UNIVERSITY OF CAPE COAST

FUNDING HIGHER EDUCATION AT COLLEGE OF AGRICULTURE EDUCATION IN MAMPONG: THE ROLE OF INTERNALLY GENERATED FUND

BY

NANA ESI GYANOAH DOTSEY

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DECLARATION

Candidate's Declaration

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

Candidate's Signature…………………………Date……………………………

Name: NANA ESI GYANOAH DOTSEY

Supervisor's Declaration

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

Supervisor's Signature…………………………. Date……………………………

Name: MOHAMMED ZANGINA ISSHAQ PhD

ABSTRACT

Over the years, attempts have been made by the public that universities should be funded fully by their Internally Generated Funds due to constrained on public funds and the huge financing of the universities. One of the major problems now facing the Ghanaian public universities is the problem of under-funding. Therefore it has recently become nationally referenced for building up public universities in Ghana. For these, an internally generated fund deserves the attention of policy- makers of the universities and scholars. This has led to several works being explored into such a proposal. This study aims to examine to what extent internally generated funds could be used to financed universities. The study offers a descriptive analysis of the components of internally generated funds. The study reveals that there are lots of resources, and when harnessed effectively would have enormous positive effect on the financial structure of the College. Therefore major funds generating problems that do not allow free flow and effective collection of funds should be eliminated.

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DEDICATION

To my parents, Messira, Obromankoma

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

Background of the Study

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 GETFund and ~~&~~ o~~O~~ther Governmental Agencies~~,~~ (capital expenditure through GETFund), External/Donor Grants/Funds, Students Fees and Non-Students Fees e.g. sales of application forms, University farm income, Transcript/Attestation/Introductory letter fees, Investment income etc (Adam, 2015; Joannes, 2016).

The International Accounting Standards Committee (IASC) Framework for the preparation and presentation of financial statements describes revenues as arising in the course of the ordinary activities of an enterprise. Revenue can also be described as the income generated from sale of goods or services, or any other use of capital or assets, associated with the main operations of a firm or an organization before any costs or expenses are deducted. Internally ~~g~~Generated Fund (IGF) refers to the creation of either tangible or intangible results within the confines of one entity, examples of ~~e.g.~~ internally generated funds are those funds that are realized through the efforts or operations of the entity itself, example of the funds were not borrowed or realized through other external means (Joannes, 2016).

The internally generated fund (IGF) concept implies the Government of Ghana may not have to accept responsibility for providing funding for all its public universities on every expenditure headings. That way, the universities are, therefore, persuaded to seek ways of earning additional revenue internally and to use the same in the operations of the University. Internally generated funds therefore comprise all student fees (tuition fee, registration and administration overheads fees and its related fees paid by students) and non-student fees (all others services rendered to students for the payment of introductory letters, transcripts, attestation, English proficiency letter, etc. and other income generating activities of the University such as the university farm income etc.) to among the pool of financial resources in Ghana public universities.

One of the major problems now facing the Ghanaian public Universities is the problem of under-funding. This is not surprising considering the fact that in recent times, government expenditure has risen far above its revenue. Investors, senior executives and the business community have long sought for ways to better control the companies and enterprises they run. As part of a broader micro-economic reform of the public sector, the higher education sector has been targeted for its perceived role for improving the economic status of a nation (Currie &Voinovich, 1998; Marginson, 1997b).

In view of the reduced government funding, and the increase in student enrollment, governments have argued that universities need to become more accountable for their use of resources through the National Council for Tertiary Education (NCTE). Consequently, the combination of increased competition among private and public Universities has decreased funding and increased demand for enhanced accountability for public universities to appraise the efficiency and effectiveness of the university‘s internally generated fund and the management and control devices employed as the main source of public Universities survival (Dopson & McNay, 1996; Jones, 1994a; Miller, 1995). Furthermore, the government of Ghana in October, 2014 challenge all public sector organizations to adopt the accrual based International Public Sector Accounting Standards (IPSAS) for effective decision making, transparency and accountability in financial reporting. In response, universities have become more corporate or business like, adopting private sector models of organizational structure, management systems, accounting and budgetary control practices, accountability relationships to accomplish the desired government goals (Boyce, 2002; Gioia & Thomas,1996; Simkins,2000).

Internally Generated Funds (IGF) of the University of Education (UEW), Winneba formed 51.56% of the 2015 budget (University of Education 2015 Budget). The importance of IGF 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 funds (IGF). It is imperative for every university and business concern to understand the role of internally generated fund (IGF) and its management and control in shaping tertiary Education and modern business enterprises. How many are the existing and yet to be discovered avenues are available to the public universities to mobilize the needed funds to sustain the operations of the Universities. When universities run out of liquidity there is a high propensity to slow down operations or probably cease to operate, as these funds are now used for both recurrent and capital expenditure.

As a result of this, it is imperative to adopt measures to manage the vital component of their operational activities. Essentially, internally generated funds (IGF) require budgeting for the university internal revenue requirements. These funds are realized through the efforts or operations of the entity itself, i.e. the funds are not borrowed or realized through other external means and disbursements are expected in the upcoming periods.

Statement of the Problem

Institutions whether public or private, depend on materials, human and financial resources for growth and development. These scarce resources could be obtained from individuals, corporate bodies and governmental agencies. When tertiary education was introduced in Ghana in 1948, the government of Ghana was the sole financier. During that era, university students were treated as first-born babies and were provided with almost everything, including pocket money by the government, just to ensure that the needed psychological and physiological comfort was obtained for smooth scholarly work (Chambas, 2003; Atuahene, Francis, 2007; Manuh, Gariba & Budu, 2007).

However, the issue of government as the sole financier of tertiary education came under the microscope of Dr. Busia‘s (President of the Second Republic of Ghana) government in 1970 when a committee was set up to advice the government on the future policy direction of the government‘s financial support to the public universities. Although, the government acknowledged the role of university education in the acquisition of critical skills such as teaching, engineering, medicine, and accounting among others needed for socio-economic development, but it clearly stated its inability to act as the sole financier of tertiary education. This was due to economic constraints coupled with the fact that, there were equally important sectors of the economy that needed to be catered for.~~,~~ In 1992, the government of Ghana had a policy on tertiary education ~~in 1992~~ which stated that government alone could not continue to bear the increasing cost of higher education and therefore, there was the need for cost sharing by all stakeholders.

To improve upon the high expenditure or debt of public educational institutions or colleges, that threatens the ability of most African institutions of higher learning to contribute to development, the World Bank recommended fee-paying in universities, elimination of allowances, rationalization of programmes and faculties, assigning to non-public sources the full cost of housing and other welfare sources provided to students and staff, reduction of non-teaching staff amongst others in order to save the universities from collapsing (Banya & Elu, 2001; Atuahene & Francis, 2007; Manuh, Gariba & Budu, 2007).

Following these challenges and recommendations, the universities authorities were awakened to look for appropriate ways to raise funds internally to complement the Government subvention in order to savage it from collapsing. Hence, internally generated funds arose and have since been a source of funds for public universities or colleges in Ghana.

Today, every university or college, whether state or private, is encouraged to engage in the development of critical access to IGF because of the essential support that comes from it. For the federal universities, a minimum of 10% of total annual sources comes from IGF (Okojie, 2009). As was evident from the interview responses of top university managers, the private universities strongly claim that their original founding was based 100% or near a total reliance on IGF as they were not designed to depend on government for subsidies. There are literatures indicating that some institutions have done greatly in the drive for substantial IGF contribution whereas a lot of others are yet to catch the vision or face negative environmental constraints (Wangenge-Ouma & Cloete, 2008).

The assumptions of the African political economy (APE) model offer partial explanation for the increasing popularity of the IGF. The key assumptions of the model centre on how the government reacts to dwindling economic fortunes and how the government's budgetary commitment to education is affected (Odebiyi *et al.*, 1999; Wangenge-Ouma *et al.*, 2008). It is the claim of the model that, as the government's sources of revenue confront unexpected volatilities, from year to year, and as political instability and other negative environmental constraints throw the governments into huge economic challenges, the annual budget commitments to the educational sector declines more and more (Aina, 2002; Wangenge-Ouma *et al.*, 2008). The response of the colleges in the face of this mammoth financial challenge, on the other hand, is to seek legitimate initiatives that will produce opposite impact on funding. But faced with location, structural and other social cultural challenges, how much of success the institutions can attain invokes a big question mark.

Despite the significance of IGF in funding higher educational activities and proejects in universities and colleges, little is known empirically about the sources of IGF, the linkage between IGF and expenditure pattern and the challenges encountered by the colleges in the generation of IGF in the various colleges. It is at the backdrop of this that the study, therefore, seeks to determine the role of IGF in funding higher Education, specifically, the College of Agriculture Education at Mampong.

Purpose of the Study

This study was conducted to examine the role of internally generated fund in funding higher education at College of Agriculture Education in Mampong.

Research Objectives

Specifically, the study sought to:

1. Identify the various sources of internally generated fund in the College of Agriculture Education, Mampong.
2. Investigate the linkage between internally generated fund and expenditure pattern.
3. Assess the uses of internally generated funds (IGF) in the College of Agriculture Education, Mampong.
4. Analyze the challenges that are encountered in the generation of the Internally Generated Fund.

Research Questions

In relation to the above objectives, the study in a boarder sense seeks to find answers to the questions below:

1. What are the various sources of internally generated funds in the College of Agriculture Education, Mampong?

2. What is the linkage between internally generated fund and expenditure?
3. What are the uses of internally generated fund (IGF) in the College of Agriculture Education, Mampong?
4. What are the challenges that are encountered in the generation of revenue internally?

Significance of the Study

The outcome of the study will bring to light whether the internally generated fund of the College of Agriculture Education at Mampong can be used to fund the activities and projects of the college or not. Also, stakeholders of public universities tape into the unknown sources of revenue generation that were found by this study to help them increase their internally generated fund in other to resolve financial issues as well as helping government diverting such public funds into other economic areas of the economy.

Moreover, the findings of the study helped to uncover critical areas in internally generated fund sources that many researchers were not able to explore and this new enlightenment on internally generated fund may be explore for great development. Lastly, the findings of the study contributed to the pool of resource for further studies on the Internally Generated Fund.

Delimitations of the Study

The scope of this study is the roll of internally generated fund in financing higher education at College of Agriculture Mampong – Ashanti because of the concerns of the university stakeholders on the issue of universities funding themselves by the use of their internally generated fund. Though, the findings could be used in similar institutions.

Limitations of the Study

The study is limited to public universities as they are partly financed by government therefore findings and conclusions could not be applicable to private universities. Participants may not be truthfully and also cannot used to correlated variable or determine cause and effect. Confidentiality may be impaired as well as leading to open interpretation of the findings. Also no variables are manipulated therefore statistical analysis is not possible.

