

**PERFORMANCE OF PART-TIME TEACHING STAFF AND ITS EFFECTS
ON UNIVERSITY PERFORMANCE, A CASE OF UNIVERSITIES' IN
NAKURU TOWN**

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DECLARATION AND RECOMMENDATION

Declaration

I hereby declare that this research project is my original work and has not previously been presented in whole or in part, to any University, College or any other institution of higher learning for academic award.

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Recommendations

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DEDICATION

I first and foremost dedicate this work to God for his providence and care. I dedicate this work to my parents, Mr. & Mrs. Samuel Losem, my brothers, sisters and my friends for their support. I also dedicate this work to my fiancé, Brenden Katina Kibet for his support and insistent urge for quality work in this study.

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ABSTRACT

Quality in higher education has been important for decades. In Kenya, quality in universities was embraced some years back by facilitating the vigorous vetting of programmes; matching the programmes with the existing capacity and competent sourcing of human resources to run the programmes. Part-time employment has thus become a common phenomenon in the higher education sector in Kenya. With the increase demand of education in Kenya, most universities have established many satellite campuses so as to take their service to the people without considering the availability of the qualified teaching staff in the country and their ability to pay them. This study focused on the performances of part-time teaching staff and its effects on the performance of universities. The specific objective of the study was to establish the effect of Part-time staff turnover rate on the university performance, to examine the effect of part-time teaching staff service delivery on university performance, and to examine the effect of teaching competence of part-time staff on the university performance. To achieve the objective of the study, descriptive research design method was used. The study focused on all the universities in Nakuru town. The respondents targeted were head of departments, departmental heads in the universities. The target population was 37 head of departments. Simple random sampling procedure was used to select the sample. Data was collected using Questionnaires and analyzed using both Descriptive and Inferential statistics with the aid of statistical package for social sciences. The result findings showed that turnover ($r=.503$, $a=0.005$), Service delivery ($r=.803$, $a=0.01$) and Competence ($r=.688$, $a=0.001$) were positively correlated to part-time lecturers performance in the universities. Multiple regression analysis showed that turnover ($\beta =0.134$), Service delivery ($\beta =0.600$) and competence ($\beta =0.170$). These results further indicated that part-time lecturer dispend their duties professionally and provided quality services thus striving to achieve high performance levels. The study recommends the university to prepare lecturer evaluation sheet which allow the student to evaluate the lecturers based on their performance Further research should be conducted in the entire country with the incorporation of more variables such as rewards and compensation.

Key words-challenges, part-time teaching staff, performance, turnover, service delivery, competencies

TABLE OF CONTENTS

DECLARATION AND RECOMMENDATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
ABBREVIATION AND ACRONYMS	x
CHAPTER ONE	1
INTRODUCTION	1
1.2 Statement of the problem.....	4
1.3 Objectives of the Study	5
1.4 Research questions	6
1.5 Significance of the Study.....	6
1.6 Justification of the study.....	6
1.7 Scope of the Study.....	7
1.8 Limitations and Delimitation of the study.....	7
1.9 Assumption of the study.....	7
1.10 Definition of terms	7
CHAPTER TWO	9
LITERATURE REVIEW	9
2.1 Introduction.....	9
2.2 Theoretical review.....	14
2.2.1 Social Exchange Theories.....	15
2.2.2 Equity theory.....	16
2.2.3 Theory of work adjustment (TWA).....	17
2.3 Empirical Study.....	23
2.4 Conceptual Framework	29
CHAPTER THREE	31
RESEARCH METHODOLOGY	31
3.1 Introduction.....	31
3.2 Research design.....	31
3.3 Target Population	31

3.4 Data collection instruments	32
3.5 Reliability and validity of the instrument	33
3.6 Data Analysis	33
CHAPTER FOUR.....	34
RESEARCH FINDINGS AND DISCUSSIONS	34
4.0 Introduction.....	34
4.1 Response Rate.....	34
4.2 The findings of the study.....	37
4.3 Inferential statistics	41
4.3.1 Correlation analysis.....	41
4.3.2 Regression.....	42
CHAPTER FIVE.....	45
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	45
5.1 Introductions	45
5.2 Summary.....	45
5.3. Conclusions.....	47
5.4 Recommendation.....	49
5.5 Areas of Further Research	49
APPENDIX I: QUESTIONNAIRES	57
APPENDIX III: List of Kenyan universities in Nakuru Town	61

LIST OF FIGURES

Figure 2.1: Conceptual framework.....	15
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LIST OF TABLES

Table 3.1: Target population table.....	20
Table 4. 1: Age bracket.....	20
Table 4. 2: Education Level.....	21
Table 4. 3: Experience.....	23
Table 4. 4: Staff turnover.....	24
Table 4. 5: Service delivery.....	25
Table 4. 5: Competence	26
Table 4. 7: Performance.....	28
Table 4.8: Correlation Results.....	29
Table 4.9: Multiple Linear Regression Analysis Model Summary.....	30
Table 4.10: ANOVA	31
Table 4.11: Coefficients.....	31

ABBREVIATION AND ACRONYMS

FTFTS:	First-Time Full-Time Students
FPE:	Free primary education
HOD:	Head of Department.
KABU	Kabarak University
KU:	Kenyatta University
PTF:	Part-time Faculties.
PTL:	part-time lecturer.
TWA:	Theory of work Adjustment.
UON:	University Of Nairobi

CHAPTER ONE

INTRODUCTION

This chapter covers the background of the study, the statement of the problem, the objective, research questions, significance, justification, scope and the limitation of the study.

1.1 Background of the study

Short term employment has become a world key concern in the last three decades and is being perceived to be resulting from continuous changes in the work arrangements (Foote, 2004). Institutions of higher education have increasingly been called upon to focus greater attention on teaching and student learning. However, over the last 40 years, community colleges have been slowly increasing the rate of part-time faculty (PTF) employment to a point where they comprise the vast majority of teachers on campus. On many levels of analysis it is evident that part-timers are less connected with their colleagues and students at the community college.

The trend to hire more part-time faculty is in direct conflict with widely accepted principles for good practice in undergraduate higher education. These principles include institutional commitment to hiring the best available teachers, institutional support for all faculties, and enabling frequent student-faculty contact in and out of classes. Knowing a few faculty members well enhances students' intellectual commitment, encourages them to think about their own values, and is therefore a key factor in student motivation and academic achievement. Universities that heavily rely on part-time faculty may be hampered in their attempts to promote student learning outcomes most obviously by high attrition rates. This study seeks to fill the existing void in the literature by examining the impact of part-time faculty on retention of first-time full-time students (FTFSTS).

In developing countries one of the biggest problems experienced is that of obtaining and retaining qualified full time teaching staff, this has caused the university a heavy reliance on part-time teaching staff. This study focused on the problem faced by Kenyan universities in managing their Part-time teaching staff and effect on university performance. This challenge is noted in Kenya due to the increased number of universities emanating from the high number of students in search of more knowledge. The history of increased student's number in university and need for part-time staff was first influenced by second president of Kenya his Excellency Daniel Toroitich Arap Moi, who during his term as a president opened up many universities in Kenya. This made full time lectureship in need more assistance from

part-time lecturers so as to assist them handle their workloads. Also the third President of Kenya his Excellency Mwai Kibaki introduction of free Primary Education (FPE) during his 2003-2007 presidential term and tuition-free secondary education in public schools during his 2007-2008 second term as president increased student's number in university hence the need of part-time staff. This FPE has seen the level of enrolment in primary schools increase from five million in 2003 to more than nine million pupils today. Due to the large increase in primary school enrollment and secondary school, the number of students seeking university education has grown significantly until today in 2015.

The demand with respect to higher education in Kenya has clearly intensified; this has been exemplified by the fast and high rise in enrollments to private and public universities in Kenya. Hence the proliferation of more employment of Part-time teaching staffs in the universities to supplement the full time teaching staff in handling the increased students' numbers.

In modern society, higher education has become a critical rite of passage (Pityan, 2004). According to Rukangu and Makokha (2001), the ultimate goal of university education in Kenya is to serve the communities in general, by providing both knowledge and skills to the learners that will make them meet the global labour market challenges.

Okech and Amutabi (2002) observation that the idea of an academic degree as a "private good" that benefit the individual in terms of increased earnings rather than being a "public good" is now widely accepted. They also argued that the logic of today's market economy and an ideology of privatization have contributed to the resurgence of private higher education. This is a clear testimony of the apparent increased-enrollment scenario noted in Kenyan universities.

