



## INFLUENCE OF INTERNALLY GENERATED REVENUE (IGR) ON PROGRAMME IMPLEMENTATION IN ADEYEMI FEDERAL UNIVERSITY OF EDUCATION, ONDO, ONDO STATE

AJAYI, BUKOLA JULIANAH

[bukolaajayi508@gmail.com](mailto:bukolaajayi508@gmail.com)

ADEBAYO, FATOBA SUNDAY

[sunnydebayo@yahoo.com](mailto:sunnydebayo@yahoo.com)

OLUWADARE, AYODEJI ABEAHAM

[alleluyah2010@yahoo.com](mailto:alleluyah2010@yahoo.com)

&

FALANA, HELEN OMOWUMI

[falanahelen1@gmail.com](mailto:falanahelen1@gmail.com)

Department of Business Education,  
Adeyemi Federal University of Education, Ondo, Ondo State, Nigeria.

### Abstract

*The study examined the influence of internally generated revenue on programme implementation at Adeyemi Federal University of Education, Ondo in Ondo state. The study was guided by three research questions and three hypotheses of no significant difference. The descriptive survey design was adopted for the study. The population of the study consisted of 95 members of staff drawn from various directorates and units of Adeyemi Federal University of Education, Ondo in Ondo state. The entire population was adopted as the sample due to its small size. The main instrument for data collection was a four-point Likert rating scale questionnaire, with 20 items validated by three experts. The data collected were analyzed using mean and standard deviation. The findings further revealed that the respondents rated high the influence of IGR on the development of Adeyemi Federal University of Education, Ondo. The study concluded that IGR sources and mobilization in Adeyemi Federal University of Education, Ondo, Ondo State is weak, deficient and inadequate. Based on the findings of the study, it was recommended among others that the management of the college should put in place measures to enforce payment of levies on commercialized traders in the campus to improve upon the mobilization of IGR. It was also recommended that the college should collaborate with other higher institutions both within and abroad to ensure standardization and create more room for Internal Generated Revenue.*

**Keywords:** University of Education; Impact; Implementation; Internally Generated Revenue; Programme.

### Introduction

Stakeholders in the education sector, which include governments, individuals, and communities expect schools at all levels to produce educated persons for national and individual development. Such persons are also expected to be good citizens and patriots. Premium is placed on higher institutions to produce high quality manpower for effective growth and development of every sector of a national economy. These expectations demand adequate funding and financing in provision of resources in schools in order to achieve the stated goals. It is also acknowledged that apart from recruiting of competent human resources among several factors which contribute to the achievement of the goals and objectives, adequacy of funding and financing has been identified as possibly the most crucial in maintaining and improving the quality of education (Idialu & Idialu, 2012).

The Federal Republic of Nigeria (2013) in the National Policy on Education clearly stated the goals of tertiary education as:



- Contribute to national development through relevant manpower planning.
- Develop and inculcate proper values for the survival of the individual and society.
- Develop the intellectual capability of individuals to understand and appreciate their local and external environment.
- Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of society.
- Promote and encourage scholarship and community service.
- Forge and cement national unity and
- Promote national and international understanding and interaction.

However, these laudable objectives can only be achieved in Colleges of Education if adequately funded and properly managed.

Despite the identification of funding as the key factor towards positive transformation of education, most African Governments including Nigeria have not given attention to funding the education industry. Undoubtedly the financial challenge facing colleges of education in Nigeria is grossly underfunded which could be linked to undue reliance on Government for funds by University managers (Erhagbe, 2014).

Two decades ago, not so much was known about Internally Generated Revenue (IGR) at *Federal University of Education*, because it was the era of oil boom in the country. Oil revenue was massively available, and the federal government provided all the funding required for operations and capital development needs (Akinsanya, 2007). Then came the recent phenomenal growth in the number of institutions; from 45 in 2000 to 169 in January 2019 (Onamuti, 2019). Again, given the huge economic misfortunes facing the government and made worse by the recent global financial crises, the challenges of inadequate funding of *University has* become critically revealing and Adeyemi *Federal University of Education*, Ondo had its unfair share.