Organization of the Study

The study is organized into the generic five-chapter dissertation, chapter one of this, is the introduction of the study which includes: Background of the study, statement of the problem, purpose of the study, research objectives and question, significance of the study, delimitation, limitation organization of the study. Then, chapter two focus on literature review on the review of relevant literatures that relate necessary to the topic. Chapter three describes the method that will be used to collects the needed data, it includes research design, study area, population sampling procedure, data collection instruments, data collection procedure. Chapter four deals with the result and discussion of the study and finally chapter five dwells on summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This section deals with a comprehensive review on some of the fundamental concepts and empirical review of related literature on assessment of sources, uses, challenges and improving internally generated funds, and its importance to the theoretical framework (the African Political Economy Model and the Resource Dependence Theory) of the study. Essentially, the purpose is to examine the sustainability and relevance of this mode of financing for higher education sector in Ghana. In this writing, attempts are made to evaluate literature associated with the financing of university education in growing economies like Ghana. This is achieved by means of painstaking selection of subjects that mainly correspond to the definite purpose of the study.

The African Political Economy (APE) Model

The African Political Economy (APE) model provides a partial explanation for the behavior of tertiary institutions in times of critical funding challenges (Aina, 2002; Wangenge-Ouma & Cloete, 2008). The focus of the APE Model is on how political and economic forces shape the contexts within which the educational institutions carry out their primary functions, that is, teaching and research, especially in situations of inadequate funding by the major economic benefactors. The theory helps to explain the realities of the specific political, economic and social environments (Wangenge-Ouma & Cloete, 2008) that confront the country - debt burden, grossly inadequate infrastructure – which produces consistent relative cuts in government expenditure, with the higher education sector left disadvantaged. The reality is that, whenever there is a cut in budget allocations to the sectors, higher education is worse hit (Ndagi, 1983).

Resource Dependence Theory

In 1624, English poet John Donne wrote, 'No man is an island.' In that poem, he describes how everyone is a part of something bigger, and that we all rely on each other. The same can be said for any organization, firm, or company that exists and operates today. One way this is demonstrated is through a company's reliance on another organization for the resources it needs to operate. The idea is referred to as resource dependency theory. The Resource Dependence Theory postulates that for the organization to survive, managers have a role to allocate resources to innovative activities that are required of the firm by external customers and investors (Pfeffer & Salancik, 2003).

In other words, how managers compete and win external resources and how they deploy those to productive engagements have huge consequences on the continuity of funding sources and the cooperation of the benefactors of the organization. Moreover, Resource dependency theory examines the relationship between organizations and the resources they need to operate. Resources can take many shapes or forms, including raw materials, workers, and even funding. If one company maintains the majority of a resource, then another company will become dependent on it in order to operate, creating a symbiotic relationship.

Funding problems of the universities or educational institutions are deeply rooted on the economic, social and political structures and belief system of the people (Johnstone, 1998; Wangenge-Ouma & Cloete, 2008). The educational system is subject to influences within the economic and social sub-systems. At the micro level, educational college managements relate closely with the parents and the students. While APE Model may well explain the critical resource dependence relationship with the government, its main focus is not on the resolution of the resource allocation efficiency of the institutions.

However, its relevance in understanding the external funding realities of the universities mandates its application in this paper. Ghana is facing a high degree of debt burden, low investment, poor infrastructural development (Odebiyi & Aina, 1998) and cultural impediments, and these confirm the realisticity of the model and its application in determination of the impetus behind the growing emphasis on IGR. Nevertheless, the model does not explain, in practical terms, how the institutions respond to the critical environment surrounding the assumptions of the model as does the Resource Dependence Theory.

An Overview of the Ghanaian Higher Education Sector

Ghana's public higher educational sector is made up of eights Universities, ten technical universities (the then Polytechnics) and a number of Professional institutions. Enrolment in these institutions rose by 550%, from 13,415 to 87,929 students within the period 1990 and 2004 respectively. This rise in student numbers was largely fostered by increased enrolment at the Polytechnic institutions (now technical universities). Several private-owned tertiary institutions have been set-up from 2002 to date, even though they constitute just 5% of enrolments at the higher educational level. Available data indicate that over 45 private-owned higher educational institutions had been accredited by the National Accreditation Board since 2009. Notwithstanding the increase in the number of tertiary institutions, total enrolment percentage for a cohort of students aged between 18-22 years represents barely 5%, as per 2006 Institute for Statistics estimate of (Ghana National Accreditation Board website).

The West African Examinations Council manages and conduct the Senior High School Certificate Examinations and the results of this examination serves as a criterion for admitting students into these tertiary institutions. Faculties & Departments of these tertiary institutions have stipulations & standards, which prospective students must meet in order to be admitted into these institutions. Students, who do not meet the admission standards set by the Faculties and Departments, can be given the option to be enrolled on a "fee paying" basis. However, students admitted on a fee paying basis would be required to pay tuition fee (significant component of fees paid at the tertiary level) which they would not have paid, if they were admitted on as regular students" (Jongbloed, 2008).

According to Alexander (2000) access to higher education is still inadequate and is undeniably discriminatory based on socio-economic standing, category and the locality within which the Secondary School is situated. Due to an increase in the number of eligible secondary school graduates, coupled with inadequate infrastructure and staffing at the tertiary institutions, less than 35% of qualified applicants gain admission into these institutions. A greater number of students who gain admission to tertiary institutions are products of few well-established secondary schools.

Universities have initiated moves to address the challenge of limited space through the implementation of diverse plans such as the building of additional lecture theatres and halls of residences, as well as developing curriculum that ensures that the duration of study for students is lessened. Also, distance education is incorporated in the strategy to aid in decreasing the years students stay in school. A case in point is the University of Education, Winneba's Bachelor of Education course that links three years of thorough on-campus courses with a year internship in Basic and/or Secondary schools (Alexander, 2000). Attempts have also been made to deal with the matter of fairness through the institution of quotas, in order to ensure that regional and gender balance is achieved in the admission of students to tertiary institutions.

Funding University Education

The cost of running University education in Ghana was conventionally fully borne by the state, therefore, students then benefited from free tuition, feeding and accommodation. Presently, Universities as well as other tertiary institutions grapple with the problem of inadequate funding because of the inability of the state to provide the needed finance to effectively run these institutions. Government of Ghana contemplated deepening the functions of private-owned tertiary institutions, boosting the number of state-owned higher educational institutions and initiating collaborative financing popularly called *"Cost Sharing"*; all these measures aimed at addressing the inadequate financing of tertiary education and also fulfilling one of the conditions under the Economic Recovery Programme (1987-89) adopted by the government.

The acceptance of the "Akosombo Accord" in the year 1997 herald the introduction of Cost sharing, that required other stakeholders collaborate with government in the funding of University education. The cost sharing agreement split the financing obligation of Universities between government and other stakeholders, where government bore 70% of the cost and 30% was borne by stakeholders. Stakeholders' contribution was composed of revenue generated by the University, contribution from private persons or donors and tuition charge to be paid by students. These together made up 30% component under the Cost Sharing agreement.

Subsequently in 1998, charges for the use of Academic and Residential facilities were included in the fees component to be paid by students. Students who are housed in University's residential facilities are billed with both components of fees, while those who live in residences not owned by the University are required to pay academic facility user fee and a little amount as Affiliation fee. A charge for the use of Academic facility vary depending on programme studied, and it increased from GHC 141.90 (US$59.51) to GHC 276.72 (US$116.2) per academic year in respect to continuing undergraduate student; from 2014 to date respectively. (University of Education Winneba, website).

Similarly, students accommodated in University's Hall of residence were levied residential facility user fee and hall dues of GHC218 (US$92) and GHC10.00 (US$4.25) respectively, whereas students being accommodated outside campus were levied a little non-residential facility user fee of GHC 15.75 (US$6.70). Universities can as well give access to applicant on fee-paying basis.

This can be done in respect to applicant who does not qualify as per the ambitious departmental qualifications and cut off points, but fall within the least entry requirements (Kwame Nkrumah University of Science and Technology website).

The cost of University education is overwhelmingly high with regard to the infrastructural and operational expenditure. The availability of adequate finance has a significant influence on the capacity of the University to offer reliable service, in terms of payment of adequate remuneration to staff, as well as establishing optimal support facilities. In majority of the institutions, the fund available is insufficient to cover salary and essential ancillary services cost. Insufficient financing of universities continues to be grounds for numerous industrial actions by university employees' unions, particularly the Academic Staff Union of Universities (ASSU). Inadequate financing always results in weak teaching and learning structures, incapacity to employ superior faculty, desertion of educational research, dampens employees' confidence, poor work attitude and subsequently, inability to achieve curriculum goals.

According to Altbach, Reisberg and Rumbley (2009), higher education can be financed from numerous sources, and this dependent on who owns the institution and the country within which it is sited. In a developing country like Ghana, government subvention may be the only source of finance if the institution is a state-owned one. In actual fact, majority of higher educational institutions in Ghana are state-owned institutions that rely on government subvention for funding (Aina, 2002). This situation is steadily being altered as a number of private-owned higher educational institutions, which rely on fees mobilized from students for funding, continue to be set-up. This implies that financing of tertiary education globally is financed from funds provided by government and private persons or institutions (Jongbloed, 2008).

Most importantly, the financing sources for higher educational institutions are dependent on the country or geographical area in which the institutions are located. Occasionally, it is also dependent on the thinking or values of a nation concerning higher education. For example, University World News (2014) made known that several members of Organizations for Economic Co-operation and Development (OECD) have similar objectives with regard to higher education. These objectives comprise; guaranteeing monetary security of their tertiary education structures, promotion of the knowledgeable economy and improving on the number of students' admission and ensuring higher success rates for students. Notwithstanding these common goals, countries who are members of OECD have significantly different approach towards issue of apportioning tertiary education cost among government, students and private institutions and individuals.

Orkodashvili (2007) recognized insufficient financing as one of the major challenges confronting higher education arrangements in many countries in Africa, including Ghana and Nigeria. State-owned universities in Ghana and Nigeria are currently financed mainly from subvention paid by government, hence, university students are not charged for the cost of tuition. However, persistence downturn of the economy and declining national wealth has made it challenging for the government of Nigeria to fulfill her responsibility of financing higher education. As a constitutional obligation, the government caters for the charges of tertiary education in the country, and political manipulations have thwarted attempt to generate money by means of charging students for the cost of tuition, including other levies. For example, the promise of free education has continued to be fundamental issue in various political campaigns and manifestoes.

It was discovered that the implementation of diverse strategies aimed at restructuring the economy made the government of Nigeria change its position on the administration of higher education. Particularly, in recent times the government has made it obligatory for a minimum of 10% of the entire annual finance of every federal university to be sourced internally. For this reason, many state owned universities have set up businesses with the objective of making profit and generating additional money to supplement the traditional sources of financing for universities. Therefore, funding higher education in Nigeria is clarified by means of the African Political Economy Model, which concentrates on the way economic and political forces manipulate the framework within which Nigerian Universities accomplish their principal operational duty of teaching and research.

Higher education financing setting in Ghana is not dissimilar from Nigeria's. As stated by an editorial carried in the tertiary education in Ghana was conventionally free. The agreement was that accommodation, as well, was free for eligible students. The implementation of this policy direction made it very demanding for government of Ghana to adequately finance higher education. In the government quest to ease the problem of inadequate financing of tertiary education, and further, fulfils the conditions contained in the second stage of the Economic

Recovery Program implemented in the period 1987-89, the government resolved to alter the funding arrangement concerning financing of tertiary education in Ghana.

