responses to two or more similar questions can be recorded using the same matrix.

I adopted the list, category and the quantity type of closed questions in this questionnaire because of the advantages that go with them. However, a few open

questions were used to probe respondents further and to obtain ideas in their own language as well as a full account of their feelings.

The preamble of the questionnaire stated the purpose of the study to inform the respondents about the relevance of the questionnaire and to assure them confidentiality of their identities and whatever information they provide. Under the instructions section respondents are urged to give honest responses, comments and suggestions in spaces provided for the purpose. The background section of the questionnaire requested data on the respondents. The respondents were required to indicate their gender and their school.

The gender helped the researcher in identification of respondent categories. Under school activities on questionnaire for teachers, item 4, 5, 6, 7 requested for some demographic data. Item 4 requested for the population of the school with four sub items on student population, teaching staff, non-teaching staff and casual labourers population. Item 5 requested for how funds were raised to pay the casual labourers, while items 6 and 7 were interested in the total land area of the school and what portion of it is available for economic development. Item 8 and 9 of this section asked respondents to list economic activities and social activities they carried out in their respective schools to generate income internally.

The section tried to find out the following:

1. Population characteristics of the school
2. Available land size for economic activities

3. A list of economic and social activities available for income generation in the schools.

Under the school activities on questionnaire for students, items 3 to 12 requested for information on student's co-curricular activities. Item 3 requested for a list of co-curricular activities in schools while item 4 wanted the frequency of occurrence and item 5 sought the source of funding these activities. Items 6, 7, 8, 9 and 10 required the respondents to indicate whether they do budget on co-curricular activities or whether they have any form of record keeping and their mode of expenditure control. Items 13, 14 and 15 required the respondents to state whether they were involved in income generating activities in their respective schools. Items 14 and 15 which were sub items requested a list of such activities, if not they were to give reasons why they were not engaged in income generating activities.

The section of school activities, under the questionnaire for students tried to investigate the following:

1. List of co-curricular activities in the schools
2. The frequency of occurrence of these activities
3. Source of finance for the activities
4. Adherence to financial administration rules and regulations
5. Problems with funding if any
6. Student's involvement in income generating activities
7. Head of school's support for such activities

The financial activities section under the questionnaire for teachers is made up of five items. The section dealt with respondents' knowledge and observance of financial administration rules and regulations regarding disbursement and expenditure of funds as well as budget preparation. Item 10 required respondents to indicate whether they normally prepared a budget on internally generated funds while items 11 requested for the mode of disbursement of funds if they did not. Item 13 probed into the mode of release of funds for expenditure. Respondents were required to tick as many as reflected how they felt funds were released from a list of sub items which read:

- a) Release the whole budget amount to operating agencies.
- b) Release funds against payment vouchers or receipts.
- c) Release funds periodically as per monthly or quarterly budget.
- d) Ensure that procurement procedures were complied with before funds were released.

Item 14 under the financial activities section required respondents to indicate how they maintained their cash receipts and disbursement system by ticking, as applicable from a list of sub items which read:

- 1. Maintain control and record of cash receipts.
- 2. Maintain periodic reconciliation of bank statement.
- 3. Provides periodic cash account (e.g. petty cash)
- 4. Maintain checks to ensure proper treatment of transactions in account
- 5. Ensures that each transaction has supporting document.

6. Keep record of exchange rate.

The financial activities section wanted to find out respondents' views regarding disbursement and expenditure of school internally generated funds. In particular, information was elicited on the following:

1. budgeting
2. financial administration regulation (F A R)
3. financial administration instruction for schools and colleges (FAI)
4. Public procurement law.

The payment systems section of the questionnaire for teachers had six items. Items 15 requested for the mode of payments employed in transactions. Respondents were to tick the appropriate mode(s) from 4 sub-items which read; by cash, by cheque, by letters of credit or by banker's draft. Item 16, 17 and 18 bordered on audit of accounts while items 19 and 20 were set to find out if the schools do have any organized form of financial committees.

The payment systems section dwelt on the following factors:

- a) Mode of payment in transactions
- b) Internal audit
- c) Decision-making

Pilot Test

The instrument was pilot tested to find out the validity, clarity and reliability of the instrument used. Cooper and Schindler (2001) stated that subject's perceptions may reduce the usefulness of a design and that the influence of such perceptions on the outcome can be compared with the case of the

Hawthorne studies of the late 1920s. They were quick to add that validation strengths and weaknesses should be examined and the end result qualified accordingly. A pilot instrument was thus carried out in one of the selected schools to assess the validity in relation to questionnaire. The pilot test was done in one of the selected schools to help uncover opinions and attitudes which according to Best and Kahn (1998) are some limitations of observation as an instrument.

Validation of the questionnaire was done to ensure adequate coverage of research questions or objectives. To do this, the draft questionnaire was discussed with colleagues as to which items in the questionnaire were essentially useful or unnecessary. The draft questionnaire was then given to a M.Ed. graduate who helped in reviewing the questionnaire giving valuable comments on how representative or suitable the questionnaire was. The questionnaire was further reviewed by the researcher's supervisor. The supervisor, for example, suggested that some of the items be restructured to allow respondents pick as many responses as possible. Items 13, 14 and 15 were reframed to include the instructions "tick as applied to you, or as appropriate"

A reliability coefficient was computed to estimate the reliability coefficient of the instrument. The instrument was piloted in one of the schools under study to ascertain internal consistency of the items within the questionnaire such as the consistency of correct interpretation of the items by the respondents. This involved correlating the responses to each item in the questionnaire with responses to other items in the same questionnaire. The Cronbach's alpha level coefficient was computed. The pilot test was done between 13th - 30th April 2008

using the questionnaire reviewed by the researcher and colleagues and the results were scored. The reliability coefficient was found to be .75. The researcher solicited verbal comments on the respondents to check clarity, ambiguity, omissions or ease with which questions were answered.

Data Collection

The questionnaires were personally administered to the respondents. A letter of introduction from the Institute for Educational Planning and Administration (IEPA) was used to seek permission from the school heads to undertake the study in the three schools. The heads of school introduced the researcher to all potential respondents to answer the questionnaire faithfully and objectively.