Despite the high fees charges, enrollments into university programmes have continued to grow. The society has become networked through systems, alliances, spread of languages and practices (Castells, 1996). Universities being integral parts of society, form part of this network. Due to this, the universities are in uncertain times and are faced with diverse and complex forces, which they have to respond to in order to satisfy the needs of the society (Barnett, 2003). These forces have resulted in increased university student's enrolment due to pressure from the public seeking for higher education.

The last two decades have witnessed growth in the number of universities in Kenya to respond to the demand. Universities all over the world are susceptible to the forces of globalization and are therefore undergoing transformations in their academic programs (Carnoy, 1999). At independence (1960s) there were only seven universities in Africa, however by 2005 there were 85 private and 316 public universities in Africa (Kihara 2005). In 1984 Kenya had only two public universities. Universities in Kenya are categorized into public universities and private Universities. Currently there are twenty five public Universities in Kenya, Some of which are:- University of Nairobi, Kenyatta university, Egerton university, Moi University, Jomo Kenyatta University of Agriculture and Technology, Masinde Muliro University of Science and Technology and Maseno university. Also private universities have increased greatly in the country. Currently there are twenty six private Universities in the Country and the number keeps on increasing. Some of these private universities are :-United States International University (USIU), Kabarak university, Daystar university, Baraton university, Mount Kenya university, Methodist university, catholic university, Strathmore university among others, This scenario is a pointer enough that calls for the increased demand for Part-time lecturers in Kenyan universities to supplement the existing full time teaching staff.

According to Okech (2000), it indicates that there is a difference between Kenya's education policies in the 1970s, 1980s and those from the beginning of the 1990s. The World Bank conditions on third world nations widely influenced the latest policies and arguably relate to the role of higher education in the market. Universities now are regarded as corporate entities and emphasize largely on quality education. Higher education stands as an "industry" and students as the "customers". The function of the higher education is to deliver education and training services to customers at most affordable price. Universities play a vital role in knowledge dissemination in the Kenyan society, which ultimately leads to a faster economic growth. Universities develop human capital not only for better contribution in different professions but for the society as whole and is also responsible for successful development of an open and democratic civil society. A quality education providing institute is always considered to be a model for modern civil society (Batoool and Qureshi, 2007).

The post of part-time lecturer is a temporary position with main emphasis on the quality performance in teaching. One objective of Part-time lectureship is to enable the universities to handle the bulky teaching load effectively and economically. Universities are required to get enough qualified lecturers on full time basis, but due to lack of enough qualified lecturers

in the market and also for economic reasons they opt to supplement their teaching staff by bringing on board part-time lecturers.

A World Bank paper commented that “a high quality and well motivated teaching staff and a supportive professional culture are essential in building excellence” (World bank, 1996). Part-time lecturers must independently plan and implement teaching activities according to the Institution’s regulations. All lecturers have to prepare their lecturer lessons and carry out examinations and other assessments. Stronge (1995) emphasized that accountability and performance improvements are supportive interests that are inevitable for development and enhancement of educational service delivery. Peterson (2000) emphasized the same point saying that accountability is important in order to ensure that a teacher is delivering the services as per requirements of the institution. He added that performance improvement leads to professional growth and development of a teacher. The Shifts in funding models for higher education in most of the countries has created an academic model of the dependency on Part-time teaching staff. However, there has been no universally accepted or clearly understood term to define part-time teachers in the most of the universities. For instance, terms used that circulate include; session instructor, Part-time staff, contingent staff, adjunct staff, contract staff, visiting staff, part-time instructor, limited term staff, and non-tenure-track staff. (Howell & Hoyt, 2007). Puplampu (2004) cited three distinct groups of part-time staff, (a) professionals who hold full-time jobs elsewhere, (b) soon-to-be or fresh doctoral graduates who are teaching and looking for something permanent, and (c) those that start as new doctoral graduates, but eventually do not secure full-time positions.

1.2 Statement of the problem

Most institutions of higher learning is making use of Part-time lecturers in order to supplement their full time teaching staff and also to reduce the cost of labour (Alston 2010).High growth in the number of universities in the country has considerably led to increased accommodation of Part-time teaching staffs by most universities in order to assist them handle their increased workload. In spite of Part-time lecturers becoming highly used as cost cutting strategy in the academic environment they mostly have multiple contracts in different universities where they prioritize their employer university before any other, hence compromising their quality performance in the Universities where they work on part- time basis.

However, they enjoy the fewest privileges when compared to administration, full-time staff, or full-time faculty (FTF) at these same institutions. The lowest paid members of the university workforce are part-time faculty. They typically do not receive fringe benefits and are rarely included in substantive decision-making that supports improved teaching, learning, and institutional improvement. There has been much debate that students are not receiving an equitable educational experience based on differences between part-time and full-time faculty classroom performance (Burgess & Samuel, 1999).

The move by the government to double intake of students in the 2011/12 university academic year was the key factor that impacted in the shortage of the lecturers in Kenyan Universities. This raised question on the level of preparedness by these Universities for double in take. This increased workload has led universities to opt for part-time lecturers. Considering existing exponential growth of number of students in the universities questions are raised on the quality of education in these Kenyan Universities. With the more mushrooming of the many campuses in the country the demand of part-time lecturer has risen beyond the number of qualified lecturers in Kenya and beyond the universities capabilities to pay the workers on time (Okech, 2014) .

A general lack of institutional support for part-time faculty deteriorates the campus learning environment. Others have argued that decreasing the number of full-time positions increases full-time faculty teaching load and committee work (Levin, Kater, & Wagoner, 2006) This study thoroughly reviews the literature about the pros and cons of increased use of part-time faculty at University and analyzes whether there is a statistical correlation between increased use of part-time faculty and decreased retention at one community college.

Purpose The overall performance the University is putting in question as a result of the foregoing challenges faced by university in Nakuru town in managing their Part-time staff members and their effect on university performance.

1.3 Objectives of the Study

1.3.1 General objective

The general objective of the study was to investigate the Performance of part-time teaching staff and its effects on University Performance, a case of universities' in Nakuru Town .

1.3.2 Specific objectives;

- i. To determine the effect of Part-time teaching staff turnover rate on university performance.
- ii. To examine the effect of Part-time teaching staff service delivery on the university's performance.
- iii. To examine the effect of teaching competencies of part-time staff on the university performance.

1.4 Research questions

- i. What are the effects of Part-time teaching staff turnover rate on university performance?
- ii. What are the effects of Part-time teaching staff service delivery on the university performance?
- iii. What are the effects of teaching competencies of part-time staff on the university performance?

1.5 Significance of the Study

The study will be of great importance to many learning institutions in Kenya which engage staff on Part-time teaching contracts. The findings would bring awareness to them regarding the challenges being posed by Part-time teaching and how they affect the general university performance. The research findings and recommendations will be of great use to the university decision makers regarding their Part-time teaching staff.

Furthermore, the outcome of the study will become a very resourceful reference material to the stakeholders of Kenyan universities since it will provide them with Information on how to effectively deal with challenges they face in managing the Part-time teaching staff which will help improve the productivity and they learn the role played by challenges on performances.

1.6 Justification of the study

Little if any has been done to identify the challenges that the Kenyan universities faces in management of Part-time teaching staff and effects on university performances. This justifies the carrying on of this study to bring to light the challenges faced by these Universities in managing part-time lecturers and how that effect on performance. The recommendations will

assist such Universities to manage their part-time teaching staff more effectively on considering the effect those challenges have on their general university performance.

1.7 Scope of the Study

The study focused on the challenges faced by Kenyan universities in managing performance of part-time teaching staff and their effect on university performance. It concentrated only on the Universities located within Nakuru town. The study was conducted within a period of three months i.e September, 2015 to November 2015.

1.8 Limitations and Delimitation of the study

The scope of the study was limited to campuses in Nakuru town and hence the data collected may not be applicable to all universities in Kenya. Some of the university departmental heads were not willing to give the right information or were too busy to handle responding to the researcher; In addition to that some respondents did not give back the feedback hence leading to insufficient data than the original expected data. In cases where the respondents declined to give information the researcher promised them that the information they give shall be treated with a lot of confidentiality and it was to be used only for academic purposes.

1.9 Assumption of the study

The study made several assumptions.

- i. The university departmental heads were able to read and understand the questions correctly pertaining the challenges of part-time staff and the effect on university performances.
- ii. The university departmental heads management may give correct and honest information.
- iii. The information given by the sampled universities in Nakuru town may be similar to or will represent what other universities in Kenya could have given.