This system modification comprised: boosting the number of state owned higher education institutions, deepening the participation of private-owned higher educational institutions and implementing the theory of Cost Sharing. Subsequent to this, the implementation of the policy of Cost Sharing was initiated in the year 1997 following the acceptance of the Akosombo Accord. As a result, the duty for university financing was split between government and other stakeholders, with the government bearing 70% of the cost and 30% by the stakeholders. Stakeholders' contribution was composed of revenue generated by the University, contribution from private persons or donors and tuition charge to be paid by students.

From the description of Orkodashvili (2007), matching up private to public sources of financing of tertiary education demonstrate a vivid image of managerial practice of higher educational institutions in the United States of America and the United Kingdom. The study explains the distinctions in terms of the divergence in the level of autonomy, even-handedness of access, answerability of tertiary institutions and quality assurance in addition to institutional development between these two nations. Founded on 1999-2000 information, one has the ability to do a comparison of the relative size of the allocation of private and public sources of finance for tertiary institutions in the U.S. and the UK. The records, in addition, draw attention to an increasing movement of source of finance from public to private, with the U.S. topping the list.

The information disclosed that the most widely-spread Governmental Grant system in the U.S are:

1. Need-based grants, which come from Pell Grants; California Grants; State Student Incentive Grants SSIG along with others.

2. Merit-based are sourced from Georgia HOPE (Helping Outstanding Pupils Educationally) Grants (Orkodashvili, 2007).

Furthermore, in the year 1993 the (HOPE) grant began utilizing proceeds from the operation Georgia State Lottery to support college scholarships for eligible state inhabitants. To benefit from this scheme, a college student is required to have a minimum grade-point average of B (3.0) to keep on enjoying this assistance (Getz, 2007). Deliberations are regularly held to improve on the effective management of the grant arrangements in the U.S. For example, several intellectuals propose fusing the various funding systems and making the complicated application procedures simpler for the different grants schemes.

Others make a case for authorities to bring to the notice of the community, particularly the marginal groups, on the potential of distinct scholarship and grant (Dynarski, 2007). With the U.S. institutions having diverse financing alternatives the government grants in the UK are allotted on the similar competitive basis, where the best private and second class state owned institutions, old and new tertiary institutions are grouped under equal requirements for qualifying for grants from the government, though the UK government has been harshly criticized for coupling old and new universities under the same competitive requirements (Seville & Tooley, 1997).

Orkodashvili (2007) affirm that despite the variations in the qualifying conditions of both nations, the grants are accessible and the student is capable of benefitting from it in the institute he/she chooses. The universities therefore, try to win more students in order to boost their incomes. In the UK, in the post-Robbins system, the universities got money from the University Grants Committee (UGC) and the students' numbers was critical and has an impact on the block grant money given and received. In the meantime, the universities on their own initiative determine the basis for apportioning the money received. Receipt of money for financial support was based on budget proposals put forward by the institutions to the funding councils, who then, apply stringent competitive standards for instance, demand for student, price and quality for allocating this budget.

In 1988, the management of the money for the universities was transmitted to another organization, the Universities Funding Council, and that of the polytechnics and colleges was managed by the Funding Councils in the Polytechnics and Colleges. In the year 1992, the Council for Higher Education Funding for England, Scotland, and Wales became involved to make available the basic financing for the new university arrangement.

Financing Tertiary Institutions from Internally Generated Funds (IGF)

Privately owned higher educational institutions are solely financed from internally generated revenue and as a result state owned universities may emulate even though each of them have distinct mandate. This appeal has become necessary because of the difficulty confronting many governments in meeting the growing request of financing public universities. It is not surprising that strategies like cost sharing and full cost recovery have been introduced and are being implemented at a number of stages amongst Ghanaian and Nigerian state owned tertiary institutions in recent times. As part of the execution of the cost sharing policy and the subject matter of full cost recovery, the authorities managing universities owned by the state have been advised to explore for alternative sources of financing their programmes. Okojie (2009) stressed Nigerian government has given instructions, through the National Universities Commission (NUC), that all federal universities should put in effort to raise revenue within it operations to complement finances provided by government.

This is to help in addressing the problem of inadequate financing in public tertiary institutions. In Ghana, the notion of complementing the financing of higher educational institutions by the use of IGF was part of the proposal of the Cost Sharing policy in 1997, which marked the acceptance of the Akosombo Accord (Bank of Ghana, 2000).

It is beyond doubt that IGF is seen as a foremost source of financing for higher educational institutions. The reason is that many state owned universities are beginning to introduce programmes, which are market-oriented and cost of running these programmes are fully borne by the students. Thus, one of the main reasons for running of these programmes on Sandwich, Part-Time and Distance basis is to raise income internally to support finances received. Okojie (2009) defines IGF as "the creation of either tangible or intangible results within the confines of one institution. That is internally generated funds is those funds that are realized through the operations of the entity itself; the funds were not borrowed or realized through other external means.” Mossialos and Dixon (2002) reinforce this description by asserting that “Internally Generated Funds means funds not including the incomes of any Loan, Debt Issuance, Equity Issuance, Asset Sale, insurance recovery or Indebtedness”.

From both meanings stated above, Onuoha (2013) affirmed that the IGF concept denotes that the universities can provide funds generated internally to complement government effort in giving financing to support their operations. This implies that universities are being tasked to look for alternative means of generating extra income within to supplement finances received from government and private bodies. At the early stage of the IGF theory the Nigerian government directed all universities to send their generated annual IGF into a kitty, for easy management and the universities could submit a formal request to have access to the money.

This edict was suddenly met with resistance by managers of all the universities, and their resistance forced government to abolish the order. The subject of making use of IGF to funding higher education appeared to have gone down well with Nigerian Universities- federal, state or private). He affirmed that because of the IGF financing guideline, at least 10% of entire yearly finance sources for federal universities, arises from IGF. Survey on the same idea of IGF gathered viewpoint of eminent administrators of privately owned universities who clearly asserted that their initial financing was 100%founded on, or close to total dependence on IGF because as they were established to rely on their own funds and not that from the government (Onuoho, 2003).

Sources of Revenue for Subvented Organizations

Financing subvented organizations are the main concern to all nations including those generally presumed developed. According to (Dorfman, 1987), well-funded state institutions remain crucial to governance and effective policy execution, however, many state organizations have remain largely under-resourced as government subvention continue to dwindle. There are many approaches by which operating costs of government organizations are financed in any country and these may take the form of public and private funding. Public funding such as tax revenue is given directly to the organization in question, in the form of government subventions. Other means such as approved fees that these organizations charge for their services. Private sources of funds for government institutions may include private donations by individuals and private organizations that make contributions in terms of cash donations or equipment to facilitate the smooth running of government organizations.

It is also not uncommon to see NGOs making revenue contributions to state institutions. Other private sources often include employer financed services, charitable and voluntary donations, community self-helped and fund raising and private household expenditure (World Health Organization, 1978, Mossialos and Dixon, 2002), these are examined in turns:

The Government of Ghana has underlined its dedication to seek after a dynamic extending of decentralization and devolution of power. The decentralization approach gives a chance to include more individuals and more organizations in the plan and conveyance of advancement strategy for neediness lessening and productive running of subvented organizations development. It is expected to maximize the use of human resources, optimize equity and provide a basis for accountability and transparency (Aryee, 2003).

It is significant that a Presidential Oversight Committee on Decentralization was to be established up in 2002 to guarantee that functions, powers, responsibility and resources at all times exchanged from Central Government to local government units in a facilitated way. However, with time, perhaps in recognition of the merits of decentralization policy, directors and chief executives of government institutions also benefited from some measure of the policy which was originally couched for District Assemblies, (Badu, 2007). It is expected that the enhance autonomy of state bodies will result in improved revenue mobilization and efficiency in management. However, revenue mobilization in developing countries especially continues to face considerable challenges.

Reviewing income generation activities in African Universities libraries, incorporating four in West Africa, Sudan, East Africa, and English-talking countries of the continent, (Rosenberg, 1997) observed that income generation activities in most countries have not gone beyond the payment for photocopying, e-mail services and database searching. Fines for overdue books and fees for outside borrowers are on a cost recovery rather than for –profit basis.

Further, over the years, governments faced with increasing pressure to provide social amenities may have been moved to reduce subventions to state organizations. The issue of reduced funding government institutions is not restricted to developing countries of which Ghana is one. For instance, an average ten percent of institutional budget in United Kingdom come from earned income, or what can be referred to as internally generated fund (IGF) the most general sources of income being penalties, service charges, external user subscriptions, information services and rental of conference accommodations (Okiy, 2007).

Many state educational institutions in the United Kingdom (UK) contend that income generation is not easy. It needs constant monitoring and meets with stiff competition from a far less regulated private sector especially in those areas where innovation and organizational initiative is the key (Okiy, 2007). Perhaps it is in line with these facts that Montgomery (1989) stated that when revenue mobilization efforts generated public resistance or dissatisfaction, it was often the system rather than the amount that was blamed.

However, it creates the impression that the need to outline suitable income frameworks to enhance inner asset preparation has evaded numerous state organizations and strategy creators. Fortunately, new technologies in information and communication presents a number of opportunities to boost revenue collection ranging from tracking of development process, issuance of permits, easy records keeping among others, which organizations can harness to improve on their revenue mobilization and hence the efficiency of their operations (Al-Hassan, 2011, Rosenberg, 1997).

Whiles the consensus exists in research literature on the importance of revenue mobilization to the proper functioning of government organizations, in sub-Saharan Africa however, the financing issue has been ascribed to poor monetary execution of African economies and the high populace (people) development rates in the course of the last quarter-century (Mwabu & Vania, 1990). For the most part, Africa has the least per capita institutional spending on the planet, extending from not exactly US$20 in the poorest nations like Sierra Leone and Liberia to US$50 in well-off ones like South Africa and Botswana (World Health Organization, 2000).

Particularly for an organization such as the Ghana Standard Authority, inadequate funding pose a challenge to the general public health-related aim of the Millennium Development Goals (MDGs), this looks for to ensure universal quality health services by 2015 in developing countries. This is because efficiency in the testing and certifying food items may be a key to preventing unwholesome food product from reaching the public. As sources of finance available to public institutions have reduced the capacity of the Ghana Standard Authority to provide quality service is adversely affected (Quigley & Scott, 2004; Aboret el at., 2008).

Whatever the factor and reasons that may be given for dwindling funding to state bodies, the reality endures that the fundamental sources of funding, including internally generated fund (IGF), Government of Ghana (GoG) and donor-pooled fund (DPF) remain insufficient contrasted with the expenditure budget of these institutions. This financing gap has brought about the suspension of some essential services (Akortsu & Abor, 2011). Crittenden (2000) found that despite the importance of the government as a source of funding, the most successful public service are those that had strategic activity tended at mobilizing complementary revenue in contrast to Ansoff‘s (1979) earlier study.

Of the 31 organizations studied, the seven most successful had strong marketing and financial orientations. These organizations had strategically limited growth in their offering of products or services and had diversified their funding base with deliberate strategy to have strong marketing and foster growth. The others, placed little importance on marketing and financial issues, and therefore relied heavily on governmental funding. Crittenden concedes that there was no agreed upon measures for performance, but some level of financial performance was needed. Hagar et al,. (2004), found that governmental funding improved the probability of a closure of a government organization. The extent of an institution and in addition reliance on volunteers and donated income diminished the probability of closure.