The questionnaire were given out for a week, 20th – 27th September 2008 to all respondents to allow them time and to secure their cooperation, especially given any operational constraints that might restrict their availability. I also used existing contacts through colleagues to gain access to the school. My familiarity with the respondents assured them of my credibility and this helped to overcome some organizational concerns about amount of time or resources involved in the request for access, the sensitivity of the topic (i e., negative implications), the confidentiality of the data and the anonymity of the organization or the respondent. This strategy was culled from Saunders, Levis and Thornhill (2007).

Data Analysis

The data collected with questionnaire were edited and coded using SPSS software. It was then analyzed using descriptive statistics and presented by setting frequency tables and percentages. The results of the analysis have been discussed in the next chapter under the following headings:

- 1 Responses from students on co-curricular activities in the school
- 2 Responses from teachers on school activities including financial activities such as payment systems
- 3 The main issues analyzed from the study, which was the specific objectives which led to solutions for the research questions, such as:
 - (a) The type of IGF activities going on in targeted schools in the Sunyani municipality
 - (b) Extent of students and staff involvement
 - (c) How IGFs are disbursed and what benefits are derived.
 - (d) Sustainability of IGF activities in the schools.

Most of the questions were closed questions which required a yes or no or a tick and no tick. The positive answers to such items were coded (1) and the negative's coded (0). This made the coding quite easy. The open questions or items were not coded as they required listing of items by respondents for an answer.

Results of the analysis of responses from students on co-curricular activities in the school were discussed under the following subtopics:

1. Distribution of respondent by school. This looked at the sample size and composition of students, who participated in the study. This also adds to the validity and reliability of the instrument used in terms of coverage or representation.
2. Distribution of respondents by sex, a pie chart was used to give a clearer picture of the male/female representation.
3. Co-curricular activities in the schools.
4. Responses on organization and management of co-curricular activities. The table of results was used to develop a bar chart which gave a clear comparison between percentage responses on support from heads of school for such activities and percentage responses on problems of funding. The dependent variables were in percentage and the schools under study were the independent variables.
5. Responses on student involvement in income generation activities.

The data obtained were presented as frequency percentages. The percentages were used since they gave a better explanation to the problem under discussion. The data on teachers concerning school activities including financial activities such as payment systems were discussed under the following sub-topics:

- a) Distribution of respondents by sex, a pie chart was used to clearly show the representation of participants in the study by sex who were teachers.

- b) Distribution of the school population, a table of responses on breakdown of the school's population of non-teaching staff versus casual labour was compared while student population was compared with that of the teachers.
- c) The tabulation of land size per school was also prepared and the percentage of land available for economic development computed. The economic activities each school engages in were listed.
- d) Tabulation of responses on budget preparation for expenditure on IGF was prepared for analysis. The analysis was based on percentages.
- e) Another table was prepared for responses on the mode of release of funds. The frequencies of responses against the items were described using percentages.
- f) Responses on each cash receipt and disbursement system was also prepared. The frequencies against the sub items were converted to percentages and then analyzed.
- g) Responses on modes of payment in transactions were also a frequency/percentage table which indicated the payment system the schools under study use.

Tables 8, 9 and 10 were also frequency distribution tables which bordered on record keeping systems and meetings for financial discussions. All the statistical descriptions given above were summarized and used to answer the research questions/ objectives. According to Creswell (1994) descriptive statistics involves tabulating, depicting, and describing collections of data i.e. it provides

simple summaries about the sample of study and the measures. Descriptive statistics help researchers summarize large amount of data in a sensible way using a single indicator.

The second instrument, observation involved taking pictures of some IGF activities of the school under study to give first hand information in its natural form to confirm what came from respondents, as captured in plates 1, 2,3,4,5 and 6. I also managed to go through some desktop information from the schools to ascertain the facts of the responses gathered to be sure of reliability and validity of these responses.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter organizes the findings of the study and discusses them. The results are discussed under the following headings:

- 1 Responses from students on co-curricular activities in the schools.
- 2 Responses from teachers, bursars and the school heads on school activities including financial activities such as payment systems.
- 3 The main issues analyzed from the study leading to answers of the research questions posed.

Responses from students, on co-curricular activities in the selected schools.

Distribution of Respondents by School

Four students, being prefects or committee members, were selected from each school. The selected schools were St. James Seminary/high school (J), Sunyani Senior high school (S) and Twene Amanfo Senior high/technical school (T). In all 12 students consisting of 3 females and 9 males were involved in the study.

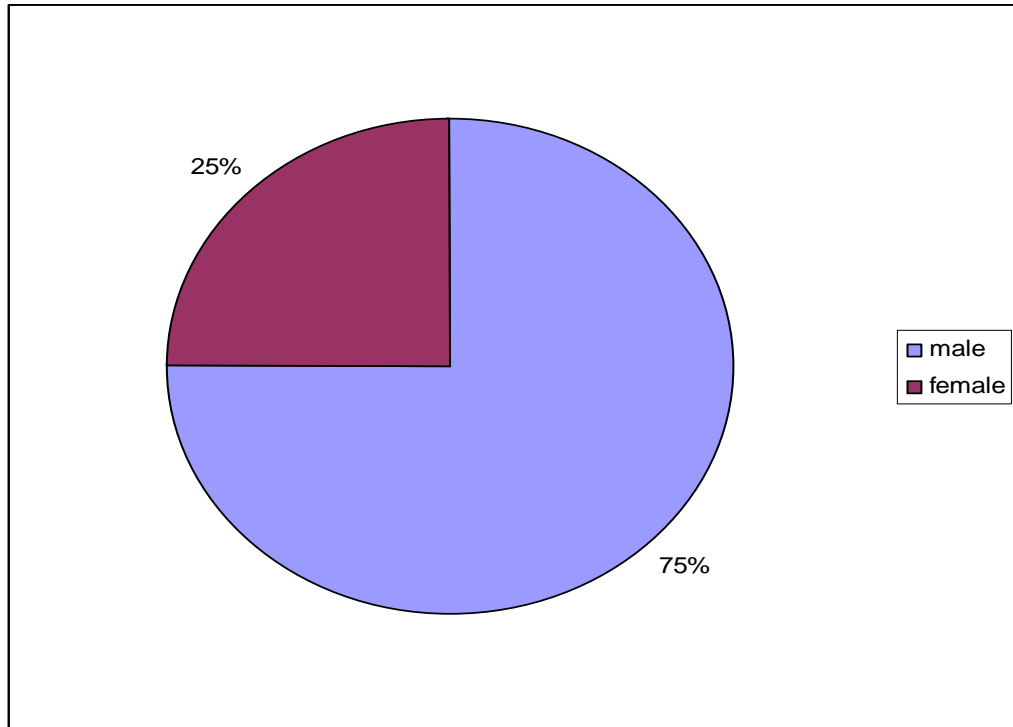


Figure 2: Distribution of student respondents by sex.