1.10 Definition of terms

Challenges-these are impediments towards achievement of pre-determined university education mission, objectives and goals. In this study the challenges exposed are; turnover, service delivery and competencies of part-time staff.

Part-time staff- is defined as any staff member who contracts per course with no guarantee of future employment or benefits. Webbern (2008) noted that part-time teachers are

characterized as teachers who work less than full time and have no status as permanent workers.

Performance-This refers to the results attained by an institution. Productivity and profitability in a firm indicates excellent performance of that organization (Clarkson, 2009).The study puts into consideration the university performance as a result of the part-time staff challenges.

Labor Turnover rate- refers to the rate at which workers leave or abandon their current work station to work in other stations (Barrows, 2009).in this study intention to turnover is the conscious and deliberate willingness to leave working in the university.

Competence- Competencies are the state or quality of being adequately or well qualified to perform a task. A person gains competency through education, training, experience, and natural abilities. In the study staff experience and qualification are indicators of part-time competencies in the universities.

Service delivery: This is the act of serving with intent to fulfill.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the relevant theories to the proposed study. The concept of Part-time staff is also highlighted. Empirical review that contains previous studies related to the proposed study is also presented. The chapter also illustrates the conceptual framework diagrammatically.

In the discussion to follow consideration is firstly given to the changing academic environment. Here the massification of tertiary education, and the resultant need for flexibility in provisioning, has given rise to the casualization of academic labour. This is further supported by the need for institutional efficiency. It is suggested that individual academics need to respond to the opportunities and challenges facing them as a result of these changes. Tertiary institutions also need to build the needs of part-time academics into their strategic thinking.

Negative effects of the part-time employment relationship such as positional insecurity, the lack of development opportunities, as well as the lack of a clear career path are well documented.

Nevertheless there are also advantages to this employment relationship for those who work part-time by choice. It is suggested here that part-time lecturers may exchange high levels of productivity and intellectual capital for the opportunity to experience a challenging work environment, and acquire transferable skills and knowledge. Career stage, and whether or not the appointment type is voluntary, is identified as influential factors in the part-time work experience.

It is not possible to consider part-time academic employment in isolation from the employing institution. Hence attention is given to literature relating to the perceived advantages of part-time employment, such as cost-saving and a flexible response to changing market conditions. There are also disadvantages such as the institution being unable to get the best value out of the intellectual capital of such staff. Furthermore, there is the question of the possible effect of the part-time employment relationship on instructional quality. The latter is largely affected by the part-time lecturer's availability to engage with their students outside of the classroom.

2.1.1 A Historical Perspective

The development of education in Kenya can be put into three distinct periods: the pre-colonial, the colonial, and the post-colonial periods. The pre-colonial education was holistic in nature. It was provided within the context of social and economic organization. It was all embracing and relevant along age group and gender lines. It was designed to ensure that society was able to manage its environment and other natural resources in a beneficial and sustainable manner, live in harmony, practice natural social responsibility and sustain a high degree of moral and ethical values. Moral and ethical values were known and accepted as a way of life by all (Manyasi, 2010). Colonial period Kenya was declared a British protectorate in 1895 and made to be a colony thereafter. The colonial government imposed its own education policies and practices in the process destroying the African traditional education system. This education system was exclusive, discriminatory and organized along racial lines.

The restrictive and discriminatory nature of this education system was reflected in the racially segregated schools for Europeans, Asians, and Africans. Upward mobility was restricted for the Africans through the rigorous examination system. This restricted the Africans' access to higher education. Some efforts were made by Christian churches to provide for African education, but these were by far inadequate especially with regard to higher education and the education of the girl children. During the colonial era, education for Africans was deliberately restricted. Due to this, at the dawn of political independence, there was lack of skilled indigenous personnel who was required to manage and stimulate economic growth (Eshiwani, 2009). Post-colonial Era On the attainment of political independence in 1963, the Kenyan Government produced a blue print to guide the development process entitled "African Socialism and Its Application to Planning in Kenya".

In this policy document, education and training of skilled manpower are recognized as one of the pillars of the development process. In this regard the report noted "Growth also requires ample supplies of skilled, trained and experienced Manpower... The provision of education and training to all Kenyans is fundamental to the success of the government's overall development strategy" (Republic of Kenya, 2006). In this document the long term objectives of higher education are indicated as to enhance the ability of Kenyans to preserve and utilize the environment for productive gain and sustainable livelihoods. The development of quality human resource as a key element in the attainment of national goals for industrial development. Education is necessary for the development and protection of democratic

institutions and human rights. The dawn of political independence brought with it great enthusiasm amongst Kenyans for education.

The government on its part came up with programs to assist Kenyans to access to education, the aim being to remove injustices of the past and to deal with the challenges of independence. Since then Kenya has witnessed a rapid growth in demand for education in general and higher education in particular. Mwiria (1994) indicated that in a steady growing population the government should have a policy aimed at increasing access to higher education. The Government policy of free primary education has tremendously expanded enrolment of the basic education level. The restructuring of the economy and subsequent growth in demand for certain university based skills; globalization has increased the demand for international qualifications and skills offered through a university education. On the attainment of political independence in 1963, the government recognized the importance of education for national development.

It sought to ensure that access, relevance and quality became the major areas of focus, the aim being to remove the injustices of the former colonial government and to deal with the challenges of independence. There are a variety of policy instruments which have guided the development and influenced decision-making in the education sector. These can be put into two main parts: the pieces of legislation on education development plans, reports of commissions, working party and committees. The main pieces of legislation on the education sector include: The constitution of Kenya, The Board of Adult Education Act, The Higher Education Loans Board Act, The Industrial Training Act, The Education Act and the various Acts establishing in public universities. The Education Act confers upon the minister the responsibility for the promotion of education, the progressive development of institutions devoted to the promotion of education and the coordination of all public bodies concerned with policy on education.

The ministry is empowered to make regulations governing the preparations and approval of curriculum, syllabuses, books and other educational materials. At independence, the education system was structured on the British Model of 7-4-2-3(seven years of primary education, four years of secondary education, two years of high school, and three years of a basic bachelor's degree). From 1992 following the Mackay' report, there was a shift to the 8-4-4 model of the American system with eight years of primary education, four years of secondary education followed by four years of a basic bachelor's degree (Republic of Kenya,

2006). The entry to university after secondary education resulted in a dramatic increase in university enrolment.

This enrolment was further enhanced by the opening up of the public universities to privately sponsored students under the “Parallel degree programs”. Since this expansion was not accompanied by a commensurate increase in human resource, the result has been a steady decline in quality and increasingly serious questions about its relevance (Mwiria & Nyukuri, 1994). From 1970, after the dissolution of the university of East Africa, the development of university education has over time been guided by acts of Parliament and funded by the government treasury.

There are two types of university education in the country: public and private. The concept of a public university refers to an institution of higher learning established and fully funded by the state. Currently there are seven such universities. Some of these institutions have constituent and campus colleges located in various parts of the country. The Acts of Parliament that established these universities clearly spell out their vision, mission, powers, governance and financing. All universities state in their constitutive instruments that one of the key functions and objects of a university institution is to provide facilities for research. However, the acts do not specify what percentage of the annual university budget should be set aside for research, and nothing is said of the contribution of industry to applied researches at the universities.

Furthermore, no research fund is created to give direct grant to universities. This has led to a situation where research funding in universities is often given a cavalier treatment. In January 2003, a new government took over in Kenya. It came to power on the promise of a more open, accountable, meritocratic and efficient administration (Mwiria & Nyukuri, 1994). In the education sector, it introduced a less politicized context which had immediate relevance to the management of Kenya’s universities. The education sector has since embarked on implementation of far reaching reforms. These reforms aim to attain the following aims (Mwiria, 1994): increasing the Gross Enrolment Ratio (GER) of university students from the current 3% to 10% by 2015; attaining equity in university education enrolment was to reflect the national diversity by 2015; improving quantity and relevance of learning and research for socio-economic transformation of Kenya; creating a culture of innovation through acquisition, creation and application of knowledge; Integrating ICT into university education and increase ICT innovations and research output of Kenyan universities; developing strong

university linkages and partnership that enhance mutual learning, research and innovation; and enhancing good governance for effective universities and their contribution to Kenya's socio-economic development. Expansion of Higher Education in Kenya Higher education in Kenya can be said to have started with the establishment of the Royal Technical College of East Africa in 1956 (Olel, 2006).