Income Generation Activities

Every university is a production of distinct means of economic and intellectual development. They have to reveal balance linking teaching, research and extensive range of income-generating activities. Due to numerous outside overpowering elements, the government is impressing on universities to adopt an entrepreneurial model (Gibb & Hannon, 2006). Hence, the university has the duty to attract financing from other institutions so as to avoid the compound organizational terms and situations accompanying public funding by government (Wächter, 2012).

A re-evaluation of practical report regarding the effect of economic crisis on tertiary education by Asia (2012) depicted distinct cost-saving ways and means undertaking by many of the higher institutions in Malaysia. These comprise:

reducing the amount expended on travelling and Transport, research grants, students' activities fund, wastage and delay in infrastructure development. A number of universities are even working out ingenious and entrepreneurial actions to raise additional revenue. There are also US foundation sectors offering large philanthropic funds in the form of grants to the education sector in Malaysia (Nahan, 2003).

Siswanto (2013) maintained that, the academic-oriented income generation is done through methods of teaching and education services. Consequently, they have the capability to wholly utilize their expertise and competence by engaging in income generation activities. Equally, the scholars are currently encouraged to be researchers instead of lecturers (Kasim, 2011). They are expected to bring out publications to continue the assurance of the external sources in the form of grant for research. Also, Beath (2000) stated that inducements could be given to the teaching staff that carried out income-generating activities by putting up optimal "tax" on the earning income. The university has extra goal, which is to create and engage in commercial venture to develop level of expertise among its staff and assist in the transfer of knowledge.

Therefore, by means of reducing the dependence on grant funding, the university has the duty to attract finance from non-financing institutions (Estermann & Pruvot, 2011). Nevertheless, the conception and impressions of a university could be judged by citizens through a quick look, of the quality and kind of teaching and research completed by the scholars. This perspective raises essential matter to some universities when the shortage of skilled academicians turn out to be an impediment to a university, in the generation of revenue from the researches and consultations in addition to commercialization activities (Gebreyes, 2010).

Molas-Gallart (2002) contends that universities are aware that they are found in the low pay category of levels of academia; they often fail to perform assessment rigorously on the non-academic activities in their faculties. This made up of the “don’t ask don’t tell” principle as a practice. Certainly, the abilities and competences of a university in examining third stream income-generating activities is composed of diverse ways, which can be technology commercialization, entrepreneurial activities, advisory work and contracts, and facilities commercialization. Income generating activity means set of small-scale projects which are capable of creating source of income to the individual beneficiaries or groups. As per data gathered from earlier academic works, a number of universities’ lecturers are inclined to undertake research, consultation and commercialization activities to generate income for the universities.

Additionally, the lecturers also offer variation of programmes with the intent of attracting more students to pursue programs on distinct field, thereby, expanding the revenue flow for the university. As proposed by the Asia (2012) in Bangkok, several Malaysian universities are coming up with modern and commercial programmes in order to increase revenue generation.

Moreover, commercialisations are easier to carry out with no restriction internally, compared to other types of income-generating activities. Nevertheless, the academic setting is essential in the method of development and offers backing to the commercialization activities without blighting main academic significance of the university. Also, US foundation divisions that provide substantial philanthropic in the forms of grants to the education sector in Malaysia (Wächter, 2012).

Ahmad (2013) pointed out that the international students' fees contributing to the funding of a public university other than the 10 percent of local students' fees form the sources of funding. With the upsurge of international students' enrolment, the state owned universities make up another income generation sources when foreign students observed that Malaysian University fees is relatively low compared with that of their country of origin. Therefore, state owned universities have to adjust and constantly improve the curriculum to impress those foreign students who initially have good image towards Malaysia. Siswanto (2013) stressed that the academic oriented income generation means the income is merely generated from teaching and education services. Some academic-related business sections can be established to which purposely provides science and technology-based products which are used for academic purpose.

Sources of Internally Generated Fund (IGF) for Funding Higher Education

Flowing from the many challenges encounter by African governments that make it obvious that they no longer can continue to solely fund public tertiary education, various scholarly submission, some of which comes from Africans, have emerged the try to push toward considering the idea of internally generated fund (IGF) in funding tertiary education. These submissions included the one offered by Famurewa (2014) which suggested some of means the through which tertiary education institutions can create income. These include monies from their alumni through their alumni associations as well as research and donations.

Incomes to tertiary education institutions can also be generate through educational institutions' efforts, government and community (Akinkunle, 1985) as cited in Famurewa (2014). Internally, tertiary educational institutions can generate funds from three main ways aside assistance from the community and government grants and these include Financial Aid, Business Enterprises and Sale of Services (Nigerian Institute of Management, 1988).

Famurewa (2014) in grouped Financial Aid into three separate areas, which are (i) alumni fund, (ii) development appeal fund and (iii) endowment fund and gift. Alumni Fund is a medium of generating finance from the contributions of past graduate of the institution (Alumni) to aid in the financing of the institution's activities. An eminent Economist and Sociologist from Yale, Professor William, affirmed that Alumni are willing to donate an amount, which is not beyond his/her means, to help the institution maintain its enviable status to all including generation unborn. With the sense of gratefulness, obligation as well as concern in the tutoring charge, these past students have for their alma mater; represent a source that could be harnessed to generate greater returns.

The level of assistance given to institutions by their past students speaks volumes. What is significant is their willingness to always contribute to support their school, but not how much they contribute. He also asserted that Appeal Fund for Development, although akin to endowment fund the distinction is that it is usually established to accomplish an exact conceived task. That is it might have been instituted to fund projects such as construction of auditorium, residential hall, water dam or for procurement of computer hardware among others. He explained Endowment Fund to mean a scheme fund into which donors contribute and the reason behind it is for re-investment. The institution which is benefiting is required to retain the investment perpetually. The interest generated is regularly expected to be used to support and fund operational projects in the institution whiles the principal amount is left untouched in the investment.

In Nigeria contribution from private bodies to educational financing comprise professorial chairs, endowment prizes and intentional payment. The drive to institute endowment funds in universities in Nigeria started from the 1950's where the University College of Ibadan pioneered an endowment fund campaign. Within the period of 1988-1994, the University of Ibadan was able to mobilize over 22 million naira from endowments and grants (Ajayi & Alani, 1996). Again the with the inception of the Decree 9 of 1993 which gave permission to persons and other private businesses to venture into privately owned tertiary educational institutes, the contribution from the private sector towards the financing of tertiary education has significantly been enhanced.

Adding to the discourse Famurewa (2014) pointed that it is regrettable to see many higher educational institutions in growing economies not maintaining an updated alumni register. But the severe financial difficulties confronting tertiary education institutions, specifically universities, in the developing world and most especially in Africa, it is essential for institutions of higher education to bring up to date the address, records and other contacts on their alumni; the reason being that they represent a very good source of financial backbone where they are well coordinated.

The concept of alumni contributing to support the financing of respective universities or tertiary education as suggested by Famurewa (2014) had earlier been propounded by Akinyemi (2012) as well as Okojie (2010). Akinyemi (2012), elaborated extensively on strategies or ways to seek for different sources of funding for tertiary education. In his paper he highlighted on alumni contribution that has been used to finance projects commenced by these past students in their relevant institutions. These projects included the provision of concrete chairs for relaxation at vantage places on campuses, construction of modern toilet facilities on campuses and construction of lecture halls. On his part Okojie (2010) stressed the need to maintain a relationship with alumni by every tertiary education institution through periodic contact, keeping a database for the alumni, alumni tracking and alumni representation in university's events which maintains sense of belonging in alumni and increase alumni activities in the universities or tertiary institutions.

Aside the concept of Alumni contributing to finance activities in tertiary institution, Famurewa (2014) proposed and promoted second major idea, which commercialization of services. As said by Famurewa, commercialization of services can be in the form of (a) Consultancy services, (b) Renting out of physical facilities like auditorium, hiring out transport or vehicles and (c) Sale of admission forms and general services. General services sales includes among others that of academic robes, instructional academic records, past examination questions and pre-degree forms which, it is believed, can yield sizeable revenue for the institutions if properly managed and controlled. With regards to renting out of physical facilities, majority of the tertiary educational institutions have several of them that they can rent out to individuals and organizations to yield them huge sums of monies if well controlled and managed.

For instance, classrooms and halls can be rented out for examinations, conferences, wedding receptions etc. Free field can also be rented out for funeral ceremonies and wedding receptions whiles plastic chairs could be procured and tarpaulin canopies can be constructed for renting by these institutions. There are also a lot of consultancy services that can be engaged in by the universities to support their activities financially. These may include organizing seminars and workshops, provision of agricultural extension services, software technology application consultancy, developing of educational curricula etc for identifiable small scale entrepreneurs (SMEs) and other bodies in their catchment areas; and funds could be derived from all these sources to supplement the institutions' finances. In the view of Famurewa (2014), the most regular amongst the services being offered by the universities are education, business and engineering.

With reference to business, feasibility studies writing and staff recruitment reign supreme while for engineering services governments, irrespective of the levels, usually prefer to utilize tertiary education institutions services to be rendered by external engineering firms, because such services usually save the government and for that matter, the society a significant amount of hard currency, which typically would have been lost to other countries as engineering and consulting charges to foreign firms. The last but not the least concept that was expound by

Famurewa (2014) and for which the universities can optimize their fund generated from within was the concept Business Enterprise. Business Enterprise, according to him, is an implied means through which universities generate funds for their activities, whereas the initial two methods (being financial assistance and services commercialization) constituting direct ways by which funds could be generated. He proposed four major business enterprises strategic areas into which the universities could venture or undertake to raise funds and these are: (a) Manufacturing, (b) Agriculture, (c) Commercial, and (d) Portfolio Management. With the manufacturing initiative, he advised every institution of higher education to think of establishing simple manufacturing industry, for instance, simple food processing industry for local consumption and for export where possible.

In Agriculture, Famurewa specified that though, in Nigeria many tertiary institutions are known to be engaging in agricultural projects, every institution of higher education must, as a matter concern and with necessity put in place deliberate policy to accomplish this project. They should play a major role in practical agriculture and in research work to support the feeding of the growing population so as to decrease the country’s reliance on imported foods. Regarding the commercial venture every higher educational institution is advised to undertake an array of venture like petrol station, real estate, shopping complexes, market stalls and retail and distributive trade. They could also venture into other viable projects like bakery, catering services, hotel, printing, bookshop, transport services etc. Notwithstanding the reality that these projects could generate money for tertiary institutions, they are capable of serving as training and workshops means for students on Industrial attachment.

Alao (2011) proposed the concept of internally generated fund (IGF) for Obafemi Awolowo University in Nigeria and this is being applied in almost every university in a growing economy like Ghana. In the strategy, he proposed some precise actions that various faculties could embark on to generate funds. For instance, the Faculty of Agriculture should persuade its staff to go into consultancies on storage facilities for food products in the country, Agro-allied consultancies with River Basin Authority (i.e. relevant agro industries) in their respective countries, commercial farming for students and staff using their less utilized large expanse of land well as revival of university teaching and research farms to make them more viable and profit oriented.

Expenditure patterns of universities

The finance officer is the principal spending officer of the institution. It is his responsibility to make sure that that the institution's financial resources are expended in compliance with the Act and Regulations agreed upon by Council. That is, there should be due authorisation for every fund of the institution utilized, as well as, strict adherence to relevant accounting standards. Salaries and wages and other non-salary employment are recurrent costs that are incurred every month. These eat up a greater portion of the revenue of the institution. Other items of payments are:

(i) Housing loan for employees to enable them secure their own accommodation.

