

UNIVERSITY OF EDUCATION, WINNEBA

**ASSESSING THE ROLE OF INTERNALLY GENERATED REVENUE AT
PUBLIC UNIVERSITIES IN GHANA – A CASE STUDY OF UEW**

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submitted to the School of
Graduate Studies in partial fulfillment
of the requirements for the award of the degree of
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DECLARATION

STUDENT'S DECLARATION

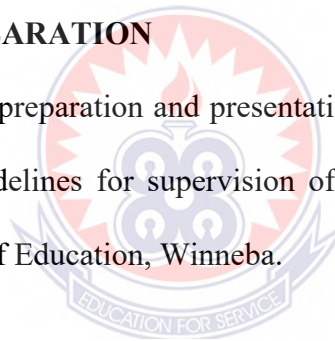
I, Kofi Gyan Arthur, declare that this thesis, except quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature.....

Date.....

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis/dissertation/project as laid down by the University of Education, Winneba.



Supervisor: Mr. Michael Amoh Asiedu

Signature.....

Date.....

DEDICATION

I dedicate this work to my parent; Mr Paa Grant Arthur and Ms. Jane Aikins and my entire family.



ACKNOWLEDGEMENTS

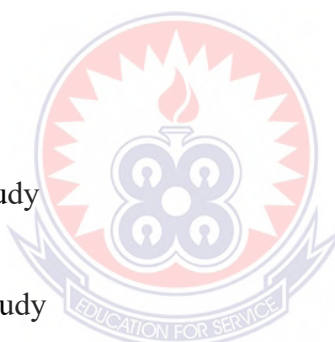
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ABSTRACT

This study examines the role of the Internally Generated Revenue (IGR) as an unavoidable alternative funding source for Ghana's public universities. Underfunding is one of the most serious issues confronting Ghana's public universities today. The study offers a descriptive analysis of the components of internally generated revenue. The study employed a qualitative method approach to assess the role of internally generated revenue. The study was conducted in University of Education, Winneba, with a sample size of 107 and 95 respondents answered questionnaire that was administered to them. The study drew on available literature to revalidate the IGR's inevitability over government subsidies, which fail to provide adequate funding for universities' operating and capital needs. The main sources of IGR are student fees and non-student fees. The study revealed that there are numerous IGR generation sources, some have a significant impact on the university's financials such as sale of admission forms, residential facility fee, sandwich fees, and sale of farm products whilst others like re-sit fees, hire of university properties, medical examination fees and environment sanitation fees have a minor impact on the university's financials. The study recommend that university management should put in place effective measures to ensure that IGR sources that contribute huge amount to the university's revenue should be improved and efficiently managed.



CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

According to Gebreyes (2015) the external environment of higher education institutions in Sub-Saharan African countries have seen a number significant changes in the last decades. These changes include; Enrollment growth, Declining state funding for higher education, Devolution or decentralization of responsibility to the institutional level, Governmental regulations to improve quality in teaching and learning, Globalization and internationalization of higher education, international competition for funds, faculty, and students, new technologies such as ICT, etc.

(Okoye 2007) stipulated that today's world is dynamic and universities are putting in all their resources together both human and non-human to achieve their targets and goals. Changes in the broader social context, such as those brought on by economic, political, demographic, social, and technical pressures, frequently result in the aforementioned changes. These various institutions will need to establish strategies to take advantage of these opportunities and counteract these challenges in order to obtain a competitive edge over their competitors as a result of the fact that these developments frequently present both opportunities and challenges to them.

For many years, academics have been interested in the response strategies that organizations use to deal with changes in their environments, particularly in the corporate world. In the public sector, this issue has received relatively little attention with public universities included. It has been argued that organizations do not exist in a vacuum, but rather interact with their environment in order to accomplish their core mandates and objectives (Gornitzka, 1999). Universities, according to Fumasoli and

Stensaker (2013), are adaptive or reactive institutions that respond to and adjust to external environmental demands. Among these demands are higher education rankings, an ICT revolution, and dwindling critical resources, particularly university funding, from the state, foreign donor agencies, and foundations. The issue of funding has become a major concern for many universities and national governments as a result of the recent global financial crisis and rising higher education costs. As a result, it has become critical for universities to devise effective strategies to deal with the funding uncertainties they face. Paradeise et al. (2009) confirms this by stating that universities must adapt, especially in this time of financial crisis, due to the gradual decrease in per capita public investment in higher education in many countries.

The focus of this study is to access the internally generated revenue strategy available at the University of Education Winneba. The diminishing financial resources and the growing demand for participation remain the biggest threat to higher education in Ghana (Atuahene 2015).

Public universities in Ghana are sub vented entities which means they are partly funded by government and their own internally generated revenue. Thus, it implies the Government of Ghana may not have to accept responsibility for providing funding for all its public universities on every expenditure heading. The development of the Universities into a topnotch institution requires a deliberate course of action, in order to achieve this, resources should be immensely disbursed (Armah 2014). Therefore, universities must employ effective strategies in order to fulfill and achieve their objectives so as to gain a competitive advantage in the educational market. The pool of public Universities' financial resources in Ghana, mainly come from five major

sources: the Government Subvention (Employees Compensation and Book and Research allowances), Grants from GET Fund and other Governmental Agencies, (capital expenditure through GET Fund), External/Donor Grants/Funds, Students Fees and Non-Students Fees e.g. sales of application forms, income from commercial activities of the university, Transcript/Attestation/Introductory letter fees, Investment income etc. (Katu 2016, Joannes 2016).

According to IAS 18 revenue is defined as the gross inflow of economic benefits (cash, receivables, other assets) arising from the ordinary operating activities of an entity (such as sale of goods, sale of services, interest, royalties and dividends. Internally generated revenue refers to the creation of revenue within the confines of one entity, examples of e.g., internally generated revenue are those revenue that are realized through the efforts or operations of the entity itself thus these revenues are not borrowed or realized through other external means (Oyedokun & Emmanuel 2016). Therefore, internally generated revenue comes in different forms such as investment income, attestation/introductory letter fees, sales of application forms, payment for transcript for students, registration and penalty fees, hall dues, sports levy and facility and maintenance fees, among others (Katu 2016).

Bozzoli (2015) has emphatically stated that the South African government, since 1994, has made universities unsustainable as institutions of excellence and stability. Through the imposition of harsh, technocratic and underfunded financial regimes, declining academic quality, increasing dissatisfaction amongst staff and students have been the order of the day. Apparently, building a world-class university is very expensive as the range of subjects and degree types offered are large with each degree syllabus requiring multiple subjects to be taught using expensive state-of-the-art

equipment and facilities and always require access to the world's knowledge. This further requires highly qualified staff, capable of reading and writing, teaching and frequently updating their own syllabi as well as undertaking research in accordance with international standard. Effects of inadequate funding of higher education on staff and student experiences cannot be overemphasized. Public universities worldwide are currently financed from three main sources of revenue namely, state subsidies, student fees, and fundraising which is tagged as a third stream income. Public universities thrive on state funding with student fees providing a supplement to support the core costs of staff at competitive salaries, core funding for learning resources, funds to enable the university to pursue research and adequate support for students who cannot pay fees. The third-stream income is raised from donors and donor partners and has a multiplicity of purposes, mostly program/project targeted, and is very expensive to manage; sometimes the overhead costs exceed the amount raised.

In this regard, University of Education, Winneba (UEW), a public university has developed strategies for mobilizing internally generated revenue to help the institution in achieving its target.

Strategies are defined as the means of designing policy directions as an instrument of achieving desired goals and objectives (Alao, 2013). In other perspective, strategy is regarded as the means through which various institutions such universities set a long-term plan that specifically help them in achieving their targets and goals.

According to a study conducted by (Anwar, Aziz, and Ruma 2019) on the integration model of manufacturing strategy, competitive strategy and business performance quality. The results of this study indicated that the application of manufacturing strategies in production activities is able to encourage the application of competitive

strategies in the pottery business, priority of quality strategies, delivery strategies, flexibility strategies, and cost strategies provide an important role in implementing manufacturing strategies and then, the application of competitive strategies in the business activities has not been able to improve business performance.

The need for internally generated revenue strategies has its benefits to institutions and the economy at large. Internally generated revenue helps the university to improve the funding of developmental projects and infrastructure without depending solely on government or Government Education Trust Fund (GETFUND).

Internally Generated Revenue (IGR) of the University of Education (UEW), Winneba formed 51.56% of the 2021 budget (University of Education 2021 Budget). The importance of IGR in Public universities and most modern business enterprise (private) cannot be over emphasized. The management and control of every business largely depends on the internally generated revenue (IGR). It is important for every university and business concern to understand the role of internally generated revenue (IGR) and its management and control in shaping tertiary education and modern business enterprises.

1.2 Problem Statement

The government's financial support for public universities has dwindled over time (Atuahene, 2015). According to Leach et al. (2008), since 1980, successive governments in Ghana have reduced their funding for tertiary education due to political turbulence and socioeconomic pressures with competing demands on scarce resources. For this reason, many organizations and educational institutions have been using internally generated revenue strategies in mobilizing revenue and University of Education, Winneba is not an exception. The importance that universities have

attached in generating internal sources of revenue has therefore become a matter of extreme urgency and importance to the management of the institutions. The internally generated revenue strategies have been put into perspectives for enhanced internal effective and efficient development of the university since an improved revenue generation has potential of leading quality education and improved infrastructure.

However, government sole financing of university education through their developmental projects was brought under scrutiny by the citizens of Ghana during the era of then president Dr. Busia (Delali, 2015). Thereafter, the University of Education, Winneba together with other public universities in the country adopted the policy of cost sharing because of the increasing cost of university education that was absorbed by the government and hence called for cost sharing by all stakeholders. This policy then allowed students to pay some amount of money to help offset the various cost that has being incurred by the management of the university. The university cost sharing system brought about a lot of discourse and burden on the stakeholders of the university.

Hence, the result of the university full cost recovery system and its adverse effect on student, parents, government and the community at large necessitated the internally generated revenue strategies to help bridge the gap. The open nature of this question has brought the emergence of this study.

1.3 Theoretical framework

The study made used of several models or theories that is directly related to the topic under study. This led to the adoption of theories that were obviously related to internally generated revenue that included agency theory, legitimacy theory and resource dependency theory. According to the agency theory, there is a contract

between the principals, or owners of economic resources, and the agents, or managers, whose goal is to make money for the institution. This tends to give the individuals thought of as the institution's management a better understanding of how to map out internal revenue-generating strategies (Payne, 2003). The theory of legitimacy explains how organizations are responsible for informing interested parties of information activities that are necessary for the growth and development of the organization (Wilmshurst and Frost, 2000). The Resource Dependence Theory explains how organizations are impacted by the crucial resources under another organization's control. The theory aims to explain how a focal organization behaves in relation to the essential resources that are necessary for its survival and operation.

1.4 Purpose of the study

The study was conducted to assess the role of internally generated revenue at the University of Education, Winneba. Internally generated revenue is one of the most important sources of revenue for public universities in Ghana. It has become for it to be assess in order to determine the various sources of IGR, its uses and its challenges. This study will help to advice decision makers make informed decisions that will be beneficial to all stakeholders' concern with tertiary education.