Initially it was meant to provide instruction in courses leading to the Higher National Certificate offered in Britain and to prepare matriculated students through full-time study for university degrees in engineering and commercial courses not affected by Makerere (Mwiria & Nyukuri, 1994). This college was elevated to the University College of Nairobi in 1963 following the establishment of the University of East Africa with Makerere, Dar-es-Salaam and Nairobi as constituent colleges. In 1970, the University of East Africa was dissolved and the University of Nairobi with its constituent college, Kenyatta established by an Act of Parliament. The University of Nairobi has since then grown to be the largest University in eastern and central Africa with over 30,000 students, the highest concentration of scholars and academic programmes (Olel, 2006). At the time of the attainment of political independence in 1963, Kenya had only one university level institution.

This university had an enrolment of about 1,000 students by 1970 (Manyasi, 2010). Since then, however there has been tremendous expansion in higher education not only in terms of numbers of institutions but also in the scope of degree programs and student enrolment. In terms of the number of institutions of higher learning, due to the demand for university education, other public universities have had to be established in addition to the University of Nairobi. These are: Moi University (1984), Kenyatta University (1985), Egerton University (1987), Jomo Kenyatta University of Science and Technology (1994), Maseno University (2000) and Masinde Muliro University of Science and Technology (2007).

These public universities have a total of 16 universities affiliated to them. Apart from the government, private universities in Kenya have emerged as viable options for acquiring higher education. Such universities offer market-driven courses and provide a conducive environment for academic excellence. Most of them have modern infrastructure, including libraries, information and communication technologies that are vital for academic excellence and research. So far, there are 14 registered private universities in the country. Out of these, five are fully chartered and offer their own degrees, six have registration certificates and three operate under a letter of interim authority. The chartered institutions are the University of

Eastern Africa, Baraton; Catholic University of Eastern Africa, Daystar; Scott Theological College in Machakos and United States International University (USIU).

Those registered but awaiting a charter from the Commission for Higher Education are East Africa School of Theology, Kenya Highlands Bible College; Nairobi Evangelical Graduate School of Theology; Pan Africa Christian College; and St Paul's United Theological College. They offer degrees of universities that are affiliated to abroad. The third categories are institutions that have been given a letter of authority to run degree programmes as they await registration and a charter. They are Africa Nazarene University in Ongata Rongai, Kenya Methodist University in Meru, and Kabarak in Nakuru. There are other institutions which have not been registered by the Commission but offer degree programmes from other universities. Some of these are Strathmore, Australian University Institute, the Kenya College of Accountancy, the School of Professional Studies, Kenya Science Teachers College, and Kianda College (Olel, 2006).

Private universities are known for their good performance compared with public universities. This is attributed partly to good facilities and infrastructure and close policing by the Commission for Higher Education (CHE—the national higher education accrediting body), which insists that the institutions adhere to strict standards and regulations. But most importantly, the institutions give valuable education to their students, who pay a lot of money in fees. The universities therefore strive to provide education commensurate with the fees they collect from students. A common trend among private universities and colleges is that they concentrate on business and accountancy courses, which are popular with students because of their marketability.

2.2 Theoretical Review

Various theories have been advanced to explain effects of part time lecturers on university performance. Various influences and differences may make a theory work in one place while making it irrelevant in another. In this section relevant theories to this study are reviewed with an aim of helping the researcher understand the general perspectives of part time lecturers on the performance of university better.

2.2.1 Social Exchange Theories

Social exchange theory states that individuals form relationships with those who can provide valued resources. In exchange for these resources, individuals will reciprocate by providing resources and support (Gouldner, 1960). Thus, individuals will exhibit greater commitment to an organization when they feel supported and rewarded (Rhoades, Eisenberger, & Armeli, 2001). This commitment, in turn, manifests itself in increased performance and other work behaviors that benefit the organization.

Recent research indicates that contingent workers are less committed to their employers and perform at lower levels than permanent workers (Connelly & Gallagher, 2004; Linden et al., 2003; Pearce, 1993). Others have argued that contingent workers have a negative effect on other employees within an organization (Kalleberg, 2000; Pearce, 1993). They rely on psychological contract theory, a concept closely related to social exchange theory, which suggests that employees and employers develop mutual obligations whereby the employee owes an employer certain contributions and the employer owes inducements for work (Robinson, Kratz, & Rousseau, 1994; Rousseau, 2001).

Researchers contend that long-term employees of an organization where a large number of contingent workers are employed will feel insecure about their status in their job; thus, the psychological contract and employee trust in the organization are broken in turn, job performance (Kraimer, Wayne, Liden, & Sparrowe, 2005) and organizational commitment (Pearce, 1993) decline. While we know a great deal about the effects of contingent workers in the general workforce, we know relatively little about the effects of contingent appointments on higher education. More specifically, we know little about the effects that contingent staff have on university education.

One study at a community college found no differences between part-time staff and full-time staff in student learning in a remedial math class (Bolge, 1995). Some (Bettinger & Long, 2005) found a negative relationship between the number of part-time staff members and their retention to the second semester and graduation rates. Finally, Umbach (2007) suggests that, compared with their full-time peers, part-time staff interact less frequently with students, spend less time preparing for classes, and expect less work from their students. He also found a negative relationship between the percentage of part-time staff on a campus and the frequency of staff student interaction. Using social exchange theory and psychological contracts research, there are two general hypotheses about the effects of part-time staff on

teaching and learning. First, relative to fulltime staff, part-timers will exhibit certain levels of commitment to their institution and will exhibit certain levels of instructional performance. Second, staff on campuses with high proportions of part-time staff will engage students less frequently in classroom activities that enhance student learning and will have lower levels of commitment to teaching.

2.2.2 Equity Theory

Social exchange theory (SET) is among the most influential conceptual paradigms for understanding workplace behavior. Although different views of social exchange have emerged, theorists agree that social exchange involves a series of interactions that generate obligations (Emerson, 1976). SET also emphasizes that these interdependent transactions have the potential to generate high-quality relationships, although as we shall see this only will occur under certain circumstances.

This theory attempts to explain relational satisfaction in terms of perceptions of fair/unfair distributions of resources within interpersonal relationships. Considered one of the justice theories, equity theory was first developed in 1963 by Stacy Adams, a workplace and behavioral psychologist. The psychological contract refers to beliefs about the terms of an exchange agreement between individuals and their organizations, and revolves around expectations suggested by that agreement, either explicitly or implicitly. While some individual temporary workers prefer the transitory environment offered by short term work, many enter the short term labor market specifically intent on securing a permanent position.

Adams(1965), asserted that employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others .the belief is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization, unlike when individuals perceive a difference between their own input/outcome ratio and that of a referent other, a negative state of distress results that motivates those individuals to take action to restore equity to the situation . The structure of equity in the workplace is based on the ratio of inputs to outcomes. Inputs are the contributions made by the employee for the organization. In addition, employees who cannot achieve an acceptable “adjustment” of the input: outcome ratio, either in reality or by altering their perception of the ratio, naturally resolves the situation by withdrawing from the organization (Cascio, 1991). Equity theory would predict that short term workers who perform comparable tasks equally as the permanent employees, but receive lower pay than the full time employees, may

respond by seeking to increase outputs or by reducing input efforts in order to restore equity. The potential for such a scenario is high, because short term workers are typically paid less than permanent employees, even for equivalent work (Parker, 1994). This may also be the case with part-time lecturers in Kenyan universities.

Competition can be thought of as the diametric opposite of altruism. Where altruism is assisting others even when it potentially hurts oneself, competition is harming others even when it risks one's own earnings (Meeker, 1971). Economically speaking, such situations seem to be irrational, and in a sense they are. However, Meeker is correct in arguing that they do exist in real-world social exchanges. A well-known example is revenge seeking. Individuals will sometimes seek to "get even" even when doing so is financially costly.

As alluded to in our earlier discussions, the majority of the models of SET in the organizational sciences focus primarily on principles of reciprocity, rather than altruism, group akin, and soon. To be sure, reciprocity is important. However, other exchange rules matter as well, and we neglect them at the risk of our own understanding. Moreover, little attention has been given to the possibility that multiple rules are employed simultaneously. For instance, people may compete with an out-group to obtain resources for an in group. Future research needs to uncover this black box to investigate decision principles because, ultimately, it is those underlying assumptions that become the deciding factors of whether individuals engage in a particular type of exchange relationship.