The federal government, through the National University Commission (NUC) and her sister agencies, had continuously directed all institutions to explore ways of generating revenues for financing internally such that the management would not have to look up to the government for solving all their financial problems (Okojie, 2009).

The IGR mobilization concept implies that the federal government does not have to accept responsibility for providing funding for all its tertiary institutions on every expenditure heading. That way, Universities are, therefore, persuaded to seek ways of earning additional revenue locally and to use the same in any areas of the University needs that the government is not able to provide for in a budget period. At the early stage of the introduction of the IGR concept, the federal government had thought of centrally managing the IGR pool from all the federal institutions, such that each institution was required to forward the yearly IGR inflows to the government, and thereafter, apply for release back to it the amount needed for local use. That directive did not stand the test of time because of its obvious dislike by educational managers. In a strange spontaneity, all higher institution managers kicked against it until the government abrogated its directive (Onuoha, 2013).

Ventureline.com (2014) defined Internally Generated Revenue (IGR) as “the creation of either tangible or intangible results within the confines of one entity”. Internally generated funds are those funds that are realized through the efforts or operations of the entity itself, that is, the funds were not borrowed or realized through other external means. This definition agrees in substance with that of Wikinvest.com (2014) which states that internally generated funds shall mean funds not constituting the proceeds of any loan, debt issuance, equity issuance, asset sale, insurance recovery or indebtedness.

The emerging realities have no doubt revealed that government cannot single - handedly bear the cost of education. The federal government is the key player in financing the education sector. The educational institutions are expected to generate internally at least 10% of the funds required to carry out various education programmes in line with NUC and NCCE directives. It has therefore become pertinent that Universities should seek for ways to supplement government subventions such that the management cannot afford to depend on government to finance their key activities. As Nigerian



institutions strive for quality services, it therefore becomes paramount to seek alternative internal sources of revenue to supplement government effort.

Various sources of mobilizing IGR that are maximally tapped by institutions in Nigeria is made up of rent on property, payment of services, interest earnings on bank deposits and shareholding as well as income from various business operation such as large scale commercial farming and animal breeding, agriculture and food processing, bakeries, water packaging, printing press, guest houses, hotels and other catering services, parks and gardens, consultancy services in the areas of research and in other professional disciplines among others. The most common IGR sources disclosed by the interviewees are commercial activities such as supermarkets, bakeries, table water, and local transport. Others are seminars, workshops, consulting services, farming and tree planting. The most frequently rated are consultancy, commercial activities and seminars in that order (Wangenge-Ouma et al, 2008; Adeniyi, 2008). It is important to note that while some colleges of education have embarked on these income-generating programmes, many are yet to tap these opportunities.

The amount of IGR generated by tertiary institutions especially in Nigeria vary depending on the numbers of business opportunities tapped and the way these business avenues are managed by school administrators. Some institutions managers have devised means of generating extra revenue towards meeting the developmental needs of their institutions. Indeed, evidence abound of such revenue drive and the most obvious are the commercial ventures (Ofoegbu & Alonge, 2016). For instance, NUC in 2003 reported that the total amount of IGR generated from twenty (20) Federal Universities in Nigeria ranges between ₦17, 268, 097 to ₦359,502, 258 with the University of Lagos, Lagos State generating the highest IGR fund while Abubakar Tafawa University, Bauchi, Bauchi State generating the lowest amount out of the total IGR of ₦1,815, 176, 627.

One thing is certain, neither the Federal Government nor the NUC can do it alone, hence the effective utilization of IGR becomes very imperative. The utilization of the generated funds should therefore be monitored effectively so as to ensure funds are not mismanaged and embezzled. The management is expected to ensure all IGR funds allocated are accounted for. Effective utilization of IGR could help in upgrading and maintaining the physical facilities in the College system for the delivery of quality education. That is why Onuoha (2013) asserted that IGR if properly executed, it will ensure positive transformative changes with a propensity for more progress.

The major challenges of IGR funds mobilization in tertiary institutions according to researchers include lack of accountability and transparency on the part of management and members of staff handling IGR funds generation and utilization, inability of institutions to tap and maximize returns from the array of assets and investment opportunities available to them and inability to engage the services of professionally competent investment managers to manage their assets and investments (Hjeltnes & Hansson, 2004; Kinyanjui, 2007).