1.5 Research objectives

1. To identify the sources of internally generated revenue at UEW.
2. To examine the uses of internally generated revenue at UEW.
3. To assess the challenges of internally generated revenue at UEW.

1.6 Research Questions

In regard to the aforementioned objectives, the study broadly aims to provide answers to the following questions.

1. What are the various sources of internally generated revenue available to UEW?
2. What are the uses of internally generated revenue at UEW?
3. What are the challenges encountered in the generation of revenue internally?

1.7 Significance of the Study

The study seeks to gain a broad understanding of the sources and utilization of internally generated revenues (IGR) in tertiary education in Ghana, using the University of Education, Winneba as a case study.

The findings may provide insight into how far the University of Education, Winneba has progressed in implementing an effective mobilization of internally generated revenues (IGR), as previously identified by various studies in general. The study also reviewed other untapped avenues of internally generated revenues within the University, as well as challenges faced in the generation IGR.

The study's findings may also provide the policy makers and decision makers with firsthand information that can be used to improve their IGR and help them sustain or survive in the competitive and dynamic environment in which they operate.

In practices it will also provide some guidance to Ghanaian public universities as they transition into a new and more difficult managerial environment and try to improve their current internally generated revenues (IGR) mobilization. It would provide the platform for the institution under study to discuss and identify its

weaknesses regarding effective mobilization of internally generated revenues for the necessary improvement to be made.

The study will also serve as basis for further research in the future by institutions of similar characteristic to improve their operations and most importantly, it can reduce the over reliance on the Central Government 's subvention. Awareness will be created among business organizations especially non-profit making ones that IGR is an invaluable tool for effective planning and control in any type of organization as well as its survival, hence must be properly planned and implemented for maximum benefits to be reaped.

1.8 Scope of the Study

The study should have included all of the country's universities and colleges, but due to time and financial constraints, only one of them, the University of Education, Winneba, with two campuses (the main campus in Winneba and the Ajumako Campus - College of Languages), was chosen. This research will concentrate on the University of Education, Winneba's internally generated revenue (IGR). Inputs from the University of Education, Winneba's various departments and units will be used. From 2019 to 2021, data will be collected on the University of Education, Winneba's internally generated revenue (IGR). This time period was chosen so that the researcher could obtain current and accurate data for better analysis and decision making. Finally, expert opinions from finance and audit will be required.

1.9 Organization of the Study

The study is divided into a standard five-chapter dissertation, with chapter one serving as an introduction to the study and containing the following information: Background information, problem statement, study purpose, research goals and question, importance of the study, delimitation information. Furthermore, chapter two examined the numerous literature sources related to the study topic, and chapter three centered on the research methodologies and tools used to perform the study. Finally, chapters four and five, respectively, deal with results, analyses, discussions, conclusions, and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on the numerous bodies of knowledge and schools of thought proposed and produced by individuals, groups, and authorities in relation to the subject under consideration.

This literature review will go over some ideas gleaned from books, journals, and websites that shed some light on the subject under consideration. An effort will also be made to carefully examine the conditions under which revenue can be generated internally, mobilized and used to effectively implement developmental goals.

2.1 Conceptual Review

2.1.1 Internally Generated Revenue

According to IAS 18 revenue is the gross inflow of economic benefits during the period arising from the course of the ordinary activities of an entity when those inflows result in increases in equity, other than increases relating to contributions from equity participants. Internally Generated Revenue is simply defined as any revenue generated by a given organization or institution that is not derived from government grants or donations from other interested parties (Okolie and Eze, 2004). Erhagbe (2014) states that IGR is the creation of “tangible” and “intangible” funds within the confines of one’s entity. It is a combination of all non-governmental monetary accruals to the institution and may involve diverse strategies. This means that the funds used in effectively transforming the institution’s landscape were not borrowed or realized through direct Government intervention. There are numerous ways through which various organizations enhance their internal sources of revenue

(AbdulKareem, Abdulhakeem, & Ajadi 2018). The university's internal sources of revenue examine the various avenues through which the university generates revenue internally (Okolie and Eze, 2004). Internal revenue sources for universities include student registration fees, hall rent, equipment rent, donations, dividends, interest, payment for transcripts, and payment for academic gowns, among others (Okolie and Eze, 2004). In this regard, internal revenue generation strategies have become the norm for most institutions, such as universities, as a source of revenue to aid in budgetary allocation.

2.1.2 Sources of Internally generated revenue (IGR)

There are numerous challenges that governments in various countries face when it comes to funding university education systems. (Famurewa, 2014). This has encouraged most university administrations to adopt the concept of an internally generated revenue (IGR) to assist in funding university education activities. (Famurewa, 2014). There are several ways for higher education institutions to generate funds, according to Akinyemi, 2012. This takes various forms, including funds from their research and donations from their alumni through their alumni associations, sale of admission forms, university hostel rental, investment dividends, and graduation fees for students. Furthermore, university institutions have a three-pronged internal revenue generation model, this includes financial assistance, service sales, and business enterprise (Akinyemi, 2012). Financial aid is also divided into three categories: endowment funds and gifts, development appeal funds, and alumni funds (Famurewa, 2014). The endowment fund simply means fund through which donors contribute for purposes of re-investment (Famurewa, 2014). The development appeal fund is made up of funds raised from the construction of a residential hall or auditorium, a water dam, and the purchase of computer hardware. (Famurewa, 2014).

Finally, an alumni fund is a method of raising funds from alumni to support the institution's activities (Famurewa, 2014). As a result, it is critical for university administration to keep records of their previous students in order to seek assistance from them in the development of school activities (Okojie, 2010). Alumni relations in the various higher educational institutions are being maintained through alumni tracking, database of alumni, periodic contact which maintains sense of belonging in alumni activities and alumni representation in university's events (Okojie, 2010).

Furthermore, the sale of services concept used by universities as a means of generating revenue has been divided into three major sub-divisions, namely the sale of admission forms and general services, the rental of physical facilities, and consultancy services (Okojie, 2010). As a result, selling services entails selling admission forms, instructional academic records, academic robes, and examination and pre-degree forms (Okojie, 2010). Moreover, the university's rental of physical facilities is one of the internal revenue generators that has the potential to reward the institution with sufficient revenue in the case of hiring out to individuals and organizations. (Okojie, 2010). Therefore, the universities have a potential of building big halls and classrooms that could be hired out for conferences, examinations, wedding receptions (Okojie, 2010). Furthermore, there is a consultancy services mode in which a number of university institutions specialize in consultancy services (Okeke, Chidi and Eme, 2017). The funds derived from source can be used to partially finance the activities of the institutions (Okeke *et al.*, 2017).

Moreover, the universities made use of business enterprise as means of raising internally generated revenue (Famurewa, 2014). The universities business enterprise encompasses agriculture, manufacturing, commercial, and portfolio management

(Famurewa, 2014). It is believed that universities can map up better strategies in terms agricultural projects as urgency to encourage in feeding the growing population in order to raise internal revenue (Famurewa, 2014). Other forms of manufacturing include simple food processing businesses for local consumption, which will aid in increasing internal revenue generation for universities (Famurewa, 2014). There is also a means of setting up commercial ventures such as market stalls, shopping complexes, retail and distributive trade, bakery and catering services, bookshop, printing and transport services (Famurewa, 2014).

Finally, portfolio management is regarded as one of the concepts used by universities to generate internal revenue (Famurewa, 2014). The portfolio management takes the form of the universities investing their funds in profitable ventures such government securities, bonds, debentures and stocks for the reason of generating additional revenue in the form of interest and dividends (Famurewa, 2014).

2.1.3 Internally Revenue Generation Strategies

According to (Famurewa, 2014) strategy is the process of developing policies with the goal of achieving goals and objectives over a specific time period. In other words, strategy is best explained as the mediating force between an organization and its surrounding environment. Oladimeji & Monisola (2013), also suggested that strategy is thus defined as a means of achieving set objectives, and its link to revenue generation necessitates the strategically laying of internal plans that will progress from general to specific in order to execute the true intent of revenue generation efforts, particularly in organizations. Horngreen (2009), on the other hand, defined strategy as the process of specifying how an organization can match its capabilities with available opportunities in the workplace in order to achieve its goals. Therefore,

the aim of revenue generation is said to be income that is accrued from personal and income taxes, adverts or bill-board, business premise registration (Oladimeji & Monisola 2013).

The finance focus is not enough to effectively handle the diverse types of revenue to be collected internally by various organization (Norton and Kaplan, 2012). Even though an organization's financial health is critical, other intervening variables are required for goal achievement (Norton and Kaplan, 2012). Hence, an institutions internally strategic plan that tends to achieve organizational goals therefore should consider the satisfaction of all stakeholders that is concerned in achieving the internal revenue collection goal (Norton and Kaplan, 2012).

In order to develop revenue-generating strategies for universities, a thorough understanding of the current situation and environment is required (Porter 2006). As a result, institutions must concentrate on the issue of generating internal revenue. As a result, the institution must ensure that proper organizational strategy is implemented, which necessitates a feasible reengineering process (Porter, 2006). The various strategies adopted by the various universities in mobilizing internally generated revenue includes the university ways of privatizing their own hostels for the students of the school to raise revenue internally to support the operational activities of the school. Further, the university strategy of adopting food restaurant that offers both local and international dishes specifically tend to serve the students and the community at large. Hence, the restaurant is likely to be open up to the outside community to get the chance to patronize their different kinds of food. Hence, the revenue that is been generated through the school restaurant has the potential to improve the university internally generated revenue.

Finally, the university implemented an innovative strategy by constructing a polyclinic within the community to help serve the health needs of both students and the community. Because health issues are irreversible, the possibility of the university pursuing this type of strategy tends to improve university revenue generation.

2.1.4 Barriers to Success of Internally Revenue Mobilization Strategies

A number of factors undermine the strategies used to generate internal revenue in an organization's attempt to improve the effectiveness of internal revenue generation in their various environments. As a result, Sparc, 2015 has the following as factors that impede revenue mobilization strategies' success:

- **Inadequate Funding** Inadequate and unsatisfactory funding of management revenue strategies is a major challenge that has a negative impact on the organization's internal revenue generation capacity. To address the issue of inadequate staffing, poor administrative frameworks, a lack of systems, and other logistical challenges, various operational strategies must be implemented by a given organization's management in order to generate internal revenue. In this regard, the inadequate funding is seen as the hindrance in succeeding in generating internal revenue for developmental projects
- **Inadequate Staffing and Human Resources.** The organization's ability to have the right management in place is hampered by management's failure to provide adequate training and retain the appropriate number and caliber of technical, professional, and administrative staff to initiate strategic ideas for generating internal revenue. Therefore, the organization in developing a strategic direction involves the internal revenue generation activities such as registration, assessment, debt collection and audit. To meet the needs of the new IGR Strategy, the revenue agency's organizational and personnel structure

will invariably need to be modernized. Hence, the ineffectiveness of the human resources as way of bringing out innovative ideas hinders the internal revenue generation.