(ii) Vehicle loan, approved for the purchase of a car motor cycle or bicycle

(iii) Salary/tour advance, which is an advance, approved for a definite reason or official travels and is usually repayable or accounted for.

(iv) Gratuity: employees who worked in an institution for stated period that makes him/her eligible for the payment of gratuity would on attaining the age of retirement be paid the gratuity due for the period worked.

(v) Pension payment- where the number of years served qualifies the employee for pension; he/she starts to draw the pension immediately on attaining the retirement age.

Other Payments are:

i. Materials essential for the running of the institution

ii. Assets, such as acquisition or erection of buildings or additions or extension to the existing ones.

iii. Furniture, fixture and fittings, laboratory and office equipment

iv. Expenses for the maintenance of halls of residence, including general, Cleanliness of the surrounding

v. Purchase of motor vehicles, tractor, and trucks

vi. Plants and machinery (for the technology, industrial and electrical departments etc.)

Normally, incomes of universities are regularly expended in a programmed manner. For instance, every university has a method of allocating funds to different activities/items such as salaries, capital projects, recurrent expenditure (teaching/ research/ administration etc.), and general maintenance among others. The university expenditure pattern is regulated by the objectives of establishing a university (teaching and research). For that reason, a greater portion of the income is expected to be spent on such major items such as teaching and research. Although none of the universities granted access to the details of income allocation within the university internal structure, informal dialogue with university staff give you an idea about that much of what is available is spent (in order of importance) on capital projects, administration, teaching and research, students welfare.

Capital projects and salaries apparently take a chunk of the total income, while teaching and students' welfare tend to be receiving less priority. This, according to the FGD report, tends to be the cause of persistent student/teachers riots and strike actions respectively. Income created from within the universities (through investments, consultancies, or commercial ventures etc.) are supposed to be expended on improving some of the main purposes of the universities, while some percentages of these are supposed to be ploughed back.

In actual fact, because many of the projects have not been successful, they have a tendency of eat deep into the university funds. Also, there appears to be a very week co-ordination system among several of these projects and the university central administration. For instance, in formal talks with a number of employees in some of these units indicated that some persons have enriched themselves by heading some of these units, while the university itself benefits minimally.

Constraints Higher Educational Institutions face in Mobilizing Finance

There are lot of challenges related to mobilize financing for higher educational institutions in Ghana and Africa as a whole. These challenges have been worked on by most scholars in many publications. According to Djanmah

(2010) African universities mandate, vision and mission have not been fully realized because of inadequacies in funding gaps. This argument had been maintained by the research works done on behalf of World Bank and Association of African Universities. Universities in Ghana particularly, are also confronted with these same financing difficulties, which are linked to higher education in numerous universities in African.

These challenges arises in the shape of deterioration of the academic facilities, deficiencies in the supply of books and laboratory materials, insufficient provision of ICT equipment and low wages and poor conditions of service for academic and administrative staff.

Maslen (2010), stresses that growth in higher education in Africa is financially unsustainable; as a result quality of education is extremely affected adversely due to insufficient and decreasing resources. Maslen maintained that the issues are pressing especially in these periods of worldwide economic crisis when government funds for university education keep reducing country by country yearly. This trend is happening because of other segments in the educational sector like the basic and secondary levels are equally competing for resources, just as the tertiary levels. The impact of the financial crisis from 2008 presents an indication that there is need to explore further ways to increase the base for securing finance for tertiary education in the Sub-Saharan Africa.

Funding challenges confronting higher education is not peculiar to universities in Africa. According to the Universities UK (2013), report indicates that there are funding gaps among universities in the United Kingdom. England in particular, the studies reported the problems for government and the universities in financing any increase of student population as against contemporary financing limitations. Sellgren (2013) in his research found that UK universities have been confronted with financial challenges over years following changes to funding to the enrollment of students from overseas. This basis shows that United Kingdom's government programme change to higher or tertiary education would possibly have severe impact on its experienced and trained labor force and economic growth. The situation is not different from other nations especially growing economies such as Ghana. The report by Institute for Fiscal Studies [IFS], thus stresses on consideration of funding alternatives that are sustainable and that may possibly also guarantee that tertiary education remains available to every prospective student. Ratha and Plaza (2011) pointed out that, in-spite of a number of challenges confronting African governments, it is important for universities to diversify their sources of revenue taking account of mobilizing extra funds from businesses, households and development partners. Therefore, the universities should also make sure more efficient and effective unitization of wealth available to them.

Subsequently, value for money, accountability and transparency and integrity is required in the usage of the available resources. On the basis of that, Geuna and Martin (2003) are of the opinion that funding of public universities should be unit cost basis. Geuna and Martin explain that tuition and research costs of students should be met by the ideal unit cost. Accordingly, the differentiated unit cost on public university students should be linked to those in private universities. Again through alumni, endowments and judicious investment policies and program, public universities ought to be able to mobilize other financial resources. Thus, government should consider national needs and the differential unit cost determining the number of students to support in a given programme.

Moreover, it is being advocated that the quality of a specified academic programme and research output together with unit cost should be factored in determining on the level of government funding extended to universities (Kinyanjui, 2007). Besides, how effective and efficient the resources of the universities are used, they ought to be valued in allotting public funds for the funding of higher education. This is possible by given targeted funding provision to the poor and vulnerable students from the less developed regions of the country. There should also be attractive packages to fascinate the participation of private sector into the funding of the university education and these could be in the form of creating well handling of the philanthropic and endowment funds, this can complement the government effort in supporting tuition, research and development in higher educational institution (Alexander, 2000).

Adding to the view expressed earlier Kinyanjui (2007) advised state owned universities in Kenya and other African nations to separate themselves from enterprises that are not the focus of their operations such as students' catering, security, cleaning and transportation by out-sourcing those services. Similarly, public universities should open up and maximize earnings from the range of assets and investment opportunities existing to them by employing the services of experienced and knowledgeable investment managers to handle their assets and investments portfolios. Universities should take leading role in the establishing partnerships with the private sector in the development and national union catalogue, science parks and instrument centers for joint usage.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter describes the procedures adopted in conducting the study. This chapter provided details related to the methodology of this present research. It includes the research design, data collection procedure, research population; sample size, sample selection procedure, research instruments, and data analysis procedures.

Research Design

The study intended to report the situation as it is in College of Agriculture within the University of Education, Winneba. The study used a descriptive survey design. Mugenda and Mugenda (2003) describe descriptive research design as a systematic, empirical inquiry into which the researcher does not have a direct control of independent variable as their manifestation has already occurred or because the inherent cannot be manipulated. Descriptive studies are concerned with the what, where and how of a phenomenon hence more placed to build a profile on that phenomenon (Mugenda & Mugenda, 2003).

The design was used to describe the assessment of the sources, utilization and the challenges of internally generated funds (IGF) contributions to the College of Agriculture Education, Mampong and to recommend other untapped sources of income. 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.

Population

The population of the study consists of decision makers like heads of department, dean of students, staff of the finance and internal audit sections of the University of Education Winneba. The Deans and heads of department are the spending officers of the University. The Finance and Audit units' staffs are to ensure funds are spent with in harmony with financial rules and regulations and proper accountability is made. With this, total number of 26 deans of student, 49 heads of department as well as 140 finance and internal audit section staff.

Sample and sampling techniques

The sample groups comprise finance and non-finance staff. The finance staff was composed of employees from the finance and internal audit department, while the non-finance staff involves Deans, Directors and heads of department. In total, a sample size of 107 (50% of the population) was selected consisting of finance and non-finance staff. According to Hair, Anderson and Tatham (1987), a sample size of at least 100 is recommended to conduct a test of statistical significance. Simple random sampling technique was used in the sampling process. This was to give the same chance to all decision makers. The researcher in choosing the sample used excel's $RAND_{()}$ function to generate random number for each of the 215 decision makers and the first 107 were selected.

Data source and type

This study relied on both primary and secondary sources of data. The reason for this was to be able to provide adequate discussion for the readers that will help them understand more about the issue and the different variables that are involved.

Primary data refers to the responses that the researcher gathered on the field from the respondents through administration of questionnaire in order to solicit for the expected data for the purpose of the study. The primary data for the study was represented by the survey results that were acquired from the respondents through the administration of questionnaire.

On the other hand, the secondary data included documents, receipts and reports on the various IGF in the College of Agriculture Education in Mampong. The other sources of the information included books, internet search, articles, and journals among others. The secondary data was used to support or compensate the primary data for credibility and reliability of the data.

Data Collection Instrument

Questionnaires are instruments used for obtaining quantitative data in this study. A questionnaire, according to Creswell (2002), is a form used in a survey design that participants in a study complete and return to the researcher. Questionnaire was employed in this study to aid achieve the research objectives. The advantages include ease of distribution, the ability to analyse results using different statistical software, and that it is a cost-effective means of data gathering, particularly for works that call for a big sample size.

The questions on the questionnaire were closed ended making respondent feel comfortable answering them, unlike the interview. The questionnaire was also chosen because it made scoring easier. Secondary data was also used by the researcher. Secondary data was retrieved from the administrative records of University of Education, Mampong campus. The researcher made use of existing records on actual expenditure and Internally Generated fund for eight year period (2008-2015).

Data Collection Procedures

Questionnaires were distributed to decision makers who were selected through the sampling process. The researcher explained the purpose of the questionnaire to the respondents. All the apparently challenging and technical terms were clarified and participants fully understood that there was nothing like correct or wrong answers; therefore they were to complete the questionnaire as candidly as possible.

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).

The data was examined for reliability. Frequencies, percentages and means of the Statistical Package for Social Science (SPPS) version 22 was used to analyze quantitative while the secondary data was analysed descriptively with the aid of Microsoft Excel and were presented using tables and graphs.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter presents and discusses the findings of the study. Out of the 107 instruments administered to the respondents, 95 were retrieved representing 88.8 percent returning rate. The chapter is divided into two (2) sections. The first section deals with background information of the respondents using a questionnaire. The second section contains data related to the main issues investigated in the study.

Background information of Respondents

The background information of the respondents includes their gender, age, educational qualification and job experience. These are presented in Table 1-4.

Table 9: Sex distribution of the Respondents

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

Source: Field data, Gyanoah 2017

From Table 1, out of a total of 95 respondents, 65 were males representing 68.40% of the total respondents in the study sample while the remaining 30 were females accounting for 31.60% 0f the total respondents in the study sample. This means that there more males than females in the study sample.

Table 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, Gyanoah (2017)

As shown in Table 2, out of the total number of 95 respondents, 5 of them fell between the ages of 26-30 representing 5.3%. 25 were between the ages of 31-35 also forming about 26.3% of the study sample, 26 of them aged between 36-40 representing (27.4%) and 15 of them between the ages of 41-45 (15.7%) while 14 representing (14.7%) were between the ages of 46-50. Again, only 10 respondents were 51 years and above, accounting for 10.5% of the total respondents in the study sample. From this study, it is obvious that majority of respondents are within the ages of the working class or population.