Currently, the over dependence on federal allocation is a great factor affecting Adeyemi *Federal University* of Education, Ondo. Consequently, upon the financial constraint facing the college, the importance of IGR in the development of the Universities cannot be over-emphasized. This is because internally generated revenue is the bed rock for sustainability of education. Adeyemi *Federal University* of Education, Ondo, has its own challenges and constraints in the provision of adequate financing in the maintenance and development of human and materials resources, in order to remain in the league of quality education. Inadequate funding has taken its toll on the students of Adeyemi College of Education, Ondo in terms of overcrowded classrooms, inadequate library and laboratories, buildings and dilapidated infrastructures. The management of the institution is facing a difficult situation in achieving quality education as laid down in the objective of education in the National Policy on Education. More so, pertinent areas of generating revenue internally such as large scale commercial farming and animal breeding, agriculture and food processing, bakery, printing press, bookshop, parks and garden services, consultancy services in the areas of research, among others, appears not to have been tapped in the College.

Finance is a central factor to effective education, and it is very crucial to the adequate supply of education. Funds are required and necessary to maintain both the human and material resources of the system in order to achieve stated goals. Research has shown that virtually all the problems of



the institutions appear to be attributed to inadequate funding. Finance is an important asset to any educational institutions that is needed to cater for day-to-day expenses, subsidize staff and students' welfare, helps in managing staff development, carrying out maintenance work on facilities and infrastructural development. When educational programmes are not funded adequately, it could result in strike actions, low human capital development, dysfunctional behaviour by employers, wastage of resources, low quality education, and inability to meet institutions' demands and goals especially in the face of the present phenomenal increase in students' enrolment. There are literatures indicating that some institutions have done greatly in the drive for substantial IGR contribution whereas a lot of others are yet to catch the vision or face negative environmental constraints (Wangenge-Ouma & Cloete, 2008). It is of significance for this study, therefore, in the midst of political instability, money laundering, bad leadership, misappropriation of public fund by leaders and poor funding of institutions, particularly *Federal Universities*. This study intends to find out the role of IGR in financing Adeyemi *Federal University of Education, Ondo, Ondo State*.

### Statement of the Problem

It is common knowledge that Colleges of Education have suffered from inadequate funding in Nigeria and Adeyemi College of Education Ondo, is not an exception. With the high demand for tertiary education in the country, the available resources are now over-stretched and cannot sustain on the development of both human and material resources. Kpolovie and Esezi (2013) affirmed that over the years the Nigerian governments' budgetary allocations for education have left much to be desired. The trend is said to be abysmally retrogressive; a trend that as the tendency to destroy all that is positive in education. Abayomi (2013) also affirmed that the highest budgetary amount appropriated to education and by inference, the tertiary institutions was 10% in 2013. With the government's directives of institutions generating ten percent (10%) of their expected revenue from within and outside their institutions towards solving their finance related problems, many institution managers have devised means of generating extra revenue towards meeting the developmental needs of their institutions. Indeed, evidence bounds of such revenue drive and the most obvious are the commercial ventures. It is apparent that Universities are still confronted with excessive inadequacy of infrastructure and facilities for teaching and research. The situation seems to be putting the management of the colleges under undue stress, and it appears that they are incapacitated in transforming the colleges towards effective teaching, research, and community services. Likewise, the management could hardly embark on capital or other palpable developmental projects. Research has also shown that for the past two decades that is from 1999, there has been some form of cost sharing that ensures that students pay some amount of money to offset the cost incurred for their education. This funding difficulty persists, and a call is being made by stakeholders in education, for the college to shift to the issue of full cost recovery and that this can be actualized through internally generated Revenue (IGR). It has also been alleged that living condition for staff and students, congested classrooms, insufficient instructional materials, and most importantly high number of students over teachers continues to affect quality education in the colleges. Therefore, in the face of the declining financial resources allocation to the education sector Nigeria as against the 24% recommended by UNESCO; the question is could IGR be harnessed in solving these myriad problems? How best can IGR be mobilized and utilized in the implementation of programmes and project in the college? It is against this backdrop that the researcher seeks to find out financing Adeyemi *Federal University of Education* through Internally Generated Revenue (IGR) will change the narratives.