- **Administrative Frameworks** The absence of an administrative framework within the organization, such as core management being solely responsible for developing a better framework or model that aids in the generation of internal revenue for the organization. This shows that most of the organization does not have critical body that is responsible for instituting appropriate measures in terms of strategic ideas that will empower the organization quest in improving its internal revenue collection other than the traditional form of revenue mobilization.
- **Weak Systems and Processes** The organization poor and weak internal control systems and processes allows management to take undue advantage of the system. This allows most management members to embezzle internally generated revenue for personal gain, impeding the progress of strategizing and implementing strategies to improve the organization's internal revenue generation.
- **Poor Logistics** The organization's common logistics challenges confront revenue management boards, in addition to a lack of technology, proper equipment, vehicles, and an adequate power supply to assist management in performing their duties of supplementing additional innovative ideas in generating internal revenue. The provision of the necessary equipment and infrastructure support are essential in generating internal revenue for any given organization.

2.2 Theoretical Framework

The study made use of several models or theories that is directly related to the topic under study. This led to the adoption of theories that were obviously related to internally generated revenue that included agency theory and legitimacy theory.

2.2.1 The Agency Theory

Payne and Petrenko (2019) assert that one of the most prominent theoretical perspectives used in business and management research is agency theory. Agency theory contends that a problem arises when one party (a principal) employs another (an agent) to make decisions and act in their stead, based on the fundamental assumptions that agents are: (a) self-interested, (b) boundedly rational, and (c) different from principals in their goals and risk-taking preferences. Essentially, the value of a principal-agent relationship is not maximized because the two contracted parties' interests may differ and information is asymmetric (not equal). Agency costs are incurred as a result of principal-agent conflicts of interest and disagreements over actions taken. As a result, monitoring and incentive-alignment systems are used to reduce the costs associated with opportunism. According to the agency theory, comprehensive information measures are put in place to address both the interests of the agent and the principal in order to balance their respective interests (Nikkinen and Sahlström 2004). The theory acknowledges that adverse and moral hazard could be used to describe any information that is insufficient about internal revenue generation and the interests of the two parties (Henry, 2010). The agency theory therefore operates under the presumption that the principal and agent use contracting to increase their wealth in a rational manner (Henry, 2010).

Therefore, according to the agency theory, the universities management tends to know more about how money is made than the government, due to the information asymmetry this caused, it becomes difficult for principals to determine whether or not agents were acting in their best interests.

The government and education regulators are interested in providing standard and assessable higher education to the general populace, while the universities council is interested in providing effective and quality education and also generating revenue which can be used for other projects, increase their allowance and improving conditions of service to staff. The university's council might engage in activities that will generate revenue for the institution but will make the government unpopular. They can also come up with policies that will restrict the rate at which the university is able to generate revenue. The agency theory's flaw can be addressed by improving the dissemination of information to the principal (shareholders) about the agent's (management's) behavior and reducing information asymmetry, which aids in motivating the university's management to perform their duties by outlining workable strategies for generating internal revenue for the university to aid in their operational function of the institution. The agency theory is important to this study because it is commonly utilized to understand and explain corporate governance phenomena, including executive incentive alignment, board monitoring, and control of top managers.

2.2.2 Legitimacy Theory

The legitimacy theory was developed by Dowling and Pfeffer in 1975 (Cuganesan, Ward and Guthrie, 2007). The theory of legitimacy explains how organizations are responsible for informing interested parties of information activities that are necessary

for the growth and development of the organization (Wilmshurst and Frost, 2000). Universities are organizations whose activities are adhered to and accepted in a way that benefits a particular society, and this helps that society develop. So, in the modern era, institutions are required to generate their own internal funding to aid in the operational activities of the organization. This demonstrates that there is a contractual arrangement between an organization's management and its stakeholders, and that if the management is unable to fulfill its obligation to find ethical and superior ways to raise money for development projects, that arrangement may be terminated (Wilmshurst and Frost, 2000).

Furthermore, universities struggle to generate internal revenue to support their academic and developmental endeavors. As a result, problems like management's inability to plan better revenue generation strategies may jeopardize the legitimacy of the practice. According to the theory, any particular management or person must carry out the tasks or obligations that have been delegated to them in order for the current contract to take precedence. Poor management performance, such as the university administration's inability to set up appropriate channels and mediums for raising sufficient internally generated revenue, may result in the termination of their position. The legitimacy theory is important to this study because it plays a role of explaining the behavior of universities in implementing and developing internally generated revenue strategies in order to fulfill their social contract that enables the recognition of their objectives and their survival.

2.2.3 Resource Dependency Theory

This theory was propounded by Pfeffer and Salancik in their 1978 publication titled: *The External Control of Organizations: A Resource Dependence Perspective*. The resource dependence theory explains how organizations are impacted by the crucial resources that are under another organization's control but that they must have in order to function. The theory aims to explain how an organization behaves in relation to the essential resources that are necessary for its survival and operation in relation to other organizations in its environment. According to the model, an organization functions as an open system that is dependent on external environmental variables; therefore, in order to comprehend an organization's behavior, you must also comprehend its environment.

According to Pfeffer and Salancik (1978) (cited in Davis and Cobb 2010), those in charge of the organization are motivated by a desire to maintain stability in their exchange relationships, ensure the organization's survival, and increase their own autonomy. The Resource Dependency Theory states that in order for an organization to survive, managers must allocate resources to innovative activities demanded by external customers and investors. To put it another way, how managers compete for and win external resources, and how they deploy those to productive engagements have huge implications for the organization's funding sources and benefactors' cooperation. University funding issues are deeply rooted in the people's economic, social, and political structures, as well as their belief system (Wangenge-Ouma and Cloete, 2008). At the micro level, university administrations maintain close relationships with parents and students. However, its significance in understanding the external funding realities of universities necessitates its inclusion in this study. This theory is relevant to the current study because it emphasizes the need for universities

to explore other ways to generate revenue for day-to-day operations in times of critical funding challenges, as well as the appropriate allocation of these explored means to critical areas of the university in order to enhance its development.

2.3 Empirical Literature Review

Ofoegbu and Alonge (2016) in their study identified the major sources and utilization of internally generated financial revenue by Nigerian University administrators. Descriptive statistics and Pearson Product Moment Correlation were used to analyze the research questions and hypotheses formulated for the study. The analysis revealed that commercial ventures were among the main sources of IGR while the proceeds were used for services including staff welfare, maintenance of facilities and beautification of the university premises. They further recommended that university administrators should be more transformative in their leadership style in order to strengthen their revenue base for effectiveness in university management.

Odigwe (2020) conducted an empirical study that evaluated the internal revenue generation techniques adopted by school managers, and how they influence the level of school finance. Findings showed that prevalent internal revenue generation techniques adopted by principals include PTA levies, the sale of art and craft materials, alumni support, and funds from parents. Aside from these four, there were seventeen other strategies not utilized by the majority of secondary school principals. It was also revealed that the extent of school finance depended on the level of principals' generation of internal revenue. In another study various sources of IGR include the commercialization of research results, foreign direct investment (FDI), manpower development, entrepreneurship, and attracting foreign students (Onyeche, 2018).

Afutu (2015) explored the sources, challenges and sustainability of internally generated fund at university of education, Winneba. It came to light from the study that most of the sources of Internally Generated Fund for the university can be sustainable by constant increase of enrolment and commercialization of departmental activities like printing/ publication section and clothing service department. It was concluded that in order for the university to increase revenue from its commercialized activities, the University can come out with new marketing strategies to attract the public to buy into its commercial and other revenue generation activities. The study recommended that management of universities should put in place effective measures that would ensure that those IGR sources that contribute huge amount of revenue on the activities of the universities (sale of farm products, sale of admission forms, residential and academic facilities user fees and sandwich fees) are improved upon and efficiently managed to ensure long-term sustainability.

Aja-Okorie (2017) assessed the various sources and how to improve the Internal Generated Revenue (IGR) base of Ebonyi State University, Abakaliki. The study specifically focused on how the establishment of vocational centre, sport clubs, and skills acquisition centres in the universities could improve the IGR generation in the EBSU, Abakaliki. The design of the study was descriptive survey design. The results of the study showed that the establishment of entrepreneurship training centres in the University can enhance the IGR of the State University, that the University partnership programmes or collaboration with other institutions can improve the University internally generated revenue base and that adoption and efficient utilization of payment of school fees and online registrations can help to increase the Internal Generated Revenue of the University. Based on these findings, the study recommended among other things that University managers should establish

entrepreneurship training centres in Ebonyi State University to improve the sources of Internally Generated Revenue. Okojie (2013) empirically assesses internal revenue generation in various Nigerian organizations. As a result, he used a mixed method of study that included both quantitative and qualitative data. The study used a simple random technique to solicit respondents, and both questionnaires and an interview guide were used to collect study data. According to the study findings, some tertiary institutions have done reasonably well in their drive for significant internal revenue generation (IGR) and have used it to positively change the landscape of the institutions, while others have yet to catch up with the vision. Adenugba and Ogechi (2013), empirically examined the effect of internal revenue generation on infrastructure development. The study relied on firsthand sources of information in the form of questionnaires. According to the study findings, infrastructure development is the result of adequate internally generated revenue. As a result, revenue generation helps to fund infrastructure development. They also discovered that Lagos state is ahead of other states in terms of basic infrastructure provision due to its efficiency in generating revenue internally.

Aboagye (2004) empirically investigated the effectiveness of internally generated revenue in business organizations. The study adopted proportionate stratified sampling design. The study used interviewer administered questionnaires. The questionnaires were piloted with three subject experts before final administration. The filled questionnaires were inspected for completeness and edited. The study sample was 22 respondents. In this regard, the study findings revealed that an effective and efficient data base, as well as efficient management and methods of property valuation, billing, collection, accounting, and controlling, as well as the presence of a proper format for revenue reporting and an in-built monitoring and evaluation

mechanism, aided in improving internal revenue generation. Higher education funding in developing economies especially sub-Saharan Africa, has been the sole responsibility of government with students/parents bearing little cost. Teferra (2007) has noted that in sub-Saharan Africa the state provides 90 percent of support to higher education 32 institutions with variations in different countries. Maslen (2010) emphasizes that growth in higher education in Africa is financially unsustainable; as a result, the quality of education suffers greatly due to insufficient and diminishing resources. Maslen maintained that the issues are pressing, particularly in these times of global economic crisis, when government funds for university education are being cut country by country. This trend is occurring because other segments of the educational sector, such as the primary and secondary levels, compete for resources in the same way that the tertiary levels do. The impact of the 2008 financial crisis suggests that more efforts should be made to broaden the base for securing financing for tertiary education in Sub-Saharan Africa.

Toriola-Cokera, Hafizb, Adeniyid & Olopadee (2020) discovered in the research that UK universities have faced financial challenges for years as a result of changes in funding for international student enrollment. This evidence suggests that the United Kingdom's government's shift to higher or tertiary education could have a negative impact on its skilled labor force and economic growth. The situation is similar to that of other countries, particularly those with developing economies such as Ghana. Thus, the Institute for Fiscal Studies [IFS] report emphasizes the importance of considering sustainable funding alternatives that may also ensure that tertiary education is available to every prospective student.