2.2.3 Theory of work adjustment (TWA)

The relationship between the employee and the organization is also reviewed by the theory of work adjustment [TWA] (Dawis et al, 2004), which places emphasis on the interaction and how the workers change to fit into the workplace. This theory highlights the congruence between the requirements of the organization and the requirements of the employee. First, it is important to consider the employee's needs and expectations, which are supposed to be fulfilled through the organization (Dawis, 2004). Second, the employee has skills that are useful to succeed in this fulfillment. Third, most interactions between the employee and the organization are oriented towards these requirements. However, not only the employee has needs but the organization as well. The employees must have the right skills according to the organization's requirements and the organization must reinforce the employees by giving them what they expect. According to this, when there is a certain level of discrepancy

between the needs of the employee and the reinforcement given by the organization, there will be a change in the employee's behavior in order to reduce the dissonance. Just as it is pointed out by Thorsteinson (2003), this degree of dissonance will lead to employee dissatisfaction. Therefore, there are two ways to reduce this conflict: - changing the employee's needs or the organization's conditions. If both strategies are unsuccessful, the employee will eventually quit (Dawis, 2004; Dawis et al., 1968). In line with the TWA, the negative perception of the employee regarding his or her relation with the employer does not start from the working conditions it rather comes from unfulfilled expectations. If the worker wants a temporary job and gets a permanent job, the outcome may be as pernicious as if the worker gets a temporary job.

2.2.4 Issues and Challenges of University Education

According to Ngara (1995) the African university has four primary functions teaching-promoting human resource development by producing high level human power in all fields of study; research and disseminating knowledge; fostering moral values and raising social consciousness and consultancy and service. Some of the issues and challenges that have to be addressed by universities in Africa so as to meet the above expectations include the following: Inadequate funding and the slow pace of release of the little funds to which the universities are entitled. Continued dilapidation and deterioration of the physical infrastructures making it very difficult to have conducive teaching and learning enrolment. Low morale of staff as a result of the deterioration in their working environment. Brain drain as staff leave the institutions for greener pastures within the country or elsewhere.

Lack of physical expansion in facilities to accommodate the ever increasing demand for university education in the societies. Lack of funding for research activities making it difficult for the universities to be at the frontier of knowledge and effectively play their essential role as centres of creativity, innovation and invention.

Continued loss of public confidence in the universities as a result of the declining academic standards and Lack of a clear direction for the universities in the changing society, for instance, there have been heated debates on matters relating to the standards of courses/degrees, their scope, and their relevance to the current needs and the work environment, especially in industry (Ngara, 1995; Chacha, 2002; Lungwangwa, 2002; Tiyanbe, 2004 and Mwiria et al., 2007).

There are a number of changes that can readily be observed in the higher education systems of Africa and elsewhere. The first change has to do with the growth and expansion of higher education systems in the last decade or two in Africa. Tiyambe (2004) sees the need for increased access and expansion of the systems in Africa as being driven by a mixture of the goal of social equity, the performance of the universal access programmes to education, demographic growth, and the necessity of providing growing economies with large numbers of highly trained workers.

The second major change is the way institutions are funded as governments reduce their levels of funding for education mainly for higher education. This situation is worsened by the fact that budget cuts are occurring at a time when higher education systems are expected to grow and provide access to a larger portion of the population. As noted by the World Bank (1997), higher education institutions are facing increased competitions for scarce financial resources with other public services. The third change according to Tiyambe (2004) concerns the goal of making higher education systems more relevant to their societies so that staff and students can contribute to the developmental agenda. Curricula and programmes are now seen in need of reconceptualization to this end.

As a result of the aforementioned changes in the African universities, the said institutions were forced to undergo some reforms. Thus, two major higher education reform periods can be identified in Africa. The first is the period following independence in 1960s and 1970s (Tiyambe, 2004). In most of Anglophone Africa commissions were set up to make policy recommendations aimed at systematically reforming the education systems. The pattern in

Francophone Africa tended to comprise the organization of general conferences that adopted resolutions on changes needed in the systems. Higher education in post-colonial Africa set out to expand and increase participation rates (Tiyambe, 2004).

Reformed higher education systems were expected to play a role in bringing about economic and social development. Unfortunately, as the World Bank (1997) observes, the reformed post-colonial universities continue to serve the same purpose as the colonial universities by producing the elite for the bureaucracy and the private sector. Higher education budgets were cut as development agencies prioritized the primary and secondary sectors of education. Resources were channeled to meet the goal of universal primary education since international agencies believed that investment returns were higher if governments invested in primary and

secondary education (World Bank, 1997; Tiyaambe, 2004). This old development orthodoxy has since been reviewed and abandoned by agencies such as the World Bank.

The second wave of reforms followed political changes and a return to democracy in many parts for Africa in the 1990s. This second wave reflects the shifts underway at the level of continental and regional politics: the dissolution of the Organization of African Unity (OAU) and the formation of a new umbrella body, the African Union (AU). The new body is aiming to forge a far more coherent and integrated strategy for African development than its predecessor was able to manage. The AU's economic recovery strategy is driven through the New Partnership for African Development (NEPAD) adopted in October, 2001.

Regarding issues of education at the continental level, there is the Association of African Universities (AAU) and at the regional level in East Africa, there is the Inter-University Council for East Africa (IUCEA). In June 2006, IUCEA together with DAAD organized a workshop on supporting a Regional Quality Assurance initiative in East Africa. In the workshop it was felt that, it is important to have a shared understanding of quality and quality assurance among the universities in East Africa because understanding seems to vary from one university to another, the target being harmonization of standards.

This is one of the challenges, among others, facing universities across Africa not only in East Africa. This issue was raised by (IUCEA, 2007), noting that higher education in East Africa is facing several challenges, which the institutions of higher learning should address in order to achieve their mission in the region.

According to the Ugandan National Council for Higher Education (NCHE, 2004), Uganda's higher education institutions present a picture of daunting, if not insurmountable challenges. The national council further reiterates that from every conceivable angle, the present state of higher education institutions is not conducive to the delivery of sustainable quality and relevant higher education for the benefit of individuals and the global village of the twenty-

first century. This situation in Uganda applies also to Kenyan higher education institutions and developing countries in general. It is lucid from this kind of information that, there are changes unfolding in higher education institutions, not only in East Africa but also throughout the world. These changes have brought about a lot of challenges and different pressures to higher education institutions as it is evidenced by Ross and Genevois (2006:41) below:

These different pressures have resulted in the concept of the „quality of education“ coming to the fore as learners, parents and communities, educators, leaders, and nations acknowledge that what is learned (and how learning occurs) is as important as access to education. This is enough evidence that the stakeholders world over are at present concerned with quality of education provision than before. It is especially true now at the beginning of the 21st century when education is increasingly being understood to be „more than the three Rs“ (reading, writing and arithmetic,) and extends to an expanded vision of education as articulated by the Jomtien Conference on Education for all in 1990 (UNESCO, 1990) and later reaffirmed by the Dakar World Education Forum in 2000 (UNESCO, 2000). Among the reasons for the current interest in quality, perhaps none is more important than a widely-shared belief that the quality of America’s colleges and universities is declining (Haworth & Conrad, 1997). The general public in Africa, just like Americans, believes that the quality of higher education is declining (Ngara, 1995). In fact, all over the world, ministries other than the ministry of education have begun to take an interest in education. The same is true of NGOs, businesses and the general public, which have all placed different pressures on higher education systems. Furthermore, the quality of education has become such a high profile issue in this 21st century due to the changes and challenges that face the entire education systems in the world (Martin, Lemaitre, Wilkinson, Hajry, Tayag, Naidoo, Singh, 2007). Besides, viewpoints about the importance of the quality of education cannot be divorced from the heightened salience of education policy and education reform within the whole range of public policy, mainly because of widely acknowledged linkages between education and national economic performance.

It is unequivocally clear that the social organization of knowledge and learning are dramatically changing and from this context, it is revealed that, many universities in Africa entered the 21st century characterized by multiple challenges.

2.2.5 Part-time Employment

The use of contingent staff in higher education in the US has tremendously grown over the past three decades. In 1975 only 30.2% of staff was employed as part-time, by 2013 according to data compiled by AAUP from the integrated post secondary education system (IPEDS) part-time staff represented approximately 78% of all staff members in the USA. The growth in the use of PTF occurred despite believes that the staff is associated with low pays,

almost non-existent benefits, inadequate working conditions and little or no opportunity for career development.