Figure 2 indicates that 25% of the student respondents were female while 75% were males. The low representation of females was due to the fact that school J was a single sex (male) school.

Co-curricular activities in school

The study revealed that the following co curricular activities existed in the selected schools, as stated by the respondents:

1. Sports and athletics
2. School choir (singing)
3. Debates and quiz competitions
4. Cadet Corp (army unit)
5. Entertainment

Ozigi (1995, p. 58) outlined the importance of co-curricular activities in school. Ozigi stressed that co-curricular activities allow students better use of their leisure time, arouse student interest in certain vocations, they provide unique opportunities for character training, contribute to student self expression and also promote physical, mental and emotional health of the student. Ozigi, on this note, emphasized the need for proper organization and management of co-curricular activities in school.

Table 1

Organization and Management of Co-curricular Activities

School	Activity/responses					
	Source of funds	Prepare Budget	Controller	Record keeping	Funding problems	Support from head
J	Dues	100%	Patron	Book keeping	100%	70%
S	Dues	100%	Patron	Book keeping	50%	100%
T	Dues	100%	Patron	Book keeping	50%	100%

Table 1 indicates that all respondents in all the schools paid dues or contribution to finance co-curricular activities. The Table also reveals that student finances were controlled by the patron or teacher in charge of any particular activity. This implies that line communication channel was observed in each school. The Table also indicates that the students of all three schools operated some form of book keeping system where all income and expenditure were recorded. With regard to problems on funding, 100% of respondents in school J indicated that they have funding problems in organization of co-curricular activities. However, 50% of respondents in schools S and T indicated that they face funding problems. The implication is that students got very little financial support from the head of the school. The table also indicates that 100% of respondents in school S and T respectively got support from the head of the school while 70% of respondents in school J stated that that they got support from the head of the school.

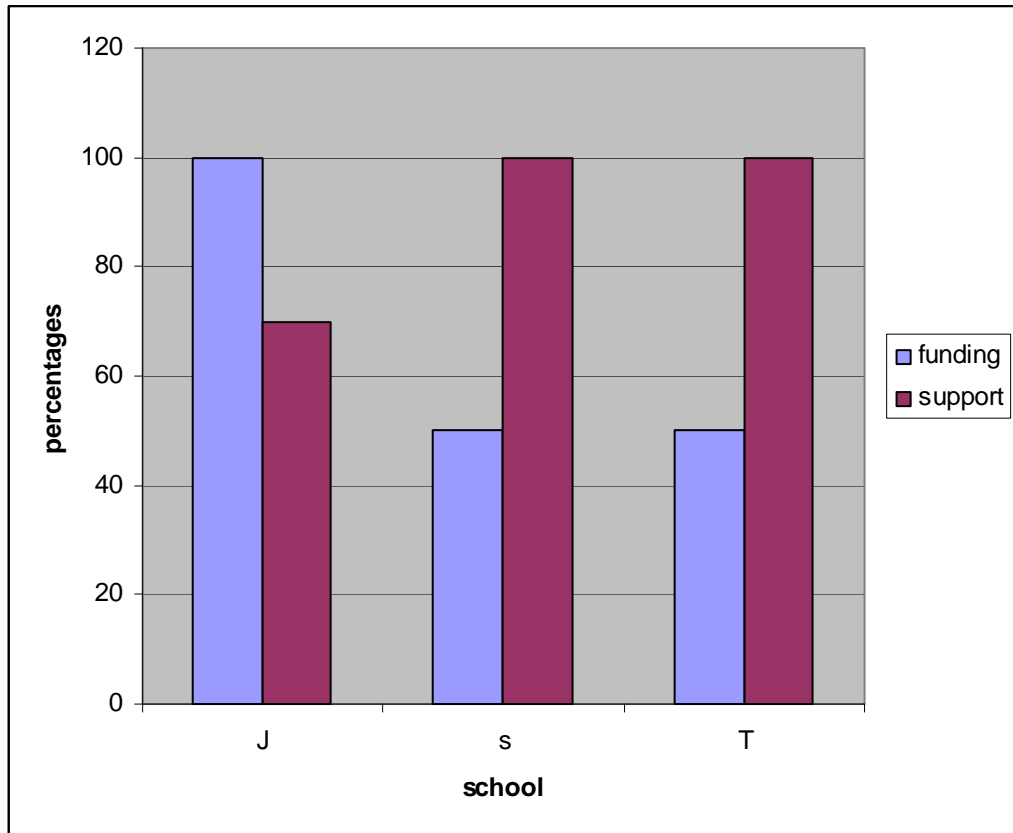


Figure 3 : Bar chart showing responses on funding problems and support from heads of schools

The respondents stated that help given by their heads of institution was in the form of provision of transport for field trips outside Sunyani. There was no indication of provision of financial support from the head.

Table 2

Students' Involvement in Income Generating Activities

School	Frequency	Percentage
J	0	0
S	3	75
T	4	100
Total	7	58.3

Table 2 indicates the number of respondents who were involved in some income generation activity in school. The Table reveals that school J showed no involvement of students in income generating activity, while school S and T respectively indicate 75% and 100% involvement of students in such activities. An average of 58.3% of the respondents from all three schools was involved in some form of income generating activity. This shows that on the average, students were involved in some income generation activity in their schools which suggest that income generation activities went on in the schools.