Table 10: 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, Gyanoah (2017)

From Table 3, out the total number of 95 respondents, 10 of them representing 10.5 percent have Bachelor's degree. 38 which representing40 percent have master's degree while 27 represent (28.4%) hold HND. The remaining 20 forming about 21.1 percent hold either PhD or ACCA/CA what this might mean is that majority of the worker within the College of Agriculture Education might hold at least a master's degree of any form.

Table 11 : 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, Gyanoah (2017)

The data in Table 4 reveals that, a very significant number of the respondents (29.5%) had worked below 7 years. Forty percent (40%) had worked for the College of Agriculture Education, Mampong between 8-15 years, whiles 21.1% and 9.4% had worked between 16-21 years and 21 years and above respectively. The statistics on the table is an indication that 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 funds and also what they have been using it for over the years.

Various sources of the Internally Generated Funds (IGF) for the College of Agriculture Education, Mampong

As part of assessing the sources of the internally generated funds to the College of Agriculture Education, Mampong, this question was asked to ascertain the various sources of internally generated funds that are available to the College. In that regard, six close ended items 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 funds. Their responses were analysed and presented in Table 5.

From Table 5, out of total number of 95 respondents who were asked to indicate the extent to which 'Congregation, ICT usage fees of students, University paraphernalia and affiliated institutions' form part of the sources of internally generated funds, majority 75(78.9%) of them indicated that 'To a larger Extent' this item is indeed a source of internally generated funds, only 5(5.3%) of them indicated that To a lesser extent this same item is a source of internally generated fund. With a mean of 2.05, it means the respondents had affirmed that to some extent Congregation, ICT usage fees of students, University paraphernalia and affiliated institutions are sources of internally generated funds.

On the item 'Sale of product from the university farms and sale of admission forms' as being a source of internally generated fund, 66(69.5%) of the respondents representing the majority affirmed that to large extent, this item is a source of internally generated fund. But 21(22.1%) of them indicated that to some extent this same item is a source of internally generated fund while only 8(8.4%) of the rest indicated that to a lesser extent this item is a source of internally generated fund. 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 farms and sale of admission forms are sources of internally generated fund. What this might mean is that Sale of product from the university farms and sale of admission forms To a large extent forms part of internally generated fund of the College of Agriculture 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 12: Sources of the Internally Generated Fund

Revenue sources	Lesser extent =1	Some extent =2	Larger Extent =3
Congregation, ICT usage fees of students, University paraphernalia and affiliated institutions	5(5.3%)	15(15.8%)	75(78.9%)
Sale of product from the university farms and sale of admission forms	8(8.4%)	21(22.1%)	66(69.5%)
Fees charged for the issuance of academic transcript, issuance of students ID cards, issuance of introductory and letters, consultancy services by various departments	5(5.3%)	10(10.5%)	80(84.2%)
Residential, academic user facility fees paid by regular students and fees by sandwich students	2(2.1%)	8(8.4%)	85(89.5%)
Fees paid by part-time and distance learning students	5(5.3%)	13(13.6%)	77(81.1%)
Hiring of auditorium, conference facilities and other designated places to outsiders, levies imposed impose on traders on various campuses	2(2.1%)	7(7.4%)	86(90.5%)
Registration of commercial drivers plying University roads and empowerment fund contributions by university staff	5(5.2%)	45(47.4%)	45(47.4%)
Grants charged for late registration of courses and penalty charged for late registration of courses	3(3.2%)	11(11.6%)	81(85.2%)

Source: Field data, Gyanoah (2017). 'To some extent 2.4-1.5', or 'To a lesser Extent 1.4 -0.9'

Regarding 'Fees charged for the issuance of academic transcript, issuance of students ID cards, issuance of introductory letters, consultancy services by various departments' as sources of internally generated fund, 80 representing (84.2%) majority of the respondents stated to a large extent this item is a source of internally generated fund of the College of Agriculture of the University of Education, Winneba. Just 5(5.3%) of the respondent indicated that to a lesser extent this item is a source of internally generated fund. Given that the average score of the respondents is 2.9 it means the respondents had agreed that to a larger extent 'Fees charged for the issuance of academic transcript, issuance of students ID cards, issuance of introductory and letters, consultancy services by various departments' are sources of internally generated fund. It is likely that Fees charged for the issuance of academic transcript, issuance of students ID cards, issuance of introductory and letters, consultancy services by various departments are sources of internally generated fund of the College of Agriculture as majority of the respondents in the study alluded to.

Still on sources of internally generated funds, majority 86(90.5%) of the respondents affirmed that to a larger extent 'Hiring of auditorium, conference facilities and other designated places to outsiders, levies imposed impose on traders on various campuses' are sources of internally generated funds while about 2(2.1%) of the respondents indicated to a lesser extent with the same item. with the mean score of 3.0, it means majority of the respondents had agreed that to a larger extent Registration of commercial drivers plying University roads and empowerment fund contributions by university staff are sources of the internally generated funds. What this might mean is that Registration of commercial drivers plying University roads and endowment funds contributions by university staffs are sources of internally generated funds of the College of Agriculture of the University of Education, Winneba as majority of the respondents indicated. This was consistent with that of Okiy (2009) on sources of internally generated funds for United Kingdom Universities.

About 81(85.2%) of the respondents representing the majority responded in affirmative 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 funds 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 funds.

Further study and investigation into this area on why majority of the respondents indicated these sources of internally generated funds contribute insignificantly to the revenue generation of the university, it was realised that regarding the alumni dues there has not been enough education to the students on the need to join the alumni group. There are also a weak bond between the alumni and the University. It was observed that there was no office to coordinate their activities, no updated data base on the details of alumni as to where they work, their contacts, no common account for collection of dues, as well as how they can be linked. Collection of dues or funds from this source is therefore challenging resulting into less funds being accumulated from there. Funds from re-sit fees was also very small because the number of students who normally trail in the semester examinations were not huge and the fees paid is also not significant. It is, therefore, not reliable and does not impact significantly on the revenue generation of the University.

In terms of endowment fund 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 relaxed and also there is a common account into which the few funds gathered monthly is deposited and this account is with the head office. It is, therefore, difficult accessing funds from it to finance the activities at the College or campus level. Even where a fund is released, several deductions are made in respect to other services rendered to the College or branch leaving only few funds before it is released to the College for its activities. In the opinion of majority of respondents Interest income, hire of university property, rent income, Environmental Sanitation Fees and Medical Examination Fees have lesser contribution to the university's internally generated fund.

In their view the respondents indicated that the generation of funds from sources such as Hire of University Property, Rent Income, Environmental Sanitation Fees and Medical Examination Fee are not reliable and often the amount paid are very insignificant. They also stated in the follows up questions of the open ended questions that levies imposed on traders on campus has little impact on the revenues of the University.

In a nutshell the College has various sources of generating funds internally. These ranges from Congregation, ICT usage fees of students, University paraphernalia and affiliated institutions through to Grants charged for late registration of courses and penalty charged for late registration of courses as summarized in Table 5. Majority of the respondents in the study submitted that indeed to a larger extent those were sources of internally generated fund of the College s of education. These submissions included the one offered by Famurewa (2014) which suggested some of the means through which tertiary education institutions can create income. These include monies from their alumni through their alumni associations as well as research and donations.

For instance, classrooms and halls can be rented out for examinations, conferences, wedding receptions etc. Free field can also be rented out for funeral ceremonies and wedding receptions whiles plastic chairs could be procured and tarpaulin canopies can be constructed for renting by these institutions. There are also a lot of consultancy services that can be engaged in by the universities to support their activities financially. These may include organizing seminars and workshops, provision of Agriculture extension services, software technology application consultancy, developing of educational curricula etc for identifiable small scale entrepreneurs (SMEs) and other bodies in their catchment areas; and funds could be derived from all these sources to supplement the institutions' finances.

With reference to business, feasibility studies writing and staff recruitment reign supreme while for engineering services governments, irrespective of the levels, usually prefer to utilize tertiary education institutions services to that rendered by external engineering firms, because such services usually save the government and for that matter, the society a significant amount of hard currency, which typically would have been lost to other countries as engineering and consulting charges to foreign firms.

The linkage between internally generated fund and expenditure.

The data presented under this research question examines linkage between internally generated fund and expenditure**.**

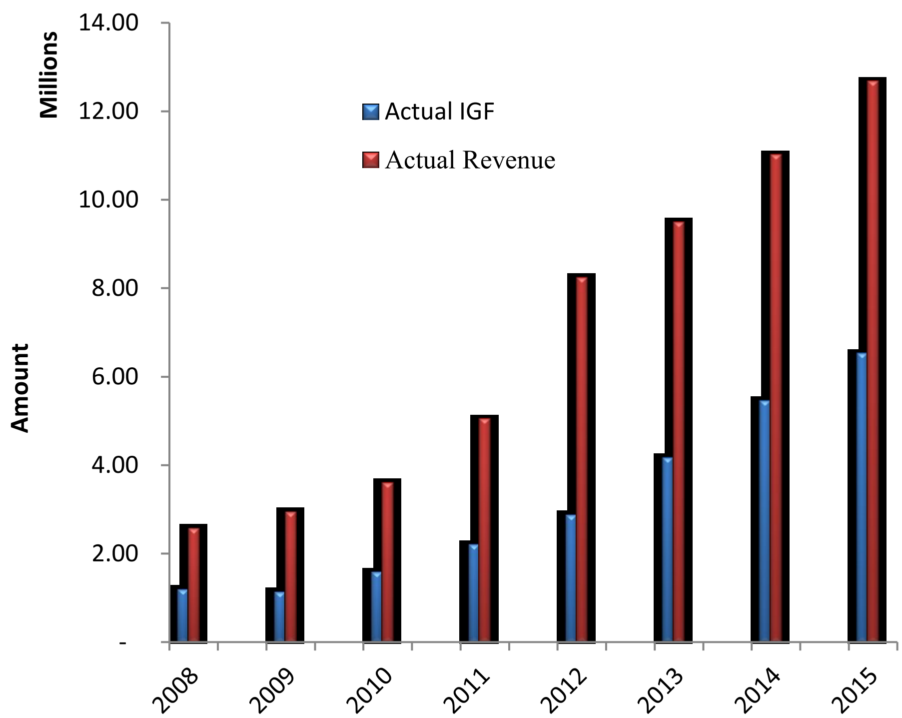

Figure 6: Internally Generated Fund and College's total revenue in cedis (2008-2015)

Source; College of Agriculture Education, Mampong, Annual Trial balance, 2008-2015

Figure 1 presents the actual performances of total revenue and internally generated fund (IGF) for the study period. The actual total revenue of the College improved from GHS 2,750,314.00 in 2008 to GHS12, 678,995.40 in 2015.

Correspondingly, the actual IGF, as part of the total revenue of the College also showed a similar trend by improving from GHS 1,193,992 to GHS 6,528,783.00 in 2008 to 2015 respectively. However, actual IGF progressed on a slower rate as compared to actual total revenue. A further analysis of the data received indicated that the seemingly sharp rise of total revenue was as a result of an increase in government subvention for personal emolument and funds from externally funded project received within the period. This caused total revenue to rise at a faster rate as compared to internally generated fund (IGF).

Table 13: College of Agriculture Education, IGF components in cedis.