In Kenya as in other countries, increasing use of non-tenure-track staff began in the 1970s as a response to increased enrollment of students in Kenyan universities. The increased use of part-time staff may be affecting the quality of education and the literature shows that there are both benefits and costs resulting from this shift in staff composition. There is growing call for the development of comprehensive plans for better incorporation, management, and personnel policies for part-time staff. Most researchers believe that excessive use, inadequate compensation and professional support for part-time staff exploits this group of staff members hence undermines them altogether.

According to Wyles (1998), the shift to hiring part-time staff in increasing numbers is consistent with national employment patterns of downsizing, subcontracting, and outsourcing labor to cut operating costs. Banachowski (1996) contends that the most often reported reason and benefit for increasingly utilizing part-time employees is economic savings. Simply put, the financial burden on an employer is less when employing part-time workers who are paid less and do not receive benefits. This trend towards hiring more part-time workers is reflective of the overall United States economy, where one of every three workers is employed part-time (Pederson, 2001).

A study by Louziotis, (2000) indicated that the use of part-time staff has also grown because more people need to be educated in different ways on more subjects in less time. The workplace of the twenty-first century demands more highly trained and skilled workers than ever before. Part-time staff members have professional and current experience in their fields of study, and this expertise enhances student preparedness for work, as well as credibility of academic programming (Louziotis, 2000). Cohen & Brawer (2003) notes employing part-time staff also allows colleges to offer courses for which a full-time workload cannot be created: a rare or esoteric topic, such as an uncommonly taught foreign language, or a new and emerging discipline or skill that has not yet been established academically. Part-time staff can also be hired to teach during times of enrollment growth spurts when it is necessary for an institution to respond quickly to community needs and workforce demands. Additionally, using part-time staff allows an institution to meet last-minute demands for extra sections of popular courses when full-time staff workloads requirements are already met. And, given the likelihood that part-time staff members maintain regular working hours at other positions, it

is often the case that this group is willing to teach during traditional non-business hours, such as nights and weekends, to meet the increasing demands for off-hours classes for working students. There are several reasons as to why Universities employ part-time faculty. Some of these reasons include spending less for the institution, utilizing employees who may have current, practical, and specialized capabilities needed by rising numbers of students in today's workplace not available among full-time faculty, and taking advantage of part-time faculty flexibility to meet institutional needs for rare and new class offerings and to staff last-minute or unforeseeable course changes (Cohen & Brawer, 2003).

2.3 Empirical Study

Turnover is affected by poor management or lack of satisfaction by the part-time teaching staff. Turnover intentions are the aim of employees to quit the organization. Turnover in the organization results in the loss of financial and human capital as well as accumulated knowledge. Droege and Hobbler (2003) advocates that the cost of turnover is approximately one year's salary for each vacant position.

One of the extensive studies (Ingersoll, 2001) analyzing teacher turnover was based on data gathered in the SASS and the TFS to determine patterns of teacher migration and teacher attrition. Ingersoll's study is somewhat unique in that it suggests that there are organizational factors, not just teacher characteristics, driving teacher turnover and therefore school staffing problems. He suggests that the seeming teacher shortage results from a "revolving door" of qualified teachers leaving the profession for other reasons than retirement.

He examines teacher turnover from an organizational perspective and includes data based on individual teacher characteristics as well conditions in schools. His analysis is based on three premises: "(a) understanding employee turnover is important because of its link to the performance and effectiveness of organizations; (b) fully understanding turnover requires examining it at the level of the organization; and (c) fully understanding turnover requires examining the character and conditions of the organizations within which employees work" (p. 504). The SASS/TFS data provide the opportunity to compare staffing patterns between public schools and private schools, between large schools and small schools, and between rural, urban and suburban schools. One of the most interesting pieces of information in Ingersoll's study is that teacher turnover is greatest in small private schools. "In rates of turnover, smaller private schools have the highest average levels – about 23%. The turnover rate in these schools is significantly higher, for instance, than the rate in high-poverty public

schools, and is more than double the national average for other kinds of employees” (p. 516). His conclusion has significant implications for the majority of Catholic elementary schools in the United States and is part of the catalyst for this dissertation study.

One argument playing out in the literature is that increasing levels of first semester exposure to part-time faculty decreases the chance for retention in later semesters of college. Charles Harrington and Timothy Schibik (2001) were the first to examine student retention in the context of faculty status at a comprehensive Midwestern university. In order to determine the degree to which 7,174 first-time full-time freshman were exposed to part-time faculty, the authors created six part-time exposure groups based on the percentage number of courses to which first-time full-time students were exposed during the first semester. These exposure groups were then used to make Pearson correlations with retention.

The authors found that when academic preparation and gender variables were held constant, students who took 76-100% of their courses from part-time faculty were 1.47 times more likely not to be retained than the 0-25% part-time faculty exposure group. The authors concluded that exposure to part-time faculty at levels above 50% held “a direct and significant negative impact on student retention into the second semester.” While one-to-one comparisons were made with gender, ethnicity, age, credit hours enrolled, student residency status, and several different high school skill measures scores, modern methods of statistical analysis between and within categorical variables using logistic regression analysis were not employed.

Sharron Ronco and John Cahill (2004) similarly studied the linkage between faculty status and retention at a public research-intensive university. Their study examined 3,787 students at a public research-intensive university. Ronco and Cahill utilized all degree-seeking first-time students which included part-time students. The authors found a 14% point drop in retention in the second-year fall semester for students with more than 75% of their credit hours from adjuncts or graduate teaching assistants. They found that including part-time student exposure to credit hours created a statistical artifact in the six percentage exposure part-time faculty groups. Studies by Harrington and Schibik (2001) and Ronco and Cahill (2004) recommended monitoring and limiting the number of courses taken with part-time faculty in order to ensure adequate exposure to full-time faculty members.

The American Association of Community Colleges completed a study in 2000 indicating that over 65% of faculty teaching developmental courses were part-time (Shults, 2000). To date

there have not been any national studies conducted showing differences in overall student learning outcomes at community colleges depending on percentage use of part-time faculty. Differences in learning outcomes did, however, appear in a study conducted at Texas colleges and universities. Boylan and Saxon (1998) found that in institutions where 70%, or more of the developmental courses were taught by adjunct faculty, unacceptably low pass rates in developmental courses were commonly exhibited.

They also discovered that institutions with the highest percentages of adjuncts teaching developmental courses had the lowest post-developmental education pass rates on the state mandated outcomes test. The authors showed that the best programs in the state for developmental education resisted over-reliance on adjuncts and that college having fewer than 50% of part-time faculty teaching developmental courses had the highest pass rates on the state-mandated outcomes test. These same institutions employed best practice programs for adjuncts. The key to best practices for adjuncts was complete immersion and integration into the department and with other faculty teaching developmental courses (Boylan, 2002).

This study made every attempt to look at some of the key variables suited to the institution being investigated and employed logistic regression analysis to determine effects between and within all independent variables in relation to student exposure to part-time faculty

Worldwide staff turnover is a phenomenon that affects many organizations all over the world. Employee turnover occurs when employees voluntarily leave their jobs and must be replaced. According to Barrows (2009), turnover is the voluntary and involuntary permanent withdrawal from an organization. Employee turnover could also refer to a situation whereby employees exit the organization voluntarily for various reasons, and thereby affecting the organization negatively in terms of delivery of the required services. Labov, (2003), argues that organizations with strong communication systems enjoyed lower turnover of staff and hence perform better than those with high turnover. Employees feel comfortable to stay longer, in positions where they are involved in some level of the decision-making process. That is, employees should fully understand about issues that affect their working atmosphere. But in the absence of openness in sharing information and employee empowerment the chances of continuity of employees are minimal. Costly, (2007) points out that a high labour turnover may mean poor personnel policies, poor recruitment policies, poor supervisory practices, poor grievance procedures, or lack of motivation. All these factors contribute to high employee turnover in the sense that there is no proper management practices and

policies on personnel matters hence employees are not recruited scientifically, promotions of employees are not based on spelled out policies, no grievance procedures in place and thus employees decides to quit. This increases inefficiency and the school performance drops.

Case studies at that time showed that full-time faculty held longer office hours, spent more time in class preparation, attended curriculum development-based department meetings and division meetings, more often took opportunities for professional development, and helped with student advising. Since his conclusions were based on limited data, Friedlander (1980) left open the question about whether greater use of part-time faculty undermines or contributes to teaching effectiveness and student learning pending broader national educational statistical analyses. Instead, he emphasized the obvious benefit that hiring part-time faculty saved major institutional dollars for other purposes.