The respondents indicated that they were engaged in activities such as printing of sports wear for sale, design of school magazine, making pastries as well as woodwork and metalwork designs for sale. Reason given for non-involvement in income generating activities was lack of sufficient time for such activities.

Responses from Teachers on School Activities including Financial Activities such as Payment Systems.

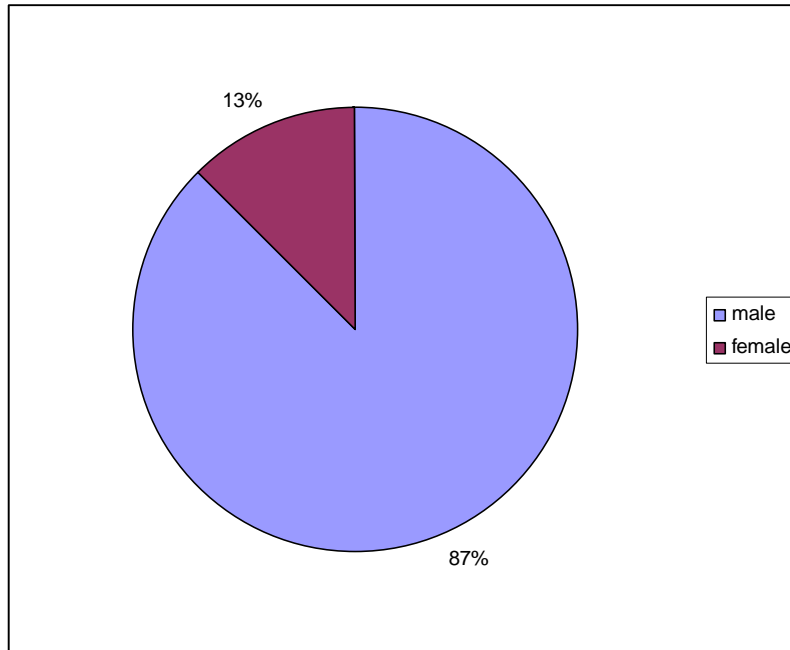


Figure 4 : Distribution of teaching and accounting staff respondents by sex.

The pie chart reveals that only 13% of respondents were female representing 3 out of 24 respondents who participated in the study.

Table 3

Distribution of School Population

School	Population			
	Students	Teachers	Non-teaching staff	Casual labour
J	650	27	40	6
S	1500	68	70	5
T	1500	76	27	2

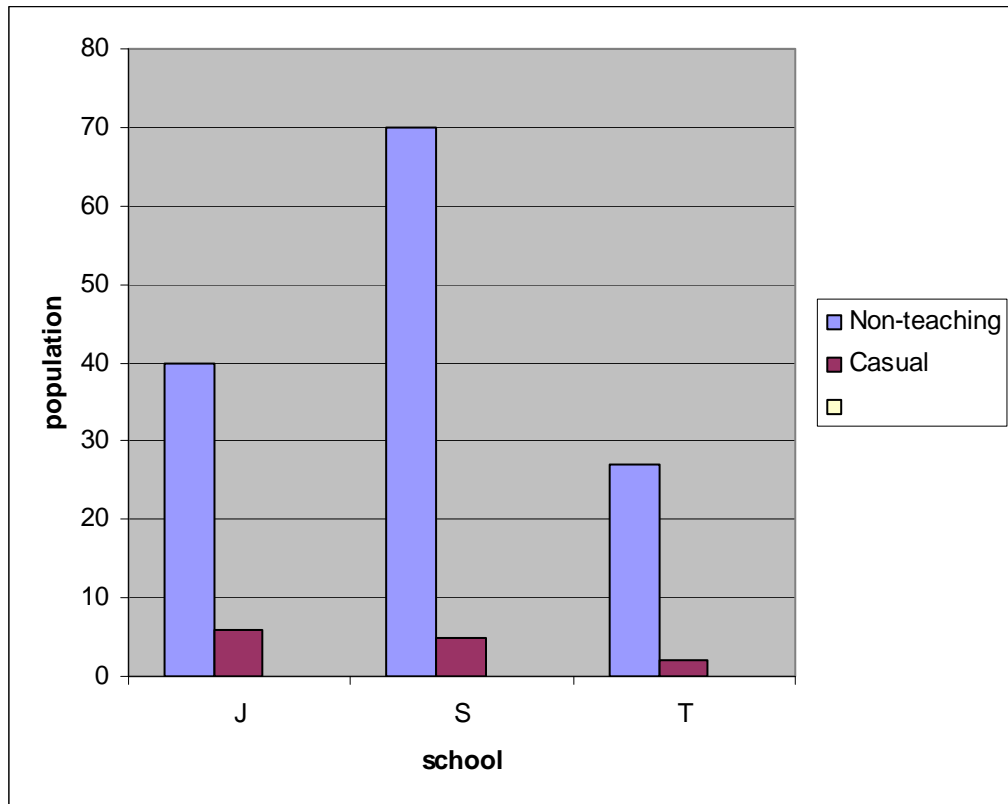


Figure 5: Bar Chart showing non-teaching staff and casual labour population

Figure 5 indicates that school J and S had almost the same number of casual labourers which may be linked to the fact that they are boarding schools. School T, a day school, had only 2 casual labourers. The number of casual labourers employed could be related to the amount of work available or restriction to quota. Respondents indicated that casual labourers were paid from the Parent Teacher Association (P. T. A) Fund.