### Research Questions

The following research questions were raised to guide the study:

1. What is the influence of IGR on the development of Adeyemi *Federal University of Education*?
2. What roles do administrators play in IGR management in Adeyemi *Federal University of Education, Ondo*?
3. What are the challenges involved in mobilizing IGR funds in Adeyemi *Federal University of Education*?



### Methods

Descriptive survey research design was adopted for the study. It is descriptive because it is concerned with gathering data for the purpose of describing how Colleges of Education can be financed through Internally Generated Revenue (IGR). This design is suitable for this study because the opinions and facts that will be elicited from the members of staff on their perception towards financing tertiary education through internally generated revenue. The population of the study consists of ninety-five (95) staff of Adeyemi College of Education, Ondo, Ondo State. This consists of seven (7) Dean of Schools, fourteen (14) Directors of Directorate, thirty (30) Heads of Department, thirty-seven (37) Bursary Staff and seven (7) Directorate of Internal Audit staff. These are staff from various Departments who deal with IGR mobilization and utilization in the University and this was also used for the sample. The instruments for data collection were the Inventory record tagged "Internally Generated Revenue Inventory" (IGRI) and a structured Questionnaire titled "Questionnaire on IGR Sources, Utilization, Impacts, Roles and Challenges" (QIGRSUIRC). The inventory is designed by the researcher to collect data only on Mobilization of IGR. Also, the questionnaire was divided into two sections (i.e. sections A and B). Section A contains information on demographic data of the respondents which includes department of the respondent, designation of the respondents and experience of the respondents while. Response will be on a four point rating scales. Very Major Source – 4 points, Major Source – 3 points, Minor Source – 2 points and Very Minor Source – 1 point. For Utilization of IGR, Very Highly Utilized – 4 points, Highly Utilized – 3 points, Often Utilized – 2 points and Rarely Utilized – 1 point. For Influence of IGR, Very High Influence – 4 points, High Influence – 3 points, Low Influence – 2 points and Very Low Influence – 1 point. For Roles of Administrators, Strongly Agree – 4 points, – 3 points, Disagree – 2 points and Strongly Disagree – 1 point and for Challenges of IGR, Very Major Challenge – 4 points, Major Challenge – 3 points, Minor Challenge – 2 points and Very Minor Challenge – 1 point.

The instruments for data collection were subjected to face and content validity by two experts from the Department of Vocational and Technical Education and one expert from the Test and Measurement unit of the institution. A pilot study involving twenty (20) Heads of Division/Units in the college who will not be part of the sample of the study. The data collected was analyzed and a coefficient value of 0.85 was obtained which suggested that the instrument was highly reliable. The instrument for data collection was administered to the respondents by the researcher with the help of two research assistants who helped retrieve it to avoid loss of the instrument. Appropriate permission was obtained from relevant authorities before the collection of the data. Data collected was analysed using mean and standard deviation to determine the homogeneity or otherwise of the respondents' mean ratings. Decision rule was based on a criterion mean of 2.50, such that any calculated mean equal or greater than 2.50 will be regarded as high or agreed while anyone less than 2.50 will be regarded as low or disagreed.

### Results

#### Research Question 1: What is the influence of IGR on the development of Adeyemi College of Education?

**Table 1: Influence of IGR on the Development of Adeyemi Federal University of Education**

S/N	Items	Mean	Responses	
			Standard Deviation	Remarks
1.	Carry out of maintenance work on college facilities	3.29	0.70	High influence
2.	Management of staff development	3.12	0.67	High influence
3.	Subsidizing of Staff and Student welfare	2.80	0.78	High influence
4.	Support re-current expenditures	2.84	0.73	High influence



5.	Carry out Infrastructural development	2.67	0.88	High influence
6	Sufficient in catering for day to day expenses	2.83	0.88	High influence
7	Support teaching and research functions	2.82	0.97	High influence
<b>Weighted Mean</b>		<b>2.91</b>	<b>0.80</b>	

**Criterion Mean = 2.50**

Data in table 1 showed responses on Impact of IGR on the Development of Adeyemi College of Education. It shows that all the items listed had mean scores above the criterion mean of 2.50 and were accepted on Impact of IGR. In summary, with an aggregate mean score of 2.91, the respondents rated high the impact of IGR on the development of Adeyemi College of Education.