Even with the cost benefits of hiring part-time faculty by the late 1980s, faculty leaders in the community college movement were starting to rethink the rapidly increasing use of part-time faculty. In 1988, the Commission on the Future of Community Colleges reported, “The increasing numbers of part-time faculty at many colleges [is] a disturbing trend” and urged, “The unrestrained expansion of part-time faculty should be avoided” (p. 1). The Future Commission recommended, “A majority of credits awarded by a community college should be earned in classes taught by full-time faculty” (p. 1). Also in 1988, The Carnegie Foundation for the Advancement of Teaching recommended, “That no more than 25% of the faculty be made up of part timers” and “That no more than 50% of total credit hours be taught by part-time faculty” (p. 1). Finally, a 1988 California law mandated staffing ratios of no less than 70% full time and 30% part-time faculty at community colleges throughout the state.

The quality of the service gives a big contribution to organizations because they perform and behave on achieving organizations' goals in which the main goal should by providing competent graduate to the society. Furthermore, workers who are committed to providing quality services to their organization are happy to be members of it, believe in and feel good about the organization and what it stands for, and intend to do what is good for the organization (George and Jones, 1996). Thus, we could say that there is any relationship between organizational service quality and job performance.

The employee should be committed toward provision of quality service so as to ensure that the needs of their customers are satisfied. Commitment refers to the psychological attachment of workers to their workplaces (Allen & Meyer, 1990; O'Reilly & Chatman, 1986).

According to Mowday, Porter, & Steers, (2001), provision of quality services is positively related to such desirable outcomes as job satisfaction. Horton state that stronger commitment to offer quality services could result in less turnover and absenteeism, thus increasing an organization's productivity (Schuler & Jackson, 2006). Because organizational commitment is an important determinant of the experience work and central to understanding and managing organizational behavior As Benkhoff (1997) says the main reason why commitment has been one of the most popular research subjects in industrial psychology and organizational behavior over the past 30 years is its impact on performance.

As the Part-time teachers are expected to cover the syllabus, it is important to note that the quality of the knowledge they impact on the student is of greater importance and that this focus on the syllabus acts as a contract and is useful for students and instructors both full and Part-time. For students, this approach makes clear what the rules are (Smith and Razzouk 1993, Pastorino 1999). By having the requirements and expectations for performance by both the student and the instructor in writing, students can decide whether or not they wish to take the course, plan appropriately for what they need to accomplish during the term of the course, and check their performance and behavior against the written contract. Therefore as the teaching staff struggle in completion of the syllabus they should ensures they do so without compromising the quality of education and hence they should ensure what they give is in with the job market.

The syllabi can be used to demonstrate that courses are in alignment with the department and/or institutional mission statements (Woolcock 2000). They can also be used to show that the program is consistent with the expectations of the discipline and the accrediting agency.

By providing details of what was covered, what students were expected to do, and how these outcomes and performances were assessed, syllabi can be quite helpful in efforts to evaluate both the individual instructors and the entire program.

Instructors are held accountable for their performance through processes such as annual reviews, merit pay reviews, and promotion and tenure reviews (Glassick, Huber, and Maeroff 1997). As part of the review process, course syllabi and the ability of lecture to relate the class work market are often used to communicate information about the instructor's teaching ability (Seldin 2000).

For over 30 years, business and industry has utilized competency models to select employees. The trend to use competency-based approaches in education and training, assessment, and development of workers has experienced a more recent emergence. With the mobility of the workforce and retirement of the baby boomers, competency models are being used for succession planning as well.

Schuetz (2002) rejects the hypothesis that the teaching methods and extracurricular involvement with students, colleagues, and institutions are statistically indistinguishable from full-time faculty. Her conclusion from the data is as follows:

“Although part-time faculty are generally well-qualified to perform their duties, and although many colleges are working to orient and integrate them more fully into the college infrastructure, it can be argued that part-timers are more weakly linked to their students, colleagues, and responding institutions than full-timers. This analysis confirmed those part-time faculties tend to have less total teaching experience, teach fewer hours per week than corresponding institutions, use less innovative or collaborative teaching methods, and interact less with their students, peers, and institutions. Part-timers tend to be less familiar with availability of campus services such as tutoring and counseling and express less knowledge of students’ need for or use of support services. Part-timers are also less likely to sustain the kind of extracurricular student faculty interaction that has been linked to enhance student learning. Ultimately it seems that students are unlikely to receive the same quality of instruction from more tenuously linked faculty”

The essence of a competence in the human resource prospective management is the ability of every human resources individual in carrying out their work activity due to their work objective, which makes it easy to carry out the main duty and function for reaching the organizational aim. A lecturer competence is much related with educational implementation which is carried out by government on giving ability for every lecturer to have the competence due to his or her profession. Evaluation of competence is seen from academic qualification, participation in some educations and trainings, having teaching experience, being able to carry out teaching planning and evaluation of control. It is important for evaluating lecturer competence.

Competencies or individual characteristics are recognized as significant predictors of employee performance and success, equally as important as an individual’s academic aptitude and knowledge content as indicated by tests scores or results (Lucia & Lepsinger, 2009). A

competency is the capability of applying or using knowledge, skills, abilities, behaviors and personal characteristics to successfully perform critical work tasks, specific functions, or operate in a given position. Personal characteristics may be mental/intellectual/cognitive, social/emotional/attitudinal, and physical/psychomotor attributes necessary to perform the job. In summary, competencies are specific personal qualities that are causally related to effective or superior performance and are common across many settings and situations (Delamare Le Deist & Winterton, 2005)

There is little argument about the fact that faculty interaction with students and the overall impact this experience has on student development is important for student learning. Critics of any difference between part-timers and full-timers on faculty interaction with students have, over the years, argued there is little interaction between full-time faculty and their students. This argument is no longer tenable in any general sense, as “the Schuetz Report” makes clear in the first large national study, that part-timers are severely limited in their capacity to meet with students when compared to permanent faculty because they are generally much less likely to have either an office on campus, have a phone or computer on Campus, or have office hours on campus.

2.4 Conceptual Framework

According to Mugenda (2003), a conceptual framework helps to simplify the proposed relationship between the variables in the study and show the same graphically or diagrammatically. The conceptual framework of this study is based on three independent variables which are; turnover rate, commitment and motivation.

INDEPENDENT VARIABLES

DEPEDENT VARIABLE

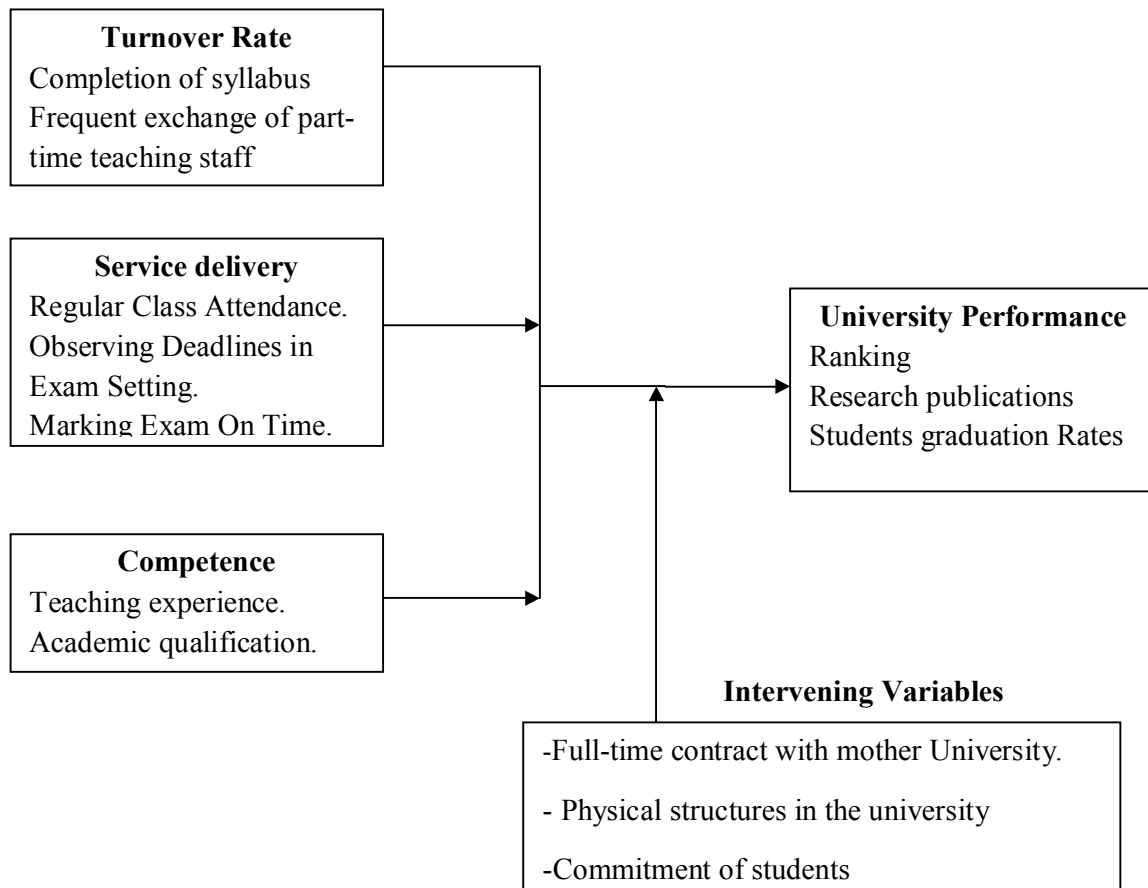


Figure 2.1: The conceptual framework

Source: Researcher (2015).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodological procedures and steps that will be used in conducting this study, the tools and instruments for gathering the data and the methods of measurements and analysis. It presents Research design, Target population, sampling design and data collection instruments and data analysis.