(Kinyanjui, 2007) opined that the quality of a specific academic program and research output, as well as unit cost, should be considered when determining the level of government funding provided to universities. In addition to this viewpoint, he advised state-owned universities in Kenya and other African countries to outsource services such as student catering, security, cleaning, and transportation that are not central to their operations. Similarly, public universities should utilize the services of experienced and knowledgeable investment managers to manage their asset and investment portfolios in order to maximize earnings from the variety of assets and investment opportunities available to them. Certain patterns of change and policies that have evolved as a result of the decrease in state financing have been identified by Zhang et al. (2016) in their analysis of the literature on trends in higher education funding over the past ten years. The first is the marketization of higher education and the deregulation of tuition costs. For instance, the UK moved its Department of Education to the Department of Business, Innovation, and Skills in 2009. By improving the higher education sector's responsiveness to student requirements, this move toward the market mechanism of the UK educational system aimed to boost income (Kim and Choi, 2015).

Researchers like Vidovich et al. (2007) have also observed that tactics like the implementation of tuition fees and the commercialization of a number of Higher Education Institutions (HEIs') activities have been adopted in response to the sector's diminishing government funding. Similar to this, Johnstone (1998) and others have also advocated for a variety of funding sources, including the introduction of loans, support for private tertiary education, and last but not least, university-led stimulation of entrepreneurial endeavors. As a result, several developing nations have implemented the "cost-sharing" concept by levying tuition fees (Oliver, 2004).

In reaction to changes in public funding, research initiatives have also been suggested as a way for higher education institutions to generate cash (Gulbrandsen and Smelby, 2005). Thus, in recent years, a major tendency in the majority of higher education systems around the world has been the commercialization and marketization of HEIs.

Ofoegbu and Alonge(2016) evaluates the Internally Generated Revenue (IGR) and the Effectiveness of Nigerian University Administration. Descriptive statistics and Pearson Product Moment Correlation were used to analyze the study's research questions and hypotheses. The analysis revealed that commercial ventures were among the primary sources of IGR, with the proceeds going toward services such as staff welfare, facility maintenance, and beautification of the university grounds. Further data analysis revealed a significant relationship between internally generated resources and university management and development in Southern Nigeria. Juliet et al. (2019) also investigated funding patterns and cost-sharing in Nigerian public universities. For data collection, a research instrument titled "Funding Patterns in Public Universities and Cost-sharing Questionnaire (FPPUCQ)" was validated and administered to twenty (20) lecturers. The collected data was analyzed using Mean, Standard Deviation, and the independent t-test. The findings revealed that funding patterns and cost sharing could be improved. It was determined that university funding patterns and cost-sharing must be improved in order to ensure the provision of quality education for global competitiveness.

Bondzi-Simpsons and Agomor (2021) examined how GIMPA responded to its financial crisis in order to remain a financially self-sustaining public university in Ghana using the agility theory. Data were gathered through interviews with former rectors, faculty members, administrative staff, alumni, and officials from stakeholder

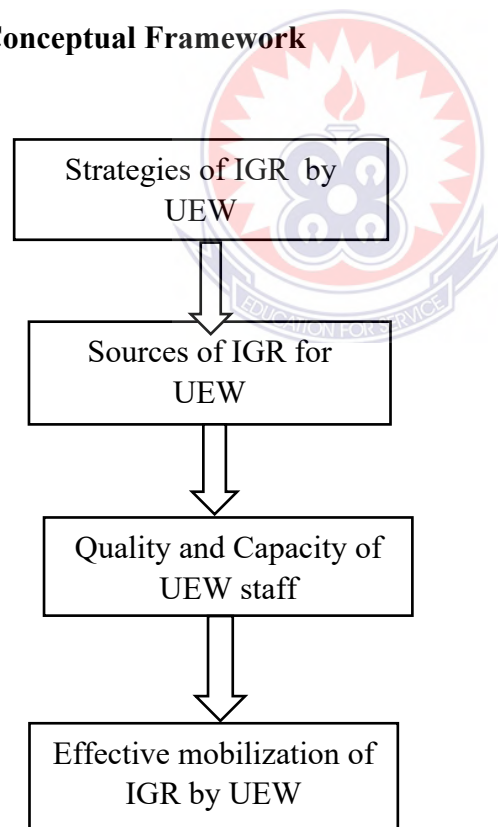
tertiary education institutions. In response to government funding cuts, the paper discovered that GIMPA's management was adaptable enough to take an entrepreneurial approach that enabled the commercialization of academic services to generate resources for long-term funding. According to the findings, flexibility as a top management practice can help manage the trade-offs between stability and flexibility during crises.

Acquah (2021) in his article compares higher education finance in the United States of America (U.S.A.) and Ghana, taking into account higher education goals, enrollment and expenditure, as well as the various sources of finance available to students in both countries. The source of education finance in both countries is examined through the lens of neoliberalism, which emphasizes capitalism, free trade, and the market in public institutions, particularly higher education. While there are differences in how higher education is funded in both countries, there are similarities in the limited access to higher education and funding received by students from low socioeconomic backgrounds. Ifeanyi et al. (2021) investigated the factors/causes of funding shortages in Nigerian public universities. This paper identified lack of political will to implement UNESCO 26% for education, poor internally generated revenue, corruption, and insecurity issues as causes of funding shortages in public universities, while the effects of funding shortages in university administration include inadequate infrastructural facilities, insufficient manpower, poor educational quality, strike actions, and brain-drain.

2.4 Conceptual Framework

Authors define the IGR concept in a variety of ways. According to Kazentet (2011), an internally generated fund (IGR) is made up of funds collected solely by or for the benefit of organizations. IGR is revenue generated directly by institutions from carrying out their operations, it is the only revenue over which institutions have complete control (how and where it is spent). The conceptual framework of this study establishes that the effectiveness of mobilization is determined by the strategies used and their efficiency, which is determined by the quality and capacity of the university staff, i.e., the skills, knowledge, and experience of permanent, casual, or volunteer staff engaged in internal revenue collection and administration.

Figure 1.1 Conceptual Framework



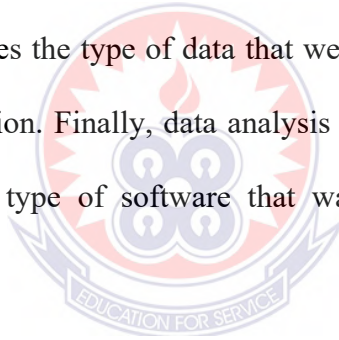
The diagram above indicates that the strategies of internally generated revenue brings about the sources of internally generated revenue and a capable staff will ensure its effective mobilization.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

According to Welman and Kruger (2001), research entails the use of various methods and techniques to generate scientifically developed knowledge through the use of objective methods and procedures. This section highlights how the research will be conducted. It is divided into subsections namely; area of the study which shows the suitability of choosing the place, population of the study in which the unit of analysis is identified, sample size and sampling technique which shows how the sample was obtained and the selection of the size of the sample in use, data type and data collection which elaborates the type of data that were used and suitable methods that were used in data collection. Finally, data analysis which elaborate how the analysis was done including the type of software that was used and how the data were presented.



3.1 The Research Paradigm

The researcher's philosophical view of the social world heavily influences his or her approach to research. To organize his/her observations, the researcher refers to paradigms, which are the windows through which the researcher interprets reality, infused with his/her experience, knowledge, and feelings (Neuman, 2006; and Saunders et al., 2007). The research paradigm is the overall road map that guides the researcher, and the paradigm chosen determines the research design and data collection methods used (Bryan and Bell, 2003; Sobh and Perry, 2005). This section investigates and justifies the appropriate paradigm as well as the associated elements that will guide this study. The researcher is guided by four major paradigms:

positivism, interpretivism, critical theory, and realism (Healy and Perry, 2000; and Neuman, 2006).

3.1.1 Realism

The meanings associated with people's perceptions of reality are the focus of realism (Easterby-Smith, Thorpe and Lowe, 1991). It explains that external reality exists independently of human perceptions while acknowledging that subjective realities are built through human social interactions (Saunders et. al, 2007). As a result, realities are "imperfectly and probabilistically apprehensible" (Healy and Perry, 2000). This perception of reality is dependent on the triangulation of other perceptions in order to provide a single apprehensible view of reality that is difficult to operationalize (Lincoln and Guba, 1985). In contrast to the positivists' absolute truth, the findings are most likely correct (Healy and Perry, 2000).

3.1.2 Positivism

Positivism emphasizes an absolute truth to reality, objectivity and hypothesizes that the observable phenomenon can be explained using causal generalizations (Neuman, 2006; and Saunders et. al., 2007). Positivists seek to identify universal causal laws to enable control and predictability (Sekaran, 2003). The other three paradigms utilize mainly qualitative methods, whereby there is active researcher-participant involvement to better comprehend the subjective meanings constructed by the participants being observed. However, positivists prefer using quantitative data to measure objectively and provide value-free empirical evidence, which are not influenced by social, cultural or other factors (Neuman, 2006). Positive studies assume laws and principles can be developed and generalized for various situations and there is an underlying reality discoverable by an independent observer (Tinker,

Merino and Neimark, 1982). However, positive researchers are criticized for ignoring the complexities of human social interactions, which are complex and fluid rather than static (Healy and Perry, 2000; Neuman, 2006). Positivists rationally link the abstract ideas to specific measures of the social world and remain independent and neutral when interpreting evidence and replicating other studies (Neuman, 2006; and Saunders et al., 2007). This study mainly adopts a positivist paradigm since it seeks to assess internally generated revenue strategies in public universities in Ghana using procedures and approaches that can be replicated.

3.1.3 Interpretivism

Interpretivism emphasizes the existence of multiple constructed realities relative to the context and shared meanings resulting from the social interactions of people (Neuman, 2006). It is associated with “hermeneutics”, implying that the real meaning is obscured and embedded within the context (Neuman, 2006) and “constructionism or social constructionism”, implying that reality is socially constructed (Saunders et al., 2007). People interpret different meanings to situations, which affect their actions and interactions with the environment within the context of their socially constructed perception of reality. Researchers adopting this paradigm seek to comprehend the subjective meanings people socially construct and appreciate the complexities of human experience, motivations and interactions (Bryan and Bell, 2003; Neuman, 2006; Saunders et al., 2007). Interpretivists adopt a value position of “relativism”, that is all values are equally valid for an individual and no single value is better than others (Neuman, 2006). The epistemological stance requires the researcher to gain access to people’s subjective perceptions of meanings and interpret their social actions from their perspective (Bryan and Bell 2003). Interpretivists aim to provide rich insights on complex human socially constructed realities within specific contexts

(Saunders et al., 2007). As it involves active researcher participation, the findings can be subjective since this depends on the researcher's perception of reality. The interpretive paradigm is suitable for this study as this study seeks to assess IGR sources, uses and its challenges based on the staff of the university experience. Different people from different background will have a different view of the role of IGR in the University's revenue mobilization.