**Research Question 2:** What roles do administrators play in IGR management in Adeyemi College of Education?

**Table 2: Roles of Administrators in IGR Management in Adeyemi Federal University of Education**

S/N	Items	Mean	Standard Deviation	Remarks
1.	Organizing refresher training to staff on IGR funding processes	3.08	0.75	Agree
2.	Development of entrepreneurial practices and training in staff to create new sources	3.03	0.78	Agree
3.	Prompt response to challenges of IGR	2.97	0.68	Agree
4.	Employment of innovative strategies to maximize revenue generation	3.16	0.61	Agree
5.	Following the guidelines and the processes of the budgetary system as stipulated by NCCE	3.27	0.66	Agree
6.	Collaboration with other institutions and organizations on best ways to attract revenue	2.95	0.76	Agree
<b>Weighted Mean</b>		<b>3.08</b>	<b>0.71</b>	

**Criterion Mean = 2.50**

Data in table 2 showed responses on the Roles of Administrators in IGR Management in Adeyemi Federal University of Education. It shows that all the items had mean scores above the criterion mean of 2.50 and were accepted concerning the roles of administrators in IGR management. In summary, with an aggregate mean score of 3.08, the respondents agreed to a large extent on the roles of administrators in IGR management in Adeyemi Federal University of Education.

**Research Question 3:** What are the challenges involved in mobilizing IGR funds in Adeyemi Federal University of Education?



**Table 3: Challenges involved in Mobilizing IGR funds in Adeyemi Federal University of Education**

S/N	Items	Mean	Standard Deviation	Remarks
1.	Poor planning	2.52	0.99	Major Challenge
2.	Embezzlement of funds	1.92	1.10	Minor Challenge
3.	Poor asset maintenance	2.46	0.99	Minor Challenge
4.	Poor attitude of workers	2.06	0.95	Minor Challenge
5.	Poor supervision	2.14	1.03	Minor Challenge
6.	Poor power supply	2.67	1.05	Major Challenge
7.	Stringent governmental policies/control	2.94	0.94	Major Challenge
8.	Low enrolment of students	2.03	0.88	Minor Challenge
9.	Delay in payment of levies imposed on business owners on the campus	2.65	1.03	Major Challenge
10.	Non appreciation of large scale commercialization of some profitable ventures	2.60	0.96	Major Challenge
	<b>Weighted Mean</b>	<b>2.40</b>		

**Criterion Mean = 2.50**

Data in table 3 showed responses on the challenges involved in mobilizing IGR funds in Adeyemi College of Education. It shows that items 1, 6, 7, 9 and 10 had mean scores above the criterion mean of 2.50 and were regarded as major challenges involved in mobilizing IGR funds while items 2, 3, 4, 5 and 8 had mean scores below the criterion mean of 2.50 and were regarded as minor challenges. However, the respondents indicated that the challenges involved in mobilizing IGR funds in Adeyemi College of Education are stringent governmental policies/control, poor power supply, delay in payment of levies imposed on business owners on the campus, non-appreciation of large scale commercialization of some profitable venture and poor planning respectively

**Discussion of Findings**

The study analyzed financing Adeyemi College of Education through Internally Generated Revenue (IGR) in Ondo, Ondo State. The first concern of this study was to ascertain the impact of IGR on the development of Adeyemi College of Education, findings revealed that the respondents rated high the impact of IGR on the development of Adeyemi College of Education (mean score = 2.91). This implies that IGR had high impact on all the listed items in the College. Development is a sine qua non for a sustainable education. For any educational institution to develop there must be provisions of adequate funds. This finding is in accord with Onuoha (2012) who revealed that internally generated revenue has a very significant impact or role to play as a source of critical funding for all institutions of education in Nigeria. He submitted that internally generated revenue makes a great impact on the activities of the institutions. It serves as the major tool for social contract and infrastructural development within an institution. It helps the administrators to be responsible and make required decisions needed to satisfy the basic needs of the institutions. It is important for budgeting and it is a powerful fiscal tool to direct and boost the economy. It goes a long way by providing the educational institutions with continuous growth and development to keep the institutions moving.