IGF	2008 000	2009 000	2010 000	2011 000	2012 000	2013 000	2014 000	2015 000
Admission fees, Registration fees and Sport fees , Hall Affiliation Fees and Student Internship	219.20	60.10	106.70	371.60	339.20	362.20	745.80	892.50
Residential Facility User Fees, ICT Facility User Fees, Students ID Card Fees and Examination Fees	244.10	333.80	391.00	420.90	463.30	635.22	630.70	754.70
Animal Farm and crop sales, Academic facility user fee, Students Hand Book Fees	307.20	376.90	455.70	461.20	475.30	648.80	834.90	999.20
Sandwich Programme Fees, Sandwich Programme Accommodation, Transcript, Receipt SRC Sports, Congregation Receipt and ICT fees	195.30	325.30	574.30	799.60	139.90	2,319.70	2,417.40	2,893.10
Alumni dues, Re-sit fees, endowment fund and application Form	47.40	47.0	54.10	52.50	54.30	83.60	480.40	574.90
Interest income, hire of university property, rent income, Environmental Sanitation Fees, Medical Examination Fees and other income.	26.80	56.60	79.90	106.2	143.90	114.60	346.30	414.40

Source: College of Agriculture Education, Mampong, Annual Trial Balance, 2008- 2015.

Table 6 shows the College of Agriculture Education, Mampong's IGF by components for the period. The College's internally generated fund is derived from academic facility user fee, Admission fees, Registration fees and Sport fees, Residential Facility User Fees, ICT Facility User Fees, Students ID Card Fees and Examination Fees etc. The amount of revenue collected from Admission fees, Registration fees and Sport fees, Hall Affiliation Fees and Teaching Practice improved significantly from GHS 219,191.00 in the year 2008 to GHS 892,500.00 in 2015. In the year 2008 the amount collected for Residential Facility User Fees, ICT Facility User Fees, Students ID Card Fees and Examination Fees was GHS 244,095.00 while 2015 figure was GHS 754,700.00.

Animal farm and crop sales, Academic facility user fee and Students Hand Book Fees recorded the highest internally generated fund of GHS 307,165.00 in 2008 and second highest IGF contributor i.e. GHS 999,200.00 in 2015 after that received from sandwich programmes fees, transcript receipts SRC sports, congregation and ICT fees. It is also seen from the Table 6 that IGF from interest income, hire of university property, rent income, environmental sanitation fees and medical examination fees was both lowest in the year 2008 and 2015 contributing only GHS 26,795.00 and GHS 414,400.00 respectively. Similarly, Alumni dues, re-sit fees, endowment fund and application form recorded low IGF contribution of GHS 574,900.00 in 2015. This goes to buttress the fact that contributions to total revenue of the College from these two category sources do not have a significant impact on the entire revenue generation at the College.

The result indicates that IGF from various components increases slightly each year. This is attributed to constant upward review of most of internally generated fund component, including Academic Facility User Fee, Residential Facility User Fee, Admission fees and Registration fees, which are all component of school fees charged to students though the rate of increase is usually controlled by the government because the University is a government owned. However, the College can constantly improve on the collection of IGF in the areas where government has little or no control. That is to say that the university can significantly enhance its revenue base in areas such as animal farm and crop sales, where major investment can be channeled in the form of expansion and commercialization on farm and crop sections. This has the potential to increase revenue for the university and create employment. Faculties must also develop programmes that appeal to and will attract potential students to be admitted in to the College to increase the revenue base of the institution. The commercialization and introduction of courses have become very necessary especially where government subvention and grant for public universities keep decreasing.

Wächter (2012) argued that commercialisations are easier to handle and allocated without delimitation internally compared to other types of income-generating activities, however, the academic environment is quite important in the process of cultivation and provides support to the commercialization activities without compromising core academic value. According to Estermann & Pruvot (2011) the university has additional goals, it is to initiate and engage in the business boundary to improve skill levels amongst the employees and facilitate knowledge transfer. In order to reduce the reliance towards grant funding, the university is responsible to raise the income from non-funding organization.

However, the impression and position of a university will be judged by public by glance through the quality and nature of the teaching and research done by the academicians. From this perspective, it causes a critical issue to certain universities when the scarcity of experienced academic staffs becomes an encumbrance towards a university to generate income from the researches and consultations as well as commercialization activities.

Table 14: IGF and total expenditure (2008-2015) in Ghana cedis

Year	Actual IGF	Actual Expenditure
2008	1,193992	2,188,602
2009	1,129,992	2,954,331
2010	1,582,681	3,369,411
2011	2,206,413	4,730,628
2012	2,874,994	6,743,109
2013	4,164,067	7,490,370
2014	5,455,383	11,014,586
2015	6,528,783	12,678,995
Total	300	100

Source: College of Agriculture Education, Mampong Annual Trial Balance, 2008-2015

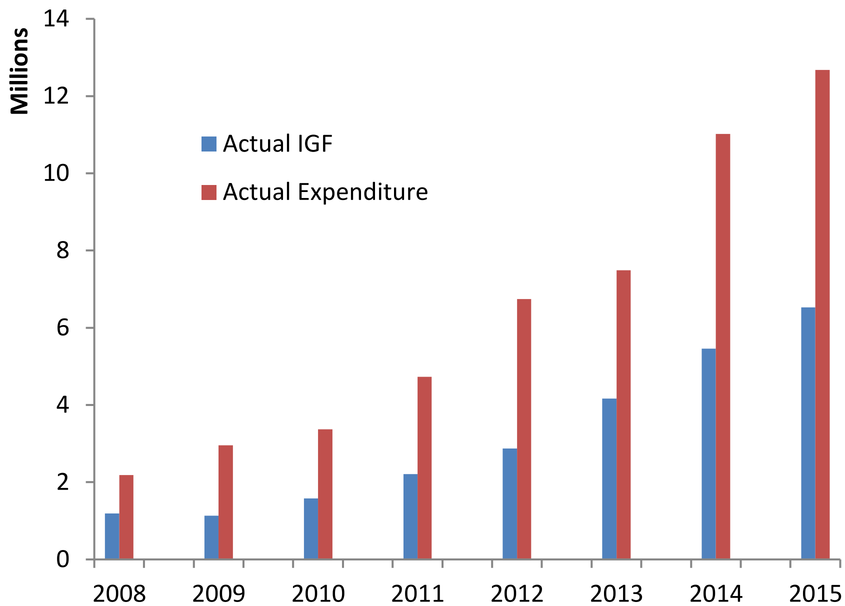

Figure 7: Actual IGF versus Total Actual Expenditure (2008-2015)

Source: College of Agriculture Education, Mampong Annual Trial Balance, 2008-2015

Figure 2 shows that both IGF and expenditure pattern of the College of Agriculture are on the rise. Internally generated fund increased from GHS 1,193,992 in 2008 to GHS 6,528,783 in 2015. Actual total expenditure on the other hand, increased at a faster rate than IGF, from GHS 2,188,602 to GHS 12,678,995 for the period 2008 and 2015 respectively. As depicted by the diagram in figure 2 above, the gap between IGF and actual expenditure began to widen from the year 2011. The year 2011 saw a significant increase in total expenditure because the year marked the beginning of the implementation of the Single Spine Pay Policy. Though effective implementation date for this pay policy was in 2010, actual payment of amount, including arrears, started in the year 2011. Thus, this progressive rise in expenditure is significantly contributed by growth in Personal Emolument/compensation.

Table 8: College of Agriculture Education, IGF components (2008-2015) in cedis

Expenditure	2008 000	2009 000	2010 000	2011 000	2012 000	2013 000	2014 000	2015 000
Personal emolument	1,432.30	1,767.70	1,876.80	2,108.40	2,564.30	765.70	757.30	776.20
Administrative activity	160.30	276.70	434.50	654.40	1,034.30	1,356.10	1,366.00	131.90
Repair and maintenance of building	134.60	161.00	322.30	398.80	498.30	521.00	490.00	130.50
Repair and maintenance of equipment	187.80	293.40	421.30	594.30	993.20	1,024.60	981.00	89.90
Service activity cost and financial charge	114.60	168.00	145.70	365.60	632.50	745.40	754.00	1,674.60
Furniture, fittings and Furnishing	104.40	164.50	133.40	332.50	563.00	578.80	593.3	1.10
Computer and internet	54.50	123.00	35.30	276.70	457.40	498.80	501.00	5.40

Source: College of Agriculture Education, Mampong Annual Trial Balance, 2008=-2015

From Table 8, the Personal emolument was and still remains the biggest expenditure item, accounting for about 37% of total expenditure. The other six expenditure categories share the remaining 63%. The trend is not different from the data of the study period.

It can be also observed from Table 8 above that the second largest proportion category of total expenditure was incurred on Administrative activity. This one followed by Repair and maintenance of equipment and Service activity cost and financial charges, while Computer and internet is the smallest category as per total expenditure.

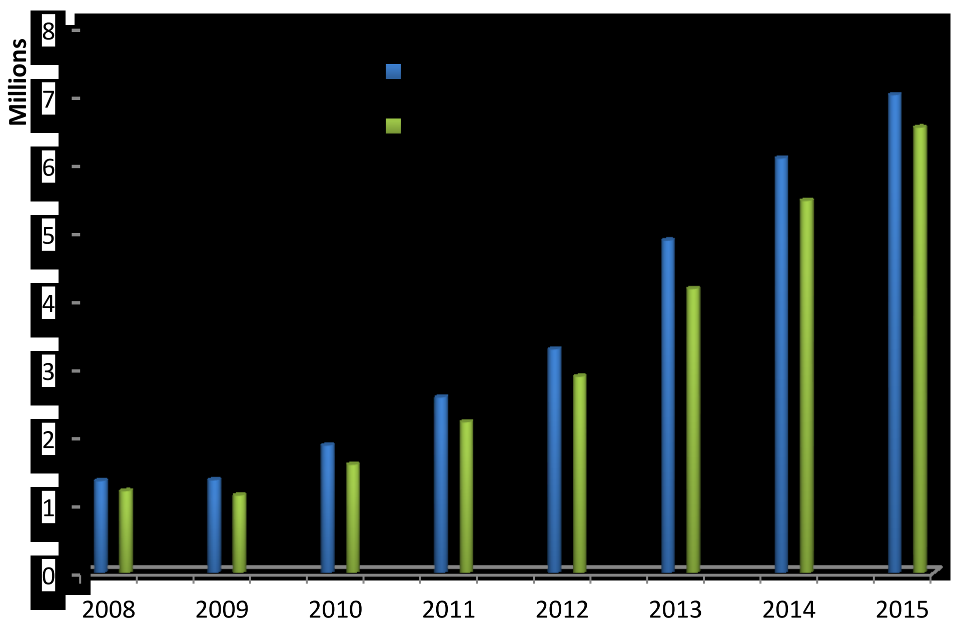

Figure 8: Budgeted IGF versus Actual IGF (2008-2015) in Ghana cedis

Source: College of Agriculture Education, Mampong Annual Trial Balance, 2008-2015

Figure 3 depicts increase in the value of IGF for budgeted and actual except in 2009 where IGF actual decreased about 5.66%. This rise in IGF is essential expected to positively shape the financial structure of the university so as to positively match its expenditure, because of the constant increase in the expenditure of employees' compensation, capital investment, goods and services. It can also be seen that the actual IGF has always been falling short of the Budgeted. A further probe revealed that several factors have been affecting the generation and receipt of the expected IGF and these include the fact that some of the programmes offered keep recording low student enrolment, inability of the few students to fully pay their fees within the academic year thereby making them accumulate debt. A sizeable number of the College's students also rely on government grants and scholarships to pay fees, so where those scholarships delay or are not paid it becomes a problem and hence the expected IGF from school fees is negatively affected.