3.2 Research Design

According to Bless, Higson-Smith and Kagee (2000), every research project necessitates a study design that is precisely adapted to satisfy the exact demands of the researcher as well as the problem. A research design, according to Kothari (2004), is the arranging of the conditions for data collection and analysis in a way that tries to combine relevance to the research purpose. A research design, once again, is a "blueprint for carrying out a study" (Barnes & Grove, 2003). It aids in answering research questions and addressing research issues (Kerlinger, Lee and Bhanthumnavin 2000). This inform the methodological decisions in an attempt to gather valid data to make valid interpretation for the creation of valid knowledge (Sikes, 2004). The interpretivism paradigm underpinning this study, acknowledges the feelings, experiences and viewpoint of the researched as data as well as factual and verifiable data.

This study is therefore structured within the framework of descriptive research design. Descriptive research studies are designed to obtain information, which concerns the current status or phenomenon (Saunders, Lewis & Thornhill, 2007). A descriptive study provides a complete and clear picture by describing the characteristics of variables in the phenomena of interest to the researcher from the perspective of an

individual, organization, industry, or other entity (Sekaran, 2003). Descriptive research frequently entails gathering information through data review, surveys, interviews, or observation in order to ascertain and describe the characteristics of the relevant issues of the problem at hand. The approach was chosen because the researcher did not manipulate the variable but the research rather described the phenomenon that existed at the time of the research. This was to ensure the integration of indigenous knowledge and hand-on experience in identifying and finding solutions to any problem relating to the mobilization of internally generated revenue (IGR) for the University of Education Winneba. The study intended to report the situation as it is in the University of Education, Winneba. The design was used to describe the assessment of the sources, mobilization and the challenges encountered in the mobilization of internally generated revenue to the University of Education, Winneba and to recommend other untapped sources of income. The researcher used a case study approach in this study because it provided in-depth information to address the objectives. The case study method allows the researcher to observe various characters within an organization with the goal of thoroughly analyzing the various events. The descriptive research method was used in the study to evaluate the internally generated revenue strategies at the University of Education, Winneba. The purpose of using the descriptive research method is to help describe reality or what exists.

3.3 Research Approach

For the study, a qualitative research methodology based on the pragmatic paradigm will be employed to investigate respondents' perceptions. According to Creswell (2012), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. The process of research

involves emerging questions and procedures; collecting data in the participants setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of data. The final written report has a flexible writing structure.

Because qualitative research aims to gain a deeper knowledge of human behavior and the reasons for it, it was possible to characterize how different employees, leaders, and managers felt about internally generated revenue strategies at UEW. According to Kusi (2012), qualitative researchers seek to comprehend 'depth' rather than 'breadth' or to delve deeply into a phenomenon. They want to know how humans construct meaning, that is, how they make sense of their reality and the experiences they have in it (Merriam, 2009). According to Fischier (2009), qualitative methodology typically entails listening to the participants' voices and using analytic induction to the data (e.g., finding common themes). It is more Exploratory in nature. Examples of data collection methods includes; interviews, open-ended questionnaires, observations, content analysis and focus Groups.

3.3 Population of the Study

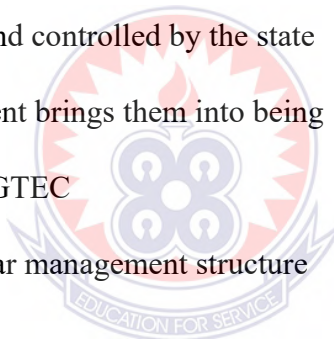
The study population refers to group of people or elements with similar characteristics (Panneerselvam, 2009). A study's population is the collection of all possible individuals, objects, or measurements of interest (Mason et al, 1999). According to Saunders et al. (2007), the population of study is the entire set of cases from which a sample is drawn. The study population of interest is made up of all finance and audit staff of fifteen (15) public universities in Ghana.

Polit, Beck and Hungler (2001) define the target population as the total group of study participants whom the researcher is interested in studying. Again, Schraeder & Reid

(2017). described a population in a study as all units having certain characteristics which are of the interest of a researchers' study. From the definition, a population can be understood as the targeted community or group of people who are involved or selected by the researcher for his study. And a research problem, therefore, must relate to a specific population. A population encompasses the total collection of all units of analysis about which the researcher wishes to make specific conclusions.

The study adopted the use of a target population from (UEW) which is representative of the entire population. This is mainly because of the convenience in gathering data and my proximity to the university. Also, the university of education Winneba has similar characteristics as the other public universities. These similarities are

- They are owned and controlled by the state
- An act of parliament brings them into being
- It is regulated by GTEC
- They have a similar management structure



3.4 Profile of the University of Education, Winneba in Ghana

The University of Education, Winneba (UEW) is a state-owned university in Ghana that was established in September, 1992 as a University College under PNDC Law 322. Thereafter, the University of Education Act, Act 672 was enacted in May, 2004 to help upgrade the status of the University College of Education of Winneba to the status of a full University. The university is located in Central Region of Ghana, precisely Winneba. The university main aim is to help train teachers for the education system of Ghana.

The university has been tasked with the responsibility of teacher education and the role of producing professional educators to spearhead a new national vision of

education aimed at redirecting Ghana's efforts toward rapid economic and social development. As a result, UEW is expected to play a role in Ghanaian education by driving and producing many scholars who will impact knowledge that is fully responsive to the realities and demand of contemporary Ghana. The University of Education, Winneba has two different campus that it operates namely; the College of Languages Education, located at Ajumako and the Winneba Campus where the main administration is also located.

The mission of university is to produce professional educators to spearhead a new national vision of education aimed at redirecting Ghana's efforts along the path of rapid economic and social development.

The aims and objectives of UEW had been numerated which includes; to provide higher education and foster a systematic advancement of the science and the art of teacher education; to train tutors for the colleges of education and other tertiary institutions; to provide teachers with professional competence for teaching in pre-tertiary institutions such as preschool, basic, Senior Secondary School and non-formal education institutions; and to foster links between the schools and the community in order to ensure the holistic training of teachers.

3.5 Sampling Techniques

The process of determining or selecting a unit from a group of population of a study by collecting data on their individual characteristics is referred to as sampling technique (Panneerselvam, 2009). As a result, given the technicality of the study and the time available, a sample was drawn from the finance and audit staff of the University of Education, Winneba. As a result, purposive sampling was used to select the respondents, who comprised of UEW's finance and audit. Purposive sampling

increases the relevance of the sample to the population of interest, as only individuals that fit particular criteria are included in the sample. This category was chosen on purpose because they are knowledgeable in the study area, and they were also chosen to get the right respondents to provide the right information for the study.

3.6 Sample Size

In contrast to quantitative researchers, who aim for large numbers, qualitative researchers typically work with small samples of people who are nested in their context and studied in depth (Maykut & Morehouse, 1994). A guideline was developed to determine the sample size to be chosen by the research team for this project based on reaching saturation point, taking into account the time, cost, and depth of the research information (Maykut & Morehouse, 1994). The study sample size is made up of staffs of the finance and audit department staff who are directly involve in IGR mobilization and strategies at the University of Education, Winneba. Staff in the budget, bills and claims office, treasury and external funds office of the university of education are chosen mainly because they spearhead strategies that help to improve IGR growth and mobilization. In total, a sample size of 107 out of approximately 158 staff was selected consisting of finance and audit staff. According to Hair, Anderson and Tatham (1987), a sample size of at least 100 is recommended to conduct a test of statistical significance.

3.7 Sources of Data

This study drew on both primary and secondary data sources. This is done in order to provide adequate discussion for the readers, which will help them understand more about the issue and the various variables involved. Primary data refers to responses gathered on the field from respondents via questionnaire administration in order to

solicit the expected data for the purpose of the study. The survey results obtained from the respondents via questionnaire administration represented the primary data for the study. Secondary data, on the other hand, included budgets, financial statements and reports on the various IGR at the University of Education Winneba. Books, internet searches, articles, and journals were among the other sources of information. Secondary data was used to supplement or compensate for the primary data's credibility and reliability.

3.8 Data Collection Instrument and Procedures

To collect data, the study used open ended and close ended questionnaire guide and secondary data. An open ended and closed ended questionnaire were administered to all participants to solicit for information. This aids in the generation of relevant qualitative data in order to shed light on issues concerning the university's internally generated revenue strategies. This technique allowed study participants to freely share their revenue generation experiences, while also allowing the research team to uncover previously unknown information (Panneerselvam, 2014). This method or instrument also allowed the researcher to probe for clarification and better understanding, particularly on issues of paraphrasing, reflection, and laddering, in order to thoroughly investigate the issues (Panneerselvam, 2014). It was also a useful tool for gathering detailed information about personal feelings, perceptions, and opinions and enabled more detailed questions about the university's internal revenue generation to be asked. This study instrument was chosen over others because questionnaires are a flexible and adaptable method of discovering the meaning behind experiences (Robson, 2014). Questionnaires must be designed with the study's objectives in mind, and any information or data gathered must be relevant to the study. The various sections of the questionnaire shall include: Section A, which shall

contain information establishing the respondent's demographic characteristics. Section B will examine the various IGR sources, Section C will examine uses of IGR and Section D will assess the challenges in IGR mobilization.

3.9 Data Analysis

Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It often involves synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding (Hatch, 2002).

In ensuring reliability and validity member checking was done to ensure that interpretation and presentation of findings is accurate and valid. A peer review was also conducted to reduce critique the research process in order to reduce bias and errors in the study. Furthermore, a referential adequacy was conducted to ensure that the findings are supported by literature. Frequencies, percentages and means of the Statistical Package for Social Science (SPSS) version 22 was used to analyze qualitative data while the secondary data was analyzed descriptively with the aid of Microsoft Excel and were presented using tables and graphs.

Each objective is analyze using descriptive to analyze the data collected for the study. Mean and percentages were used to analyze data collected for research questions one, two and three. Descriptive analyses was used because the study wanted to find out at what level does staff believe IGR sources are, its uses and the challenges that IGR mobilization faces.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter discusses, analyzes, and presents the results of respondents' responses. It focuses on identifying various sources of internally generated revenue, assessing the effective utilization of internally generated revenue (IGR), and addressing internally generated revenue strategy challenges at the University of Education, Winneba of Education, Winneba. No organization in the corporate world, whether non-profit or profit, private or public, can afford to ignore the critical role of money, Sheeba, K. (2011). In this vein, the researcher is curious about the various internally generated revenue sources that are available, how they are used, and how they contribute to the administration and service departments of the University of Education, Winneba of Education, Winneba as well as its survival in the unforeseeable future as a public University of Education, Winneba.

Out of target sample of one hundred and seven (107) respondents, ninety-five (95) responded. In order to achieve the objectives of the study, the questionnaires sought responses on the various sources of internally generated revenue, uses and its challenges. The retrieved responses are carefully sorted, grouped, analyzed and the results are calculated and presented in tabular forms, for easy understanding and interpreted. This chapter is mainly dedicated to the presentation, analysis and discussion of data.