The second concern was to establish the roles administrators play in IGR management in Adeyemi College of Education. Findings further revealed that the administrators play the following



vital roles in IGR management in Adeyemi College of Education: they follow the guidelines and processes of the budgetary system as stipulated by NCCE; employ innovative strategies to maximize revenue generation; organize staff refresher training; develop entrepreneurial practices and training in staffs; respond promptly to IGR challenges and collaborate with other institutions and organizations on best ways to attract revenue. The respondents agreed largely on the roles of administrators in IGR management with an aggregate mean of 3.08. This finding concurs with Aniagboso (2019) who stated that the role of the administrator defines him or her as one who manages the budgets, personnel, and policy, coordinates and ensures the flow of communication, plans and executes developmental programmes, provides infrastructures and facilities for teaching and learning, ensures interaction and relationship with the institution's external and internal environment. He added that the role of administrators in the efficient management of the institutions especially IGR includes policy developments and practices, methods, and complex accountability approaches to effectiveness and systemic educational reforms. He therefore noted that these identified characteristics must be done rightly, quickly, and efficiently.

Lastly, findings revealed that the challenges involved in mobilizing IGR funds in Adeyemi College of Education are stringent governmental policies/control, poor power supply, delay in payment of levies imposed on business owners on the campus, non appreciation of large scale commercialization of some profitable venture and poor planning respectively. This finding implies that the UNIVERSITY needs to wake up to their responsibilities. They need to find ways to collaborate with other institutions that are successful in revenue generation and invest in highly profitable ventures which they have tapped. Onuoha (2013) pointed out that a healthy co-operation between the central administration and the departments will, therefore, consistently underlie successful drive for IGR generation and growth. Therefore, this finding is in agreement with Afutu (2015) whose studies found that the generation of revenue internally was challenged by the actors such as various stringent governmental controls and policies on fees which do not allow the university the free hand to charge full cost recovery fees.

### **Conclusion**

Based on the findings of the study, it can be concluded that the IGR sources and mobilization in Adeyemi College of Education, Ondo, Ondo State is weak, deficient, and inadequate. Though IGR was properly utilized and had high impact on the programmes and on the development of the College; there is need for the administrators to intensify more effort in their roles in order to solve the challenges involved in IGR mobilization to meet the goals and objectives of the College.

### **Recommendations**

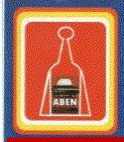
Based on the findings of the study, the following recommendations were made:

- i.) The management of colleges should as a matter of urgency take back with immediate effect the bakery and the pure water ventures from those managing it at present. They should improve upon and efficiently manage these profitable businesses to ensure long-term sustainability in order to take the internally generated revenue drive beyond the subsistence level.
- ii.) The Federal institutions especially colleges should be encouraged and supported by the government to be autonomous and charge full cost recovery fees. This will help to alleviate the problem of IGR and foster delivery of quality education to students, so that they can contribute meaningfully to the development of the nation.
- iii.) The institutional creativity in revenue generalization should be paramount to all administrators in the various Departments, Directorates, and Units. Each Departments, Directorates and units should be anchored with the responsibility of planning properly the generating of revenue in their area of specialization. By doing so, the management will be able to turn around the institution for better performance and service.