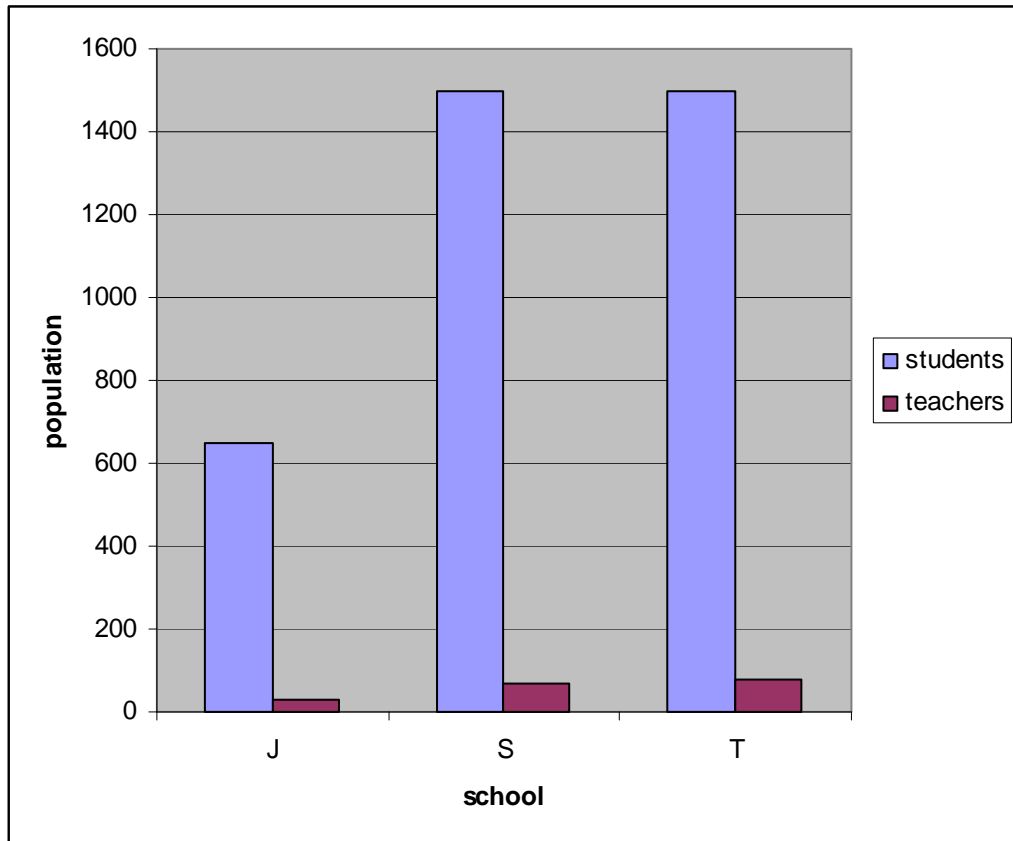


Figure 6 : Bar chart on teacher/student population

Figure 6 reveals that the teaching staff population is proportional to the student population. The non-teaching staff population deviates from this trend as school T falls out. The non-teaching staff population relates the boarding status of the schools as revealed by the small number of non-teaching staff in school T, in spite of its great student population.

Table 4

Distribution of Land Size

School	Total area (Acres)	Area for econ. Dev.	Percentage
J	225	70	31.1
S	140	40	28.6
T	12	0	0

Table 4 reveals that school J had the largest land size with 31.1% of this land available for economic development. School S had 28.6% of its land size available for economic development while school T had no portion available for economic development. The trend explained why schools S and J were into agriculture while school T was into technical activities for income generation.

The only social activity mentioned by respondents for income generation was speech days and anniversaries. The study revealed that the schools were involved in the following economic activities for income generation:

Respondents in school J indicated that they were involved in livestock production and palm plantation. It was observed that school J was also involved in tree and orange plantation as captured by the camera; Plate 3 and Plate 4. Respondents in school S indicated that they were involved in cashew plantation, vegetable farming, poultry keeping, livestock and some species of tree plantation, Plate 1. Respondents in school T were involved in car maintenance, metal work designs, furniture production, visual art products like tie and dye materials and catering services.

Financial Activities

It was observed that only the head of the school and accounting officer answered questions under this section of questionnaire confidently. The other respondents consulted the accounting officer before answering the questions.

Table 5

Response on Budget Preparation for IGF by Teachers, Bursars and Heads of School

School	Responses				Type of budget
	Yes	No	No response	Percentage	
J	8	-	-	100	Departmental budget
S	8	-	-	100	Income and expenditure
T	8	-	-	100	-

The responses in Table 5 revealed that all the three schools under study prepare budgets on internally generated funds. The Table also reveals that budgeting was done at various levels of the organizational structure of the schools as indicated by the respondents. Respondents in school T failed to indicate the type of budget they prepare.

Table 6

Mode of Release of Funds

Item	Frequency			Percentage
	J	S	T	
School				
Release whole amount	-	-	-	-
Release by receipts	8	8	8	100
Release periodically	2	-	-	8.3
Release by procurement procedures	8	8	8	100

Table 6 indicates that 100% of the respondents release funds by receipts and by procurement procedures. This is in conformity with Ghana Education Service (GES) financial and accounting standards on receipts and procurement. There was 0% for release of whole budget amount and 8.3% for periodical release of funds to transaction partners or spending officers.

Table 7

Cash Receipt and Disbursement System

Item	Frequency			Percentage
	J	S	T	
Control and record of cash	8	8	8	100
Periodic reconciliation of bank statement	8	8	8	100
Periodic cash account (petty cash)	8	8	8	100
Proper treatment of transactions in a/c	8	8	8	100
Transactions with supporting documents	8	8	8	100
Keeps record of exchange rate	2	-	-	8.3

Table 7 is an illustration of respondents' control of transaction and accounts. Positive responses from respondents of all three schools were 100%. The Table indicates that only school J kept record of exchange rate because of its link with the Roman Catholic Church. Respondents indicated that there was proper control of transactions and account in the schools. This reveals good financial management practice in the schools under study.

Table 8

Payment System

Item	Frequency			Percentage			Average
	J	S	T	J	S	T	
Payment by cash	3	2	2	37.5	25	25	29.2
Payment by cheque	5	3	3	62.5	37.5	37.5	45
By letters of credit	-	-	-	-	-	-	--
By bank draft	1	1	1	12.5	12.5	12.5	12.5

Table 8 shows the payment systems employed in the schools under study. Respondents indicated that an average of 45% of them make payments by cheque, 29.2% by cash and 12.5% make payments by bank draft. No transactions were done by letters of credit. The respondents indicated that all the three systems of payments were concurrently used.

Table 9

Audit System

Item	Frequency			Percentage			Average
	J	S	T	J	S	T	
Yes	8	8	8	100	100	100	100
No	-	-	-	-	-	--	-
No response	-	-	-	-	-	-	-

Table 9 indicates that all respondents gave positive responses that their schools have some system for auditing their accounts. Respondents stated that auditing is done at least once a year and up to thrice a year.