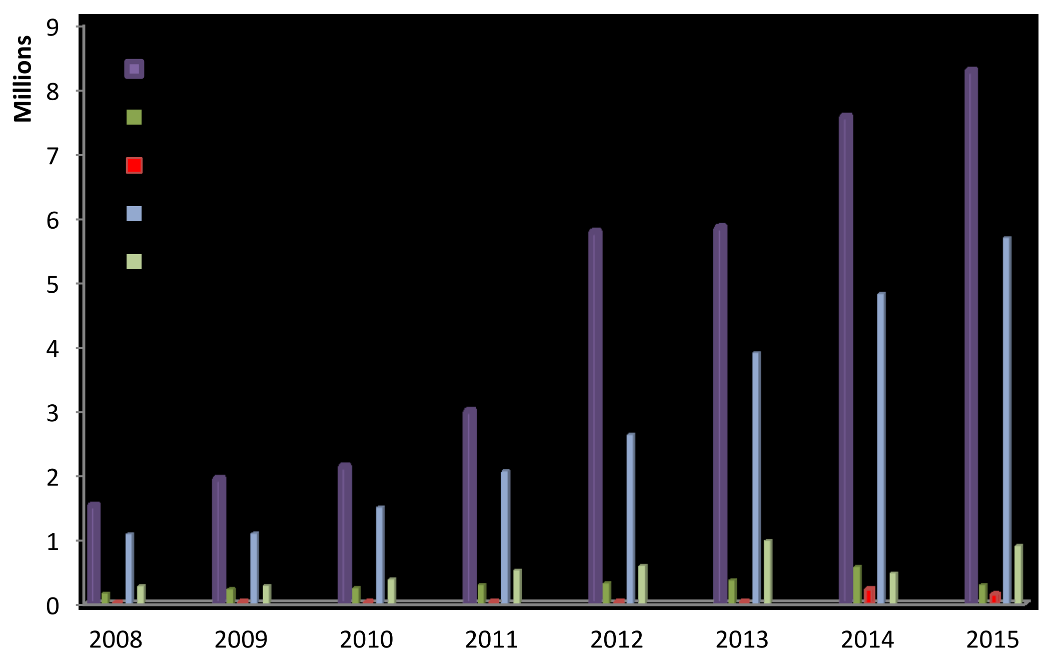

Figure 9: Sources of budgeted income (2008-2015)

Source: College of Agriculture Education, Mampong Annual Trial Balance, 2008-2015

From figure 4 above, total budgeted income for the university in 2008 was GHS 3,032,970.00 Fifty percent (50.06%) of the budgeted amount was expected to come from Government subvention, 5.1% grants and GET Fund, donors fund represented 0.5%, 35.4% from students fees and non-students fees formed 8.8%. It is clear that the major source of anticipated income is the government subvention.

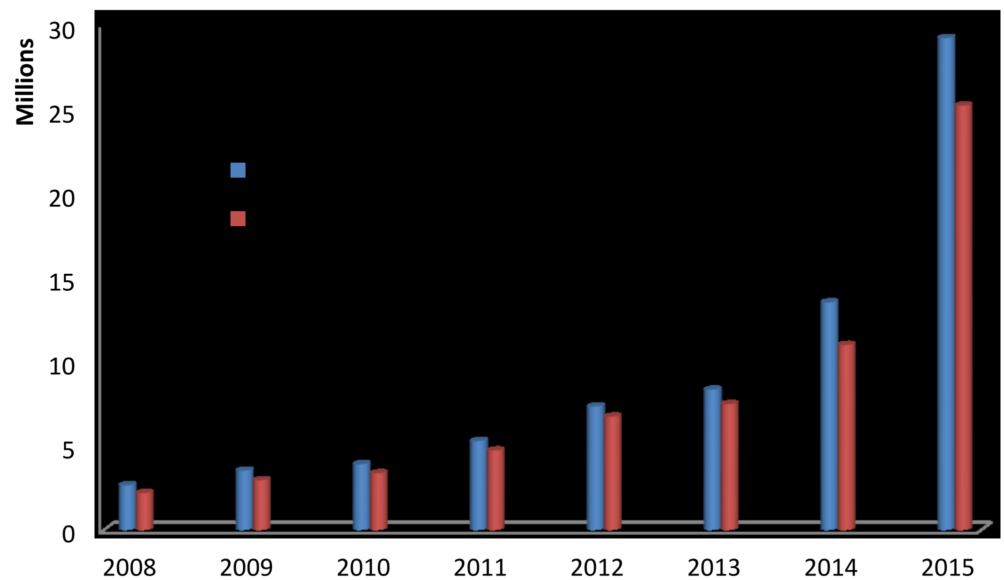

Figure 10: Budgeted Expenditure versus Actual Expenditure (2008-2015)

Source: College of Agriculture Education, Mampong Annual Trial Balance, 2008-2015

This figure 5 is an indication of constant rise of the university's expenses. Both budgeted and actual expenditure has been increasing from 2008 and 2015. This shows that capital investment, good and services, and compensation of employees and others such as chemicals, laboratory materials have been rising steadily.

Uses of Internally Generated Funds in the College of Agriculture, University of Education, Winneba.

The main purpose of this research question was to ascertain the uses of internally generated funds in the College of Agriculture. To achieve this, five close ended items were generated on a four likert scale for the students to indicate whether they 'strongly agreed', 'agree', disagree' or strongly disagree. Their responses were analysed and presented in Table 9.

Table 15: Uses of Internal Generated Funds in the College of Agriculture

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

Source: Field data, Gyanoah (2017). 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 9 offers the results on uses of internally generated funds. As per the table, out of the total of 95 respondents, 60(63.2%) representing the majority agreed with the item 'internally generated funds are used to build lecture halls/conference halls/administrative blocks' while about 21(22.1%) of the respondents disagreed with the same item. Given that the mean score for this item is 3.8, it means on the whole the respondents had agreed with this item. It is likely that internally generated funds are used to build lecture halls/conference halls/administrative blocks as majority of the respondents in the study affirmed.

With the item 'internally generated funds are used to pay staff allowances', 70(73.6%) of the respondents forming the majority agreed whole 10(10.5%) of them disagreed. With a mean score of 3.9 for this item, it implies that the respondents on the whole strongly agreed with that internally generated funds are used to pay staff allowances. What this might mean is that internally generated funds are used to pay staff allowances within the College of Agriculture.

Still on the uses of internally generated funds, 85(89.5%) of the respondents strongly agreed by pointing out that 'Maintenance works are done using internally generated funds' 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 are being managed using internally generated funds' while only 6(6.3%) of them disagreed.

Finally, 80(84.2%) of the respondents had agreed that 'Internally generated funds are used to pay casual workers' but 6(6.3%) of them disagreed. with the means 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 College of Agriculture, internally generated funds are used to pay casual workers as majority of the respondents alluded to.

Challenges facing generation of revenue

This research question sought to find out the challenges facing generation of Internally Generated Fund for the University. 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 analysed and presented in Table 10.

Table 16: Challenges Facing Generation of Revenue Internally For the College

Challenges	SA =4	A =3	D =2	SD =1	Mean
Government policies / control on school fees increases and other charges does 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, Gyanoah (2017)

Table 10 shows the result on the challenges facing generation of revenue internally for the College. 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 College 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 College of Agriculture 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 College 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 College of Agriculture faces in the generation of revenue internally as majority of the respondents in the study alluded to.

All in all, it is clear from Table 10 that the College is faced with a lot of challenges in raising funds internally as majority of the respondents in the study alluded to.

CHAPTER FIVE

SUMMARYOF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter summarizes the study and its main findings, makes conclusions and outlines appropriate recommendations. The study focuses on the role of internally generated fund in financing education at College of Agriculture Education, Mampong.

The study employed a descriptive survey that involved the use of self-administered structured questionnaire to collect primary data from the finance and non-finance staff members of the college.

Summary of findings

The findings of the study include the following:

1. It was observed from the study that the college has a lot of sources where funds could be generated internally and when harnessed effectively they could impact positively on the activities of the College and the University. Among these income sources are those that are currently impacting heavily on the financial activities of the College while others have lesser impact. That is, it was clear from the study that income sources like sale of Animal farm produce, Sandwich fees, Residential facility fee for both Sandwich and Regular students, proceeds from the sale of College Farm Products and admission forms were the main sources of internally generated fund of the college.

2. However, internally generated fund sources like Alumni dues, re-sit fees, endowment fund, application form, Interest income, hire of university property, rent income, Environmental Sanitation Fees, Medical Examination Fees and other income has lesser impact on revenue base of the college.
3. Internally generated funds accounts for 49% of the total expenditure, depicting that Internally Generated Fund contribute significantly to the financing of the College. The result of the analysis will also gives managers of the College a fair idea of how much IGF should be raised by the College with regard to estimated expenditure.
4. Internally generated funds are used to build lecture halls/conference halls/administrative blocks, pay staff allowances, pay casual workers, do Maintenance works and manage welfare of staffs.
5. The study further reveals that the generations of revenue internally were also challenged by the factors such as various stringent governmental controls and policies on fees which do not allow the College the free hand to charge full cost recovery fees. Another challenge was the lack of commitment on the part of university's management to direct some attention from its core duties of research, teaching and learning to full commercialization of IGF source like the University's Farm. Insufficient funding also hampered management plans to commit resources to the various revenue units with the objective of improving their generation ability. Additionally there are a lot of inefficiencies in the collection and

management of the inadequate internally generated funds raised. There were internal financial control challenges and systems to ensuring effective running of commercial activities were not adequate.

Conclusions

Based on the findings the following conclusions are drawn:

Revenue sources like sale of product from the college farms, sale of admission forms, residential facility user fees and academic facility user fees paid by regular students and fees by sandwich students contribute huge amount on the internal funds generation of the university. However these sources have major generation problems that do not allow free flow and effective collection and management of funds generated.

In order for the College and the University to increase revenue from its commercialised activities, and for that matter, the entire internally generated funds, the University can come out with new marketing strategies to attract the public to buy into its commercial and other revenue generation activities. Frantic efforts must also be put in place to attract more students to its abode.

Recommendations

The following recommendations are made based on the findings earlier stated.

1. Management of universities should put in place effective measures that would ensure that those IGF 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.

2. 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 IGF sources such as commercial traders, drivers, alumni dues and hire of university property to improve upon the contribution of such Internally Generate Fund sources.
3. The University management must set up an IGF coordination centre. This office will support the important revenue generation units. This restructuring will ensure that closer attention is given to the growing important activity of additional revenue generation. Left open, it would be easy for the various IGF generating departments to self-optimize. But the setting up of an IGF co-ordination centre will guarantee that long bureaucratic bottlenecks are eliminated. This will give room for sustained concentration of efforts towards critical revenue generation. It will be the function of this special office to manage the formation of commercial ventures and the running of same for the university in the most aggressive and profitable ways possible.

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