4.1 Background information of Respondents

The background information of the respondents includes their gender, age, educational qualification and job experience. These are important in order to help to understand

patterns and trends within the population. It can also be used to control for potential confounds in statistical analyses, helping to ensure that the results of the study accurately reflect the objectives of what is being studied. The objectives of the study is to determine the sources, uses and challenges of IGR in UEW and as such the experience and educational background play an important role in how respondents answered the questionnaire. In general, including background information of respondents in research and data analysis can help to provide a more complete and nuanced understanding of the relationships between variables and the underlying population. These are presented in Table 1-4.

Table 4.1: Sex distribution of the Respondents

Sex	Frequency	Percentage
Male	65	68.40
Female	30	31.60
Total	95	100

Source: Field data, Arthur 2022

As per Table 4.1, 65 of the 95 respondents were males, accounting for 68.40% of the total respondents in the study sample, while the remaining 30 were females, accounting for 31.60% of the total respondents in the study sample. This means that the study sample contains more males than females.

Table 4.2: Age distribution of the respondents

Age	Frequency	Percentage
26—30	5	5.30
31—35	25	26.30
36—40	26	27.40
41—45	15	15.70
46—50	14	14.70
51years and above	10	10.50
Total	95	100.00

Source: Field data, Arthur (2022)

As shown in Table 4.2, 5 of the 95 respondents were between the ages of 26 and 30, accounting for 5.3% of the total. 25 were between the ages of 31 and 35, accounting for approximately 26.3% of the study sample, 26 were between the ages of 36 and 40 (27.4%), 15 were between the ages of 41 and 45 (15.7%), and 14 (14.7%) were between the ages of 46 and 50. Only ten respondents were 51 years or older, accounting for 10.5% of the total respondents in the study sample. According to the findings of this study, the majority of respondents are from the working class or population.

Table 4.3: Respondents' Educational Qualification

Qualification	Frequency	Percentage
Bachelor's degree	10	10.50
Master's degree	38	40.00
HND	27	28.40
PhD/ACCA/CA	20	21.10
Total	95	100

Source: Field data, Arthur (2022)

Table 4.3 shows that 10 of the 95 respondents have a Bachelor's degree, accounting for 10.5 percent of the total. 38 people (40%) have a master's degree, while 27 people (28.4%) have a high school diploma. The remaining 20, or about 21.1 percent, have a PhD or an ACCA/CA. This could imply that the majority of employees at the University of Education, Winneba of Education, Winneba have at least a master's degree of some kind. In determining the sources, uses and challenges of IGR staff with different. Educational background tends to answer the questionnaire differently. Educational background is also relevant in order to assess if the staff qualify to hold the office or position, they are holding as this is very important for their responses to be rely upon.

Table 4.4: Job Experience of the Respondents

Years of experience	Frequency	Percentage
Below 7 years	28	29.5%
8-15 years	38	40%
16-21 years	20	21.1%
21 years and above	9	9.4%
Total	95	100%

Source: Field data, Arthur (2022)

Based on the data in Table 4, a sizable proportion of respondents (29.5%) had worked for less than 7 years. Forty percent (40%) had worked for the University of Education, Winneba of Education, Winneba between the ages of 8 and 15, while 21.1% and 9.4% had worked between the ages of 16 and 21, respectively. According to the statistics on the table, the majority of respondents have gained a lot of experience in their respective fields in terms of working with budgeted votes, which indicates to them the portion of internally generated revenue and also what they have been using it for over the years. The responds from the questionnaire can be relied upon as most of the staff have enough experience on IGR and their responds reflect what is been done in the university.

4.2 Various sources of Internally Generated Revenue at UEW

In fulfilling the first objective of identifying the various sources of the internally generated revenue of the University of Education, Winneba was assessed, this question was asked to ascertain the various sources of internally generated revenue that are available to the university. In that regard, six close ended questions were generated on a three Likert scale for the respondents to indicate ‘To a lesser extent’,

‘To some extent’, or ‘To a larger Extent’ those items are sources of internally generated revenue. Their responses were analyzed and presented in Table 5.

The study look at confirming the various sources of IGR and to what extent does the various IGR sources contribute to the universities income. From Table 4.5, out of total number of 95 respondents who were asked to indicate the extent to which ‘Congregation, ICT usage fees of students, University of Education, Winneba paraphernalia and affiliated institutions’ form part of the sources of internally generated revenue, majority 75(78.9%) of them indicated that ‘To a larger Extent’ this item is indeed a source of internally generated revenue, only 5 (5.3%) of them indicated that to a lesser extent this same item is a source of internally generated revenue. With a mean of 2.05, it means the respondents had affirmed that to some extent Congregation, ICT usage fees of students, University of Education, Winneba paraphernalia and affiliated institutions are sources of internally generated revenue.

On the item ‘Sale of product from the University of Education, Winneba farms and sale of admission forms’ as being a source of internally generated revenue, 66(69.5%) of the respondents majority affirmed that to large extent, this item is a source of internally generated revenue. But 21(22.1%) of them indicated that to some extent this same item is a source of internally generated revenue while only 8(8.4%) of the rest indicated that to a lesser extent this item is a source of internally generated revenue. With a mean score of 2.8 it implies majority of the respondents had affirmed that to a large extent Sale of product from the University of Education, Winneba farms and sale of admission forms are sources of internally generated revenue. What this might mean is that Sale of product from the University of Education, Winneba farms and sale of admission forms to a large extent forms part of internally generated revenue of the

University of Education, Winneba of Education, Winneba as majority of the respondents affirmed.

This finding added on to that of Okiy (2007) that income generating activities in educational institutions in the United Kingdom included; penalties, service charges, external user subscriptions to library and other services, information services and rental of conference accommodations and buses.



Table 4.5: Revenue Sources

Revenue Sources	<i>Lesser extent =1</i>	<i>Some extent =2</i>	<i>Larger extent =3</i>
<i>Congregation, ICT usage fees of students, University of Education, Winneba paraphernalia and affiliate institutions</i>	5(5.3%)	15(15.8%)	75(78.9%)
<i>Sale of Products from the University of Education, Winneba Farms and sale of admission forms</i>	8(8.4%)	21(22.1%)	66(69.5%)
<i>Fees charged for the issuance of academic, transcript, issuance of transcript, issuance of students ID cards, issuance of introductory letter, consultancy services by various departments</i>	5(5.3%)	10(10.5%)	80(84.2%)
<i>Residential, academic user facility fees paid by regular students and fees paid by sandwich students</i>	2(2.1%)	8(8.4%)	85(89.5%)
<i>Fees paid by part time and distance learning students.</i>	5(5.3%)	13(13.6%)	77(81.1%)
<i>Hiring of auditorium, conference facilities and other designated places to outsiders.</i>	2(2.1%)	7(7.4%)	86(90.5%)
<i>Registration of commercial drivers plying University of Education, Winneba Road and empowerment fund contributions by University of Education, Winneba staff.</i>	5(5.2%)	45(47.4%)	45(47.4%)
<i>Penalties charged for late registration of courses</i>	3(3.2%)	11(11.6%)	81(85.2%)

Source: Field Data Arthur (2022)

Regarding 'Fees charged for the issuance of academic transcripts, issuance of student ID cards, issuance of introductory letters, consultancy services by various departments' as sources of internally generated revenue, 80 respondents (84.2%) stated that this item is a source of internally generated revenue of the University of

Education, Winneba of Education, Winneba to a large extent. Only 5(5.3%) of respondents indicated that this item is a source of internally generated revenue to a lesser extent. Given that the average score of the respondents is 2.9, this indicates that the respondents agreed to a greater extent that 'Fees charged for the issuance of academic transcripts, issuance of student ID cards, issuance of introductory and letters, consultancy services by various departments are sources of revenue generated internally. Fees charged for the issuance of academic transcripts, issuance of student ID cards, issuance of introductory and letters, and consultancy services by various departments are likely sources of internally generated revenue for the University of Education, Winneba, as indicated by the majority of respondents in the study.

Still on sources of internally generated revenue, the majority 86(90.5%) of respondents agreed that 'hiring of auditorium, conference facilities, and other designated places to outsiders, levies imposed on traders on various campuses' are sources of internally generated revenue, while approximately 2(2.1%) of respondents agreed to a lesser extent. With a mean score of 3.0, the majority of respondents agreed that registration of commercial drivers plying University of Education, Winneba roads and empowerment fund contributions by University of Education, Winneba staff are sources of internally generated revenue to a greater extent. This could imply that, as the majority of respondents indicated, registration of commercial drivers plying University of Education, Winneba roads and endowment fund contributions by University of Education, Winneba staff are sources of internally generated revenue for the University of Education, Winneba of Education, Winneba. This was consistent with Okiy's (2009) findings on the sources of internally generated revenue for UK universities.

About 81(85.2%) of the respondents representing the majority responded in affirmative that to a larger extent 'penalty charged for late registration of courses' are sources of internally generated revenue while only 3(3.2%) of the rest indicated to a lesser extent with the same item, given that the mean value for this item is 3.0, it implies the respondents had affirmed that to a larger extent Grants charged for late registration of courses and penalty charged for late registration of courses are sources of internally generated revenue.

Further study and investigation into this area on why majority of the respondents indicated these sources of internally generated revenue contribute insignificantly to the revenue generation of the University of Education, Winneba, it was realized that regarding the alumni dues there has not been enough education to the students on the need to join the alumni group. There is also a strained relationship between alumni and the University of Education, Winneba. There was no office to coordinate their activities, no updated data base on alumni details such as where they work and their contacts, no common account for collecting dues, and no way for them to be linked. As a result, collecting dues or funds from this source is difficult, resulting in less funds being accumulated from there. Funds from re-sit fees were also insignificant because the number of students who normally trail in semester examinations was not large, and the fees paid were also insignificant. As a result, it is unreliable and has little impact on the University of Education, Winneba's revenue generation. In terms of endowment funds, it came out that its implementation was rushed through and has, therefore, generated some dissatisfaction among staff with some threatening legal action. As a result, the collection of this fund has been loosened, and there is a common account into which the few funds collected each month are deposited, and this account is with the head office. As a result, it is difficult to obtain funds from it to

finance activities at the University of Education, Winneba. According to the majority of respondents, interest income, rent income, environmental sanitation fees, and medical examination fees contribute less to the University of Education, Winneba's internally generated revenue.

According to the respondents, the generation of revenue from sources such as the hire of University of Education, Winneba property, rent income, environmental sanitation fees, and medical examination fees is unreliable, and the amounts paid are frequently insignificant. They also stated in the follow-up questions to the open-ended questions that levies imposed on campus traders have little impact on the University of Education, Winneba's revenues.

In a nutshell, the University of Education, Winneba has several internal revenue sources. As summarized in Table 5, these range from Congregation, ICT usage fees of students, University of Education, Winneba paraphernalia, and affiliated institutions to Grants charged for late registration of courses and penalties charged for late registration of courses. The majority of respondents in the study agreed that these were, to a greater extent, sources of internally generated revenue for higher educational institutions. Among these submissions was one by Famurewa (2014), who suggested some ways for tertiary education institutions to generate income. These include funds from their alumni associations, as well as research and donations. Classrooms and halls, for example, can be rented for exams, conferences, and wedding receptions. Free fields can also be rented out for funerals and wedding receptions, with plastic chairs and tarpaulin canopies available for rental by these institutions. Universities can also engage in a variety of consultancy services to financially support their activities. These may include organizing seminars and

workshops, providing Agriculture extension services, software technology application consultancy, developing educational curricula, and other activities for identifiable small-scale entrepreneurs (SMEs) and other bodies in their catchment areas; and revenue may be derived from any or all of these sources to supplement the institutions' finances.