Table 10

Query on Record Keeping System

Items	Frequency			Percentage			Average
	J	S	T	J	S	T	
Yes	2	2	2	25	25	25	25
No	1	3	-	12.5	37.5	-	16.7
No response	5	3	6	62.5	37.5	75	58.3

Table 10 indicates that on the average 58.3% gave no responses, reflecting the fact that these respondents were not directly involved in such financial matters as auditing. An average of 25% indicated that they have ever been queried on their record keeping system. These respondents were observed to be either heads of school, accountants or assistant headmasters/headmistresses who were directly involved in such financial matters. On the average only 16.7% of the respondents indicated no queries. All three schools have ever been queried on their record keeping systems.

Table 11

Meeting for financial discussions

Item	Frequency			Percentage			Average
	J	S	T	J	S	T	
Yes	3	3	3	37.5	37.5	37.5	37.5
No	3	1	1	37.5	12.5	12.5	20.8
No response	2	4	4	25	50	50	41.7
Total	8	8	8	100	100	100	100

Table 11 indicates that an average of 37.5% of respondents gave positive responses on meeting for financial discussion, 20.8% gave negative responses while 41.7% gave no response at all on the issue.

The picture is that respondents are not given a greater representation at such meetings. Respondents who gave positive responses were found to be heads of school, accounting officers or assistant headmaster/headmistress.

Matters discussed at such meetings were given by respondents as: The preparation of accounts; the disbursement of school budget; the collection of school fees; discussions on procurement procedures; the Bank Reconciliation Statement; the response to audit queries; management of accounts; general financial administration.

The Main Issues Analyzed from the Study

The issues analyzed from the dissertation are:

1. Identification of activities that generate income for schools in the Sunyani Municipality.
2. Finding out the extent to which the schools are involved in the planning, implementation, monitoring and evaluation of IGF activities.
3. Identification of benefits derived by the schools from IGF activities.
4. Assessment of the sustainability of IGF activities in the schools.

Answers to Research Questions

Research Question 1: What income generating activities are the targeted schools in Sunyani Municipality Involved in?

The Commonwealth Secretariat (Module five, 1993) stated that apart from central government and some local authorities, schools do engage in activities that generate funds internally. The research question was thus posed to find out the kind of activities that the selected schools in the Sunyani Municipality do engage in to generate income.

The dissertation revealed that the selected schools in the Sunyani Municipality were involved in the following activities for income generation:

1. Respondents in school J indicated that they were involved in livestock production, and palm plantation. Observation results revealed that this school was also into orange plantation captured in Plate 2 and quite recently maize cultivation (Plate 4) as well as tree planting, as in plate 1.



Plate 1 (above) and Plate 2 (below)

Acacia tree plantation (above) and Orange plantation (below)

School (J).

The Acacia plant is used mainly for firewood. When fully grown they are cut into logs and used in the kitchen as fuel for preparing meals. The orange was at the harvesting stage. The fruits are given to students as part of their meal. Excess of it is sold out to generate income for the school.



Plate 3

Palm Plantation (school J)

Matured palm plants at the harvesting stage. The matured palm fruits are usually harvested, for palm oil extraction. The oil produced is used in preparing meals for students. The young palm plants are shown in the second picture.



Plate 4

Maize Farm (school J)

The maize was forming cobs when the picture was taken. The maize is used to feed students.

2. Respondents in school S indicated that they were involved in livestock production, cashew plantation, vegetable farming, poultry keeping and visual art work. Observational results revealed that the school was also involved in tree planting (Plate 5 and 6, p 75).

Plate 5, Cashew plantation, (School S).

The seeds of the cashew plants are collected, bagged and sold to generate income for the school.

Plate 6: Teak plantation (School S). Teak is a plant of hardwood. When fully matured it can be cut for sale or used to make furniture for the school.



Plate 5 (above) and Plate 6 (below)

Cashew Plantation (above) and Teak plantation (below) for school S

3. Respondents in school T indicated that they were involved in catering services, visual art work, furniture production, metalwork designs and car maintenance.

The result as indicated shows that the activities engaged in by the selected schools were either agrarian or technological.

Research Question 2: To what extent are students and staff involved in the planning, implementation, monitoring and evaluation phases of IGF activities?

The question was posed to sought information on the degree of involvement of students and staff on decision-making; a process which according to Republic of Ghana (2001) GES, SMC/PTA hand book involves assessing the needs of the schools and setting priorities, exploring sources of income available and developing ways of tapping the sources of income, making choices monitoring and accounting for the income generated. Mankoe (2002) identified three types of decision-making methods; unilateral, consultative and shared.

The section of school activities, under the questionnaire for students sought; the level of students' involvement in income generating activities, source of finance for their co-curricular activities and whether they follow financial administration rules and regulations. The items of the financial activities section of the questionnaire sought to find out observance of good transaction procedures while the payment systems section of the questionnaire for teachers looks at internal audit and decision-making.

A look at Table 5 indicates that some planning is done on IGFs since 100% of respondents from each school did some budgeting on IGF. Table 3 reveals low student involvement in income generation with the reason that there is insufficient time for such activities. This indicates poor planning and implementation since proper time management could make room for these activities. Such activities could also be considered as part of their practical training sessions or even hobby time.

Tables 6, 7, 8 and 9 reveal that there is effective monitoring and evaluation of IGF activities. The schools maintained good transaction procedures such as the release of funds by receipts and by laid down procurement procedures which scored 100% for each school. All the selected schools indicated that they maintained good control of cash receipts and disbursement systems as well as the use of reliable payment systems; 45% of respondents indicating by cheque, 29.25% by cash and 12.5% by bank draft. All the schools, however, indicated that they have ever been queried by auditors for poor record keeping and this shows proper monitoring and evaluation.

Table 1 indicates that there is little effect of IGF on the social and economic life of the schools since students have to contribute money to fund most of their co-curricular activities. An average of 33% of student respondents indicated that they face funding problems in the organization and management of their co-curricular activities. They indicated that their activities were coordinated by a teacher indicating a consultative form of decision-making at their level. Table 11 reveals that a greater percentage of respondents were not part of the

financial decision-making team, they either gave no response or a negative response. This could imply that the heads of school take unilateral decisions on financial matters.