## References

- Abayomi, A. (2013). *Education budget and its implications (Analysis)*. Vanguard Newspaper.
- Adeniyi, P. O. (2008). *Repositioning Nigerian universities for national sustainable development*. A paper presented at the 10th Iju Quarterly Public Affairs Forum Series, Ondo State, Nigeria.
- Afutu, E. K. D. (2015). *Sources, challenges, and sustainability of internally generated fund at University of Education, Winneba*. A master thesis submitted to the School of Business, College of Arts and Social Sciences, Kwame Nkrumah University of Science and Technology.
- Ahmed, S. (2015). Public and private higher education financing in Nigeria. *European Scientific Journal*, 11 (7), 92 – 109.
- Akinsanya, O. O. (2007). Financing higher education in Nigeria. *International Journal of African and African American Studies*, 6(1), 69 - 72.
- Albrecht, D. & Ziderman, A. (1999). *Funding higher education in developing countries*, World Bank, PHRJEE/92/61, Washington DC.
- Aniagboso, I. A. (2019). The role of administrators in efficient management of the university system in Nigeria. *International Journal of Scientific Research in Education*, 12 (5), 620-631.
- Federal Government of Nigeria (2013). *National policy on education*. Lagos: NERDC.
- Idialu, J. O. & Idialu, E. E. (2012). Entity, ownership, educational subsidies and funding of Nigerian tertiary institutions: Current research. *Journal of Social Sciences*, 4 (1), 56-61.
- Kinyajui, K. (2007). The transformation of higher education in Kenya: challenges and opportunities. In *Mijadala on Social Policy, Governance and Development in Kenya sponsored by Development Policy Management Forum at Nairobi Safari Club*.
- Kpolovie, P. J. & Esezil, O. (2013). Adequacy-inadequacy: Education funding in Nigeria. *Universal Journal of Education and General Studies*, 2 (8), 239-254.
- Nwadiani, M. (2010). *Economics dimension of educational planning in Nigeria*. Theory and practice, Benin: Monose Almagamate and Ambik Press, 127-163.
- Ofoegbu, F. I. & Alonge, H. O. (2016). Internally generated revenue and effectiveness of university administration in Nigeria. *Journal of Education and Learning*, 5 (2), 1-8.
- Ogbogu, C. O. (2011). *Modes of funding Nigerian universities and the implications on performance*. A paper presented at the 2011 Barcelona European Academic Conference, Spain.
- Okebukola, P. (2003). Issues in funding university education in Nigeria. *Monograph Series 1, 7*, Abuja: National Universities Commission.
- Okojie, C. O. (2010). *Systems and strategies for funding Nigerian Universities*. A paper presented at a lecture on innovative and administrative effectiveness of university administrators in Nigeria. NAPE, 1 – 10.



- Okojie, J. A. (2009). Innovative funding in the Nigerian University System. Available @ <http://www.unilorin.edu.ng/unilorin/downloads/okojie-innovative%20Funding.ppt>
- Okojie, N. C. (2009). *Organizational setting of leadership: Theory practice in educational organizations*. Port Harcourt: Giebon and Sons Press.
- Onuoha, L. N. (2013). Financing higher education in Nigeria: The role of Internally Generated revenues and how university managements can maximize the sources. *Canadian Social Science*, 9 (1), 9-14.
- Ventureline.com (2014). *Ventureline explains "internally generated revenue"*. Retrieved on May 28, 2023 from <http://www.ventureline.com/accountinglossary/internally-generated-revenue-definition>.
- Wangenge-Ouma, G., & Cloete, N. (2008). Financing higher education in South Africa: Public funding, non government revenue and tuition fees. *South African Journal of Higher Education*, 22 (4), 906-919.
- Wikipedia (2017). *Definition of role*. Retrived on July 18, 2023 from <http://www.en.m.wikipedia>wiki>
- Wikipedia, (n.d). *Resource dependency theory*. Retrieved from [https://www.academia.edu/38273084/MIS\\_Project\\_Proposal\\_ICT\\_Value\\_Chain\\_in\\_KPLC\\_V6.pdf](https://www.academia.edu/38273084/MIS_Project_Proposal_ICT_Value_Chain_in_KPLC_V6.pdf)
- Wikivest.com (2014). Defined "*internally generated funds*". Retrieved on July 18, 2023 [http://www.wikivest.com/stock/cpi/international\(CPPI\)internallygeneratedfunds](http://www.wikivest.com/stock/cpi/international(CPPI)internallygeneratedfunds).