In terms of business, feasibility studies and staff recruitment reign supreme, whereas for engineering services, governments at all levels typically prefer to use tertiary education institutions services to that rendered by external engineering firms, because such services typically save the government and, for that matter, the society a significant amount of hard currency, which would otherwise have been lost to other countries as engineering and construction costs.

In general, there are two major categories of internally generated revenue for the University of Education, Winneba of Education, Winneba, and these are Student fees and non-student fees.

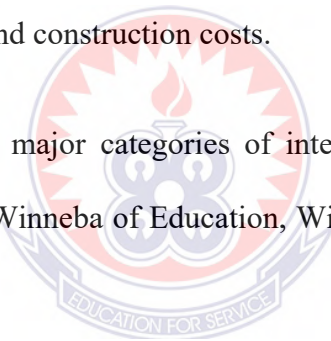


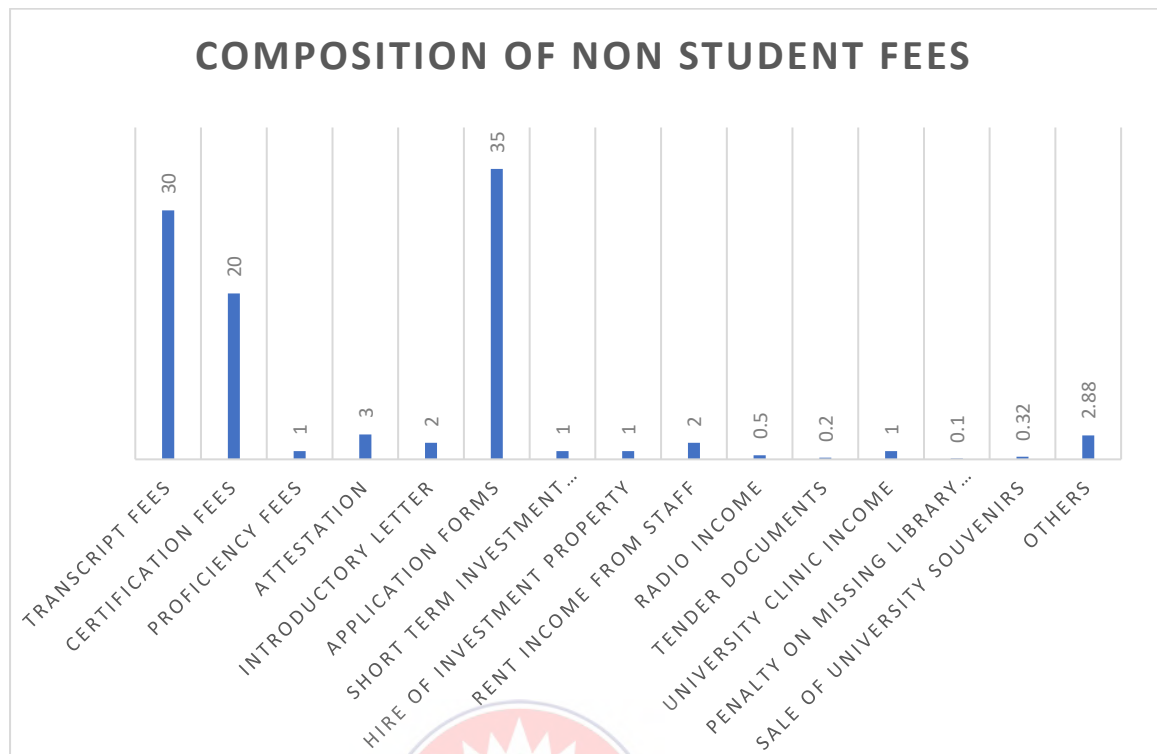
Table 4.6: IGR Contribution to Total revenue

IGR	2019		2020		2021	
	Amount	%	Amount	%	Amount	%
STUDENTS FEES	37,573,870.40	86.90	49,567,469.30	81.69	73,075,452.58	81.87
NON - STUDENT FEES	5,662,698.80	13.10	11,110,779.73	18.31	16,186,796.89	18.13
TOTAL	43,236,569.20	100.00	60,678,249.03	100.00	89,262,249.47	100.00

Source: UEW Audited Financial Statement for 2019, 2020 and Unaudited 2021

4.3 Composition of Non-Student Fees

The composition of Non-Students fees IGR was also ascertained from the finance office of University of Education, Winneba of Education, Winneba. The data obtained indicated that revenues from sale of application forms and transcript fees constituted the largest component of non-students IGR from University of Education, Winneba of Education, Winneba accounting for 35% and 32% respectively. Certification fees and sales of the University of Education, Winneba souvenirs also contributed 20% and 3.2% each respectively for the. On the other hand, the least contributing source of non- students' fees component of IGR was penalty for missing library books and tender documents fees with each representing 0.1% and 0.2% respectively. non-students IGR at the University of Education, Winneba

Figure 4.1 Composition of Non-Students Fees

4.3.1 Other generating income activities of UEW

University of education Winneba also perform activities that generate revenue for the university. These activities are its commercial activities and it can be seen as businesses that the university engages in. Table 4.9 shows the various commercial activities that UEW engages in and Table 4.10 presents the percentages of revenue that they contribute.

Table 4.7: Responses on other generating income activities for UEW

Activity	Campus Sited
University of Education, Winneba Farm	Winneba
University of Education, Winneba Bookshop	Winneba
University of Education, Winneba Cloth Production (Fashion & Textile)	Winneba
University of Education, Winneba Printing Press	Winneba
Food & Production Unit	Winneba
Radio Windy Bay	Winneba
University of Education, Winneba Clinic	Winneba

Source: Field study Arthur (2022)

Table 4.8: Responses concerning UEW income generating activities Commercialized

Activity	Responses	Percentage of Responses
University of Education, Winneba Bookshop	5	11.33%
University of Education, Winneba Printing Press	134	74.00%
University of Education, Winneba Cloth Production Unit	8	10.67%
No Idea	3	4.00%
Total	150	100.00%

Source: Field study Arthur (2022)

From table 10 above, 74% of the respondents showed that University of Education, Winneba printing press has been commercialized, 11.33% of the respondents

indicated that University of Education, Winneba bookshop has been commercialized, following 10.67% of the respondents also revealed that University of Education, Winneba cloth production unit has been commercialized while finally 4.00% of the respondents were not sure of which income generating activity in the University of Education, Winneba has been commercialized.

4.4 Examine the uses of UEW's IGR

The second objective of the study is to find the uses or utilization of IGR in University of Education, Winneba. It is clear from the available literatures that the idea of the internally generated revenue is highly important. As it is now obvious that the Government of Ghana, cannot fully fund tertiary education, and given the involvement of the private sector which the government is willing to support financially, the role of internally generated revenue (IGR), therefore, has become more critical, but most importantly, how these funds would be utilized to achieve the said dream of the University of Education, Winneba and its survival in the competitive environment tends to raise several questions. The following are the responses from several questions asked in order to achieve the said objective of the research.

4.4.1 Allocation of IGR to Departments/Section/Units by UEW

Table 4.11 and Table 4.12 shows how IGR is distributed to the various departments, schools, faculties and administration.

Table 4.97: Distribution of Academic Facility User Fee (AFUF) to Teaching Departments – Non-Fee-Paying Students

Details	Percentage (%)
Campus administration	30%
Departments	50% based on FTE
Departments	10% based on absolute numbers
Faculty administration (dean 's office)	10%

Source: UEW 2020 budget Guidelines

Table 4.10: Distributions of Tuition Fees – Fee Paying Students

Details	Percentage (%)
	100% → 70% → 100%
Campus administration	30%
Campus administration – running cost of programme	75%
Centralized adm. – profit	20% of 25%
Departments – profit	20% of 25%
Campus adm. – profit	30% of 25%
Faculty administration (dean 's office)	20% of 25%
All department – bonus	10% of 25%

Source: UEW 2020 budget Guidelines

Table 4.81: Allocation for Goods & Services – Non-Teaching Departments

Offices	PERCENTAGE (%)
Office of the Vice Chancellor (Including the Pro-V C 'S Office)	32%
Office of the Registrar	30%
Office of the Finance Officer	20%
Office of the University of Education, Winneba Librarian	8%
Works and Physical Development Directorate	5%
Internal Audit Unit	5%
Grand Total	100%

Source: UEW 2020 budget Guideline

4.5 Response of uses of internally generated revenue in the University of Education, Winneba

The main purpose of this research question was to ascertain the uses of internally generated revenue in the University of Education, Winneba of Education, Winneba. To achieve this, five close ended items were generated on a four Likert scale for the respondents to indicate whether they 'strongly agreed', 'agree', disagree' or strongly disagree. Their responses were analyzed and presented in Table 9.

Table 4.92: Uses of Internal Generated revenues in the University of Education, Winneba of Education, Winneba

Uses	SA =4	A =3	D =2	SD =1	Mean
internally generated revenue is used	8	60	21	6	3.8
to build lecture halls/conference	(8.4%)	(63.2%)	(22.1%)	(6.3%)	
halls/administrative blocks					
internally generated revenue is used	5	70	10	10	3.9
to pay staff allowances	(5.3%)	(73.6%)	(10.5%)	(10.5%)	
Maintenance works are done using	85	4	4	2	4.0
internally generated revenue	(89.5%)	(4.2%)	(4.2%)	(2.1%)	
welfare of staffs is being managed	13	71	6(6.3%)	5	3.44
using internally generated revenue	(13.6%)	(74.7%)		(5.3%)	
Internally generated revenue is used	7	80	6	2	3.8
to pay casual workers	(7.4%)	(84.2%)	(6.3%)	(2.1%)	

Source: Field data, Arthur (2022). Note: The Mean value, Strongly Agree (SA)

= 3.5-4.00, Agree (A) 2.5-3.4, Disagree (AD) =1.5-2.4 and Strongly Disagree (SD)

=1-1.4

Table 14 shows the outcomes of the use of internally generated revenue. According to the table, 60(63.2%) of the total of 95 respondents agreed with the item 'internally generated revenue are used to build lecture halls/conference halls/administrative blocks,' while about 21(22.1%) disagreed with the same item. Given that the mean score for this item is 3.8, this indicates that the majority of respondents agreed with this item. As the majority of respondents in the study confirmed, internally generated revenue is most likely used to construct lecture halls/conference halls/administrative blocks.

With regard to the item 'internally generated revenue are used to pay staff allowances,' 70(73.6%) of the respondents agreed, while 10(10.5%) disagreed. With a mean score of 3.9 for this item, it indicates that the majority of respondents strongly agreed that internally generated revenue is used to pay employee allowances. This could imply that revenues generated internally are used to pay staff allowances at UEW. Still on the uses of internally generated revenue, 85(89.5%) of the respondents strongly agreed by pointing out that 'Maintenance works are done using internally generated revenue' but 2(2.1%) of the respondents strongly disagreed with this item. Given that the average value for this item is 4.0, it means the majority of the respondents strongly agreed with the item. About 71(74.7%) of the respondents representing the majority pointed out that 'welfare of staffs is being managed using internally generated revenue' while only 6(6.3%) of them disagreed.