Research Question 3: What benefits have schools derived from IGF activities?

Republic of Ghana (2001) GES ,SMC.PTA handbook outlined the importance of IGF in schools which included motivation of teachers and students, provision of teaching and learning materials, renovation of existing structures, provision of recreational facilities for teachers and students, provision of transport for teachers and students for field trips as well as ensuring that funds are available to meet the schools' expenditure awaiting grants from government. The question was thus posed to find out from teachers and students in the selected schools the benefit they derived from IGF.

Responses to items under the school activities on questionnaire for students revealed that the following co-curricular activities exist in the selected schools; choir, debates and quiz competition, cadet Corp and entertainment. Table 1, however, revealed that 100% of respondents in school J have funding problems in organizing these activities, while 50% of respondents in schools S and T indicated that they face funding problems. This trend of events indicates that students get little financial support from the school. This is supported by the fact that 100% of the respondents in school S and T acknowledged that they get support from the head of the school while 70% of respondents from school J get support from the head. The respondents stated that their head of school provided transport for field trips but no indication of provision of financial support.

Observation results revealed that IGF was used to motivate teachers in the form of cash as incentive and to provide accommodation, Plate 7 and Plate 8. Observation further revealed that IGF was used for the provision of science equipment. School J contracted the metalwork department of school T to design masses/slotted weights for her Physics laboratory in 2006. Every year the schools fall on IGF for funds to purchase apparatus, specimen and chemicals for the West African Senior Secondary School Certificate Examinations (WASSCE). As Salamat (2007) observed the selected schools are unable to generate enough funds through sale of goods and services to the public. It was observed that all agricultural produce including wood from trees were used for consumption. This in a way helped reduce expenditure and money saved through that was used to start some projects.



Plate 7

Completed staff Bungalows, housing four teaching staff (school J)



Plate 8

Staff Bungalow under construction (school J)

This project, housing for teaching staff, was initiated by the School board and PTA with PTA funds and money from rents charged for accommodation. The structure is at the lintel level.

Research Question 4: What steps are being taken to ensure that the IGF activities continue?

Commonwealth Secretariat (1993) suggested a variety of ways of mobilizing financial resources in schools. The sources of funds mentioned included; setting up an education development levy at the community level, organizing fund raising activities, soliciting funds from philanthropists and companies, sale of school products and borrowing from financial institutions. The Secretariat also stated that all funds must be expended as government law dictates. Commonwealth Secretariat pointed out that auditing is necessary to help the school management identify any weakness/strengths in the accounting

practice of the school, deficiencies in the financial control system as well as non-compliance with accounting standards and legislation.

The research question was thus set to find out steps taken by the selected schools to ensure that IGF activities are maintained following the suggestions and assertions of the Commonwealth Secretariat (1993) on IGF.

The following observations were made on steps taken by heads of the schools to improve IGF activities in the school. The selected schools were observed to have taken steps to protect school lands from encroachment by building walls or planting trees at the boundaries. This would ensure availability of land for economic development. Apart from the palm and citrus plantations, school J was observed to have started a cereal/maize farm from which, according to the head of the school, they hope to get 100 bags. The idea of a cereal farm was muted by the Bishop of the Sunyani Diocese who supplied the school with 20 bags of maize from his farm

Tables 6, 7, 8 and 9 reveal that there was effective monitoring and evaluation of IGF activities. There was 100% indication by respondents that the schools maintained good control of cash receipts and disbursement systems as well as the use of reliable payment systems such as the cheque. Table 10 indicated that 25% of respondents; representing the head of school and accountant, indicated that they have ever been queried on the record keeping systems. These findings indicate a good attempt at maintaining effective and efficient record keeping systems on IGF. The success of any business activity is attributed to a proper and systematic record keeping of business transactions.

Table 11 indicates that an average of 37.5% of respondents gave positive responses on meetings for financial discussion. This number/percentage represented the head of school, the assistant head and the accountant, who often meet to discuss such matters as budgeting, procurement, disbursement of funds and general financial administration. The results of Table 11 point to a more personal attention for employees than the bureaucratic channels of communication. This may be so due to the smaller span of control such as the low casual labour population indicated in Table 3.

Observation indicates that there is a strong collaboration between the selected schools and the PTA, for that matter the community. This is evident in the fact that casual labourers in the schools are paid from the PTA fund. School T through the PTA effort acquired a plot on which a number of staff quarters have been built. School J and school S have also put up several structures for accommodation through the support of the P.T.A; as captured in plates 7 and 8.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Financing of education has become one of the crucial issues facing stakeholders, especially government. Several attempts have been made by past governments at reforming education to meet the twenty first century challenges hence the development of vocational and technical education, ICT inclusive. Government came up with its policy of revenue diversification for funding education in which IGF was identified as a source of revenue for full operation in tertiary institutions.

It is observed that internal generation of funds (IGF) is a way senior high schools can also source funding to supplement grants from government. The researcher therefore sets out to gain insight into the internal income generation activities of senior high schools and to find out how these activities help in the funding of school programs. The researcher was also interested in how effectively and efficiently these activities are managed.

The specific objectives of the study which was conducted in three schools in the Sunyani Municipality were: to find out the type of internally generated funds in schools; establish the degree of participation of schools in planning,

implementing, monitoring and evaluating IGF activities; examine the socio-economic effects of IGF in schools; assess the sustainability of IGF activities in schools.

The significance of the study should be looked at in terms of the income generating potential as something that will produce a valuable document for reference and awareness creation. As far as managing IGF is concerned, there is the need for a head of school with the following characteristics: relevant professional knowledge; analytical skills; problem-solving skills; decision-making skills; and social skills and abilities. All these managerial skills, knowledge, attitudes and style help in making the school head an effective and efficient manager.

In gathering information, questionnaire was considered appropriate and most suitable for the study. These were administered to students, teachers and accountants in selected schools believed to engage in internal generation of income. In all 36 questionnaires were administered to teachers, pupils and accountants after which results were collected and analysed through quantitative and qualitative descriptions.