Finally, 80(84.2%) of the respondents had agreed that 'Internally generated revenue are used to pay casual workers' but 6(6.3%) of them disagreed. with the mean value of 3.8 for this item, it means the respondents had strongly agreed with the item. what this might means is that in the University of Education, Winneba of Education, Winneba, internally generated revenue is used to pay casual workers as majority of the respondents alluded to.

4.6 Challenges facing generation of revenue

This research question sought to find out the challenges facing generation of Internally Generated revenue for the University of Education, Winneba. As a result, four close ended items were generated on a five Likert scale for the students to indicate whether they 'strongly agreed' (SD), 'agree' (A), disagree' (D) or "strongly disagree" (SD). Their responses were analyzed and presented in Table 10.

Table 4.103: Challenges Facing Generation of Revenue Internally for the University of Education, Winneba

Challenges	SA =4	A =3	D =2	SD =1	Mean
Government policies / control on school fees increases and other charges do not allow for charging full cost recovery fees	10 (10.5%)	73 (76.8%)	7 (7.4%)	5 (5.3%)	3.05
Lack of management total commitment to switching from the tradition core duties of research/teaching and learning to commercializing some of its activities.	85 (89.5%)	4 (4.2%)	4 (4.2%)	2 (2.1%)	4.0
Low enrolment of students	13 (13.6%)	71 (74.7%)	6 (6.3%)	5 (5.3%)	3.44
Delays in payment of levies imposed on traders on various campuses.	6 (6.3%)	81 (85.3%)	6 (6.3%)	2 (2.1%)	3.99

Source: Field data, Arthur (2022)

Table 15 shows the result on the challenges facing generation of revenue internally for the University of Education, Winneba. As shown in the table, 73(76.8%) of the respondents forming the majority agreed with the statement ‘Government policies / control on school fees increases and other charges does not allow for charging full cost recovery fees’ as a challenge the University of Education, Winneba faces in generation of revenue internally. But, 7(7.4%) of them disagreed with this same statement. With the mean score of 3.05 for this particular item, it means the

respondents had agreed with the item. It is likely that government policies / control on school fees increases and other charges does not allow for charging full cost recovery fees of the University of Education, Winneba and hence poses a challenge to them in the generation of revenue internally.

Regarding the statement 'Lack of management total commitment to switching from the tradition core duties of research/teaching and learning to commercializing some of its activities' as a challenge the University of Education, Winneba faces in generating revenue internally, 85(89.5%) of the respondents representing the majority strongly agreed with this statement while just 2(2.1%) of them strongly disagreed. The mean value for the item is 4.0 and it means the respondents had agreed with the item.

Again, 71(74.7%) of the respondents agreed that 'Low enrolment of students' is a challenge the College faces in the generation of revenue internally but 6(6.3%) of them disagreed. with the mean score of 3.44 it means the respondents had agreed with the item. What this might mean is that Low enrolment of students is one of the challenges that the University of Education, Winneba of Education, Winneba faces in the generation of revenue internally as majority of the respondents in the study alluded to.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the study and its key findings, draws conclusions, and makes recommendations. The research focuses on the role of internally generated revenue in financing education at the University of Education, Winneba. The study used a descriptive survey with a self-administered structured questionnaire to collect primary data from the college's finance and non-finance staff members.

5.1 Summary of Findings

The study's findings include the following:

The study revealed that the university has a plethora of internal funding sources that, if effectively utilized, could have a positive impact on the College and University's activities. Among these income sources, some have a significant impact on the university's financial activities, while others have a minor impact. That is, the study revealed that income sources such as the sale of Animal Farm produce, Sandwich fees, Residential facility fees for both Sandwich and Regular students, proceeds from the sale of university farm products, and admission forms were the primary sources of the university's internally generated revenue.

Internally generated revenue such as alumni dues, re-sit fees, endowment funds, application forms, interest income, hire of university property, rent income, Environmental Sanitation Fees, Medical Examination Fees, and other income have a lower impact on the university's revenue base. Internally generated revenue account for 49% of total expenditure, demonstrating that Internally generated revenue contribute significantly to the university's funding. The analysis will also provide

university's managers with a good idea of how much IGR should be raised by the university in relation to estimated expenditure. Internal revenue is used to construct lecture halls/conference halls/administrative buildings, pay staff allowances, pay casual workers, do maintenance work, and manage staff welfare. The study also reveals that internal revenue generation was hampered by factors such as various stringent governmental controls and fee policies that do not allow the University to charge full cost recovery fees. Another challenge was the university's management's unwillingness to shift attention away from its core duties of research, teaching, and learning and toward full commercialization of IGR sources such as the University's Farm. Inadequate funding also hampered management's plans to devote resources to the various revenue units in order to improve their generation capacity. Furthermore, there are numerous inefficiencies in the collection and management of the insufficient internally generated revenue raised. There were issues with internal financial controls, and systems to ensuring effective running of commercial activities were not adequate.

5.2 Conclusion

Revenue sources such as product sales from university farms, admission form sales, residential facility user fees and academic facility user fees paid by regular students, and sandwich student fees all contribute significantly to the university's internal fund generation. However, these sources have significant generation issues that prevent free flow and effective collection and management of funds generated.

To increase revenue from commercialized activities, as well as the total amount of internally generated revenue, the University can devise new marketing strategies to entice the public to invest in commercial and other revenue-generating activities. There must also be Extensive efforts put in place to attract more students to its abode.

5.3 Recommendations

From the data collected and literature reviews for the study, the following recommendations are offered:

- The major recommendation of this study is that management of universities should put in place effective measures that would ensure that those IGR sources that contribute huge amount of revenue on the activities of the universities (sale of farm products, sale of admission forms, residential and academic facilities user fees and sandwich fees) are improved upon and efficiently managed to ensure long term sustainability.
- The management of the University should put in place measures to enforce and ensure payment of levies and collection of revenue from all the identified lesser IGR sources such as commercial traders, drivers, alumni dues and hire of university property to improve upon the contribution of such Internally Generate Fund sources.
- The University Council should institute the creation of an IGR co-ordination center. This office will be tasked to the non-student fees income. Co-ordinators to this office will support the existing treasury office in creating and collecting monies from the income generating units especially the commercialized activities Korkor (2003). This restructuring will ensure that serious attention is given to the growing significance activity of extra revenue generation. Left open, it would be easy for the various internally generated revenue (IGR), generating departments to self-optimize. But the establishment of internally generated revenue co-ordination center will ensure that long bureaucratic bottlenecks are taken out of the way. This will give room for sustained concentration of efforts towards critical revenue generation and its

accountability. It will be the business of this special office to coordinate the formation of commercial ventures. (Yusuf, 2010; Okojie, 2010) that such as construction of internally roads within the campuses of the universities and will have the power to collect tolls to help improve the universities internally generated revenue.

- The study also recommended that the university must invest in profitable ventures in the economy in order to generate its own internal funding and become financially sound so not to depend on governmental funding.

5.4 Recommendation for Further Studies

This research study focus has been on sources of IGR, its uses and challenges faced by public universities in Ghana. Though many research studies about the funding of tertiary education in Ghana have been undertaken by different researchers at the masters and doctoral levels, not much has been done on IGR as a major funding facility in public universities in Ghana and this study tried to accomplish that. Researchers can do further research in the following areas:

- Inadequate institutional capacity of public universities in Ghana to explore clear opportunities in consultancy services, endowment funds, fundraising activities, public-private-partnership ventures to improve upon their funding as it pertains to universities in developed economies.
- Funding issues and how IGR mobilization activities in private universities impact on tertiary education delivery in Ghana. Though this study 's focus was on public universities, private universities are a major competitor with public universities for foreign students in in Ghana.

- Evaluating methodologies earmarked for research studies and the actual design applied to the field to identify any gaps and reasons and justification for the gaps if indicated.



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APPENDIX

QUESTIONNAIRE

ASSESSING THE INTERNALLY GENERATED REVENUE AT PUBLIC UNIVERSITIES IN GHANA

This questionnaire is used to obtain information on Internally generated revenue (IGR) in UEW. The research is mainly for academic purpose. Please be assured that the response to the questions will be treated with a high level of confidentiality and anonymity. Kindly answer the following questions by ticking [✓] in the boxes or write briefly in the space provided. Thank you in advance for your cooperation.

Section A: Demographic Information

1. What is your gender?

Male

Female

2. What is your age range?

21-30yrs

31-40yrs

41-50yrs

51-60yrs

61 and above years

3. What is your management position?

.....

4. What is your highest qualification?

.....

5. How long have you been in that position?

a) Less than one year

b) 1 to 2 years

c) 3 to 5 years

d) 6 to 8 years

e) More than 9 years

Section B: Various IGR sources,

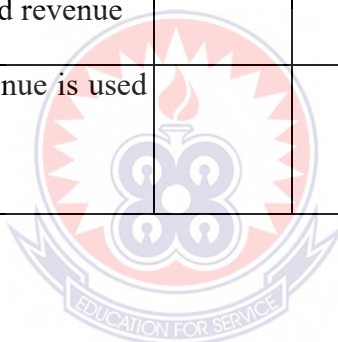
Likert scale for the respondents to indicate ‘To a lesser extent 1, ‘To some extent 2, or

‘To a larger Extent 3’ those items are sources of internally generated revenue.

Revenue Sources	1	2	3
Congregation, ICT usage fees of students, University of Education, Winneba paraphernalia and affiliate institutions			
Sale of Products from the University of Education, Winneba Farms and sale of admission forms			
Fees charged for the issuance of academic, transcript, issuance of transcript, issuance of students ID cards, issuance of introductory letter, consultancy services by various departments			
Residential, academic user facility fees paid by regular students and fees paid by sandwich students			
Fees paid by part time and distance learning students.			
Hiring of auditorium, conference facilities and other designated places to outsiders.			
Registration of commercial drivers plying University of Education, Winneba Road and empowerment fund contributions by University of Education, Winneba staff.			
Penalties charged for late registration of courses			

Section C Uses of IGR

Uses	SA =4	A =3	D =2	SD =1
internally generated revenue is used				
to build lecture halls/conference				
halls/administrative blocks				
internally generated revenue is used				
to pay staff allowances				
Maintenance works are done using				
internally generated revenue				
welfare of staffs is being managed				
using internally generated revenue				
Internally generated revenue is used				
to pay casual workers				



Section D Challenges in IGR mobilization.

1. Is there any challenges of internally generated revenue strategies at University of Education, Winneba?

Yes

No

Challenges	SA =4	A =3	D =2	SD =1
Government policies / control on school fees increases and other charges do not allow for charging full cost recovery fees				
Lack of management total commitment to switching from the tradition core duties of research/teaching and learning to commercializing some of its activities.				
Low enrolment of students				
Delays in payment of levies imposed on traders on various campuses.				