On the basis of the findings of this study, it was revealed that students in purely public schools were engaged in IGF activities. It was also revealed that management of IGF in the schools was effective .the social activities which generated income were speech days and anniversaries while the economic activities were agricultural, technological and catering activities. Challenges

identified were lack of capital, time management and low human resource for expansion of IGF activities.

Conclusions

The study brought to light that senior high schools are engaged in internal generation of funds and that these funds are efficiently and effectively managed, though it was revealed that students fund their co-curricular activities through contributions. The implication is that though IGF are well managed in schools, student co-curricular activities are not given the right financial attention.

If the heads of the schools employ the right managerial skills and knowledge they can expand and improve on methods of generating income internally in schools. The schools time table if well planned could include hobby time and practical training sessions which could be used to engage students in related income generating activities. This suggest the need for in-service training for heads of school in acquisition of managerial skills and also the need to prepare a more comprehensive school time table to include extra curricular activities.

Recommendations

From the outcome of the findings of the study, it is recommended that heads of schools find ways and means of raising funds to help expand their activities on internal generation of income. This could be done by either levying parents or organizing open days to appeal for funds. In collaboration with parents they could seek loans from microfinance institutions to fund these activities. Surplus from government grants could be put into income generating activities.

Heads of schools need to be abreast with modern techniques of management and be familiar with business ethics. It is suggested that the Ghana Education Service see to organize workshops and in-service training programs to help upgrade the managerial skills and knowledge of heads of senior high schools.

All efforts should be made by the Ghana Education Service to release funds for the achievement of the aims of the New Education Reforms, that is, provision of knowledge and skills for self-development. This will help save the little earned from IGF for funding co-curricular activities.

Lastly IGF activities should be taken serious at the senior high school so that the Junior high school products that could not make it to the next level could get access to apprenticeship and skills training; in line with government's policy on attachment after school.

Suggestions for Future Research

Based on the findings of the study, the following recommendations are made for future research:

1. The study was limited to only three schools in the Sunyani Municipality. It is recommended that the study be replicated in other districts to make the findings more generalizable.
2. A study should also be conducted to find out parents' and teachers' perception of IGF activities in schools. This will enable a complete assessment of the challenges in management of IGF in school.

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APPENDICES

APPENDIX A

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION UNIVERSITY OF CAPE COAST

Questionnaire for student-leaders

The purpose of this study is to find the challenges heads face in managing internally generated funds. The information you provide will be held in confidence and used only for academic purposes.

Instruction

Please, answer the questions that follow honestly by ticking (✓) against the appropriate responses or by writing comments and suggestions in the spaces provided.

Background and Information

- | | | | |
|---|--------|--------------------------------------|---|
| 1 | Gender | Male [<input type="checkbox"/>] | Female [<input type="checkbox"/>] |
| 2 | Status | Prefect [<input type="checkbox"/>] | Committee member [<input type="checkbox"/>] |

- 3 What co-curricular activity do you normally engage in at school?
.....
- 4 How often do you organize such activities?
.....
- 5 How do you get funds to finance these activities?
.....
- 6 Do you often budget for your co-curricular activities?
Yes[] No[]
- 7 Who normally controls your spending?
.....
- 8 Do you have any safe way of keeping records of your activities?
Yes[] No[]
If “yes” state the record keeping system used.
.....
- 9 Do you face any problem in terms of funding your activities?
Yes[] No[]
- 10 Does your school head support student co-curricular activities?
Yes[] No[]
- 11 If “yes” in what way?
.....
- 12 If “no” what reasons does he normally give?
.....
- 13 Do you engage in any income generating activities?
Yes[] No[]
- 14 If “yes” name the type of activity that you engage in
.....

15 If “no” give reasons.

APPENDIX B

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION UNIVERSITY OF CAPE COAST

Questionnaire for Teachers

The purpose of this study is to find the challenges heads face in managing internally generated funds. The information you provide will be held in confidence and used only for academic purposes.

Instructions

Please, answer the questions that follow honestly by ticking (✓) against the appropriate response or by writing comments and suggestions in the spaces provided.

Background

1 Gender: Male [] Female []

2 Status: Headmaster [] Assistant Headmaster []

Head of Department [] Accountant []

Senior Housemaster []

3 School:

School Activities

4 What is the population of your school?

Student: Teaching Staff:

Non-teaching Staff: Casual Labour:

5 How do you raise funds to pay your casual labourers?

.....
.....

6 What is the total area of land available to your school? (Estimate)

.....

7 What portion of this land is available for economic development? (Estimate)

.....

8 What economic activities do you engage in to generate extra income for the school?

.....
.....

9 What social activities do you normally carry out to raise funds for the school?

.....
.....

Financial Activities

10 Do you normally prepare a budget on internally generated funds>?

Yes [] No []

11 If “yes” which type of budget design do you use and why?

.....
.....

12 If “no” how then do you disburse moneys so accumulated?

.....
.....

13 Which of the following do you do with regard to the release of funds? (Tick as many as apply to you).

- a) Release the whole budget amount to operating agencies[]
- b) Release funds against payment vouchers or receipts []
- c) Release funds periodically (as per monthly or quarterly budget) []
- d) Ensure that procurement procedures are complied with before funds are released.[]

14 How do you maintain your cash receipt and disbursement system? (Tick as applicable)

- a) Maintains control and record of cash receipts[]
- b) Maintain periodic reconciliation of bank statement[]
- c) Provides periodic cash account (e.g. petty cash) []
- d) Maintains checks to ensure proper treatment of transactions in account[]
- e) Ensures that each transaction has supporting document[]
- f) Keep record of exchange rate. []

Payment Systems

15 How do you make payments? (Please, tick as appropriate)

By cash [] By letters of credit []

By cheque [] By bank draft []

16 Do you have any system of internal audit? Yes [] No []

17 How often do you audit your account?

.....

18 Have you ever been queried on your record keeping system? Yes [] No []

19 Do you often meet to discuss financial issues? Yes [] No []

20 If “yes”, what financial matters do you discuss?

.....

.....

.....

APPENDIX C