3.2 Research Design

According to Henon, (1998) a research design refers to a plan for collecting data so that desired information can be obtained with sufficient precision.

The research design used in this study was descriptive survey design. Descriptive research portrays an accurate profile of a person, event, or situation. It allows researchers to collect qualitative and quantitative data which can be analyzed qualitatively and quantitatively using descriptive and inferential statistics. It is the best method available for collecting original data for the purpose of describing a population which is too large to observe directly (Mugenda and Mugenda, 2003). The aim of the study is to investigate on the challenges faced by Kenyan universities in managing performance of part-time teaching staff and their effect on university performance.

3.3 Target Population

A population is a well-defined or set of people, services, elements, events, groups of things or households that are being investigated (Cooper and Schindler, 2006). Mugenda, (2003) defines population as entire group of individuals, events or objects having common observable characteristics. Similarly, Shao (2004) define a population as an aggregate of all the elements. According to Cox, (2012) Target Population is the entire set of units for which the survey data are to be used to make inferences. Thus, the target population defines those units for which the findings of the survey are meant to generalize. The study focused on 9 universities within Nakuru town which has a total population of 37 head of departments / coordinators.

Therefore the target population was 37 HODs / Departmental coordinators of the 9 Kenyan universities that are located within Nakuru town. Since the target population of 37 Kenyan universities within Nakuru town was relatively small, the researcher included all the units for the

study. A census survey was employed. This method was suitable not only to the small target population but also it enhances the accuracy and reliability of the study as it eliminates the sampling bias.

Table 3.1 Target population table.

UNIVERSITIES IN NAKURU TOWN	HOD/COORDINATOR
1.Kabarak University	5
2.Egerton University	7
3.Kenyatta University	1
4.Kenya Methodist University	1
5.St Paul University	1
6. University of Nairobi	1
7.Presbyterian University	1
8.Mount Kenya University	18
9.Jomo Kenyatta University of science And Technology	2
TOTAL	37

3.4 Data collection instruments

The researcher used questionnaires as methods of collecting data. Researcher distributed the questionnaires to the respondents who were given time to complete and thereafter the researcher collected them. Both close-ended and open-ended questionnaires were administered.

3.5 Reliability and validity of the instrument.

According to Mugenda and Mugenda (1999) internal validity is concerned with the extent to which a study establishes that a factor or variable has actually caused the effect that is found. It is the extent to which extraneous variables have been controlled. External validity of the instrument indicated the appropriateness, meaningfulness and applicability of inferences to the target population.

In order to ensure reliability of research instruments, the research instruments were prepared in advance and were pre-tested among a small number of respondents, selected from the universities other than those that who were included in the study. The pilot study helped in the removal of any ambiguities in the questionnaires and check whether the respondents understood the questions in the same way. Borg and Gall (1996), recommends pre-testing of research instruments before use in research. The researcher pre tested 10% HODs, Departmental Coordinators from universities out of Nakuru town who comprised of 3 Departmental Coordinators. The reliability and validity results of the pretest yielded 0.907 thus confirming the research tool to be effective enough for administration.

Reliability Statistics	
Cronbach's Alpha	N of Items
.907	3

3.6 Data Analysis

According to Bail (2009), data analysis procedure includes the process of packaging the collected information, putting it in order and start writing it in main components in the way that the findings can easily and effectively be communicated. Editing, coding and tabulation will be carried out. Quantitative and qualitative methods of data analysis were applied as emphasized through the use of descriptive statistics. Descriptive statistics involves the process of transforming a mass of raw data into tables and charts with frequency distribution and percentages which are vital in making sense out of data (Saunders *et al.*, 2003). Descriptive statistics that were employed were: frequencies, percentages and statistical mean. Inferential statistics that was used include: spearman's correlation and regression. The analysis was done with the help of SPSS and the results presented by the help tables for better understanding. The analyzed data was interpreted and presented.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter contains information on the analysis of the responses and explanations for all the items in the questionnaire as derived from the research objectives and research questions in chapter 1. The data collected from respondents is presented and summarized using Tables, graphs and descriptive statistics. The results from the correlations and the regression analysis are also presented. Collected data was analyzed in order of the research questions to achieve the objective of the study. There were three key questions within the interview and the questionnaire.

- i. What are the effects of Part-time teaching staff turnover rate on university performance?
- ii. What are the effects of Part-time teaching staff services delivery on the university performance?
- iii. What are the effects of teaching competencies of part-time staff on the university performance?

4.1 Response Rate

The researcher targeted the coordinators, heads of department of universities within Nakuru Town. This is because they are people most conversant with the subject matter of the study. However, out of 37 questionnaires distributed 29 respondents completely filled in and returned the questionnaires, this represented 78.38% response rate. This is a reliable response rate for data analysis as Mugenda & Mugenda (2003) pointed that for generalization a response rate of 50% is adequate for analysis and reporting, 60% is good and a response rate of 70% and over is excel. Unavailability of some of the prospective respondents was the major hindrance to the attainment of 100% response rate. The researcher had questionnaires filled by the departmental coordinators. After obtaining the filled questionnaire the researcher was able to analyze the data with the aid of SPSS software and the following result were obtained.

4.1.1 The age bracket of the respondent

The researcher was interested in analyzing the age of the university staff as this has great impact on the performance of the university

Table 4. 6 Age bracket

	Frequency	Percent
25-35 Yrs	2	6.9
36-45 Yrs	10	34.5
Above 46 Yrs	17	58.6
Total	29	100.0

The research reveals that majority of the coordinators and head of department are above 45 years old, 17(58.6%). This might be construed to indicate that those people in this department are able to make wise decision compared to the young people. The respondents following were in the 36-45 years' bracket, 10(34.5%) and finally those in the 25-35 years, 2(6.9%).

4.1.2 Education level

There was also interest in assessing the education level of the university staff education as this affect their performance and the following research was obtained.

Table 4. 7 Education Level

	Frequency	Percent
Masters	2	6.9
Doctorate	25	86.2
Professor	2	6.9
Total	29	100.0

From the study it was observed that majority of the HOD and university coordinators, 25(86.2%) hold PHD followed by 2(7%) with master's degree and post Doctorate experience, 2(7%) respectively. This indicates that the university staff involved in management is competent in their duties. It is also evident that there is an increase in the number of Masters and Doctorate degrees in the part-time cohort. This is indicative of a possible trend in an improvement of the qualification levels to be found in these staff categories. One can only speculate as to the likelihood of retaining these skills at the University in an environment of tenuous employment certainty. One would hope that the drop in the percentage of Honors' graduates is attributable to staff who have upgraded their qualifications. It could also be

indicative of the increased skills capacity which is readily available in the market or a lack of employment opportunities in the formal sector for such individuals.

4.1.3 Experience Level

The study also sought to find the experience level the university staff as this demonstrate how competent they are. Having considered the qualification profile of the respondents to this study, it is necessary to consider the extent of their experience base

Table 4. 8 Experience

	Frequency	Percent
Less than 5 yrs	13	44.8
5-10 yrs	7	24.1
11-15 yrs	2	6.9
16-20yrs	5	17.2
More than 20 Yrs	2	6.9
Total	29	100.0

The research revealed that majority of program coordinators, 13(44.8%) has less than five years' experience followed by 7(24.1%) of 5-10 years' experience then 11-15 years represented by 2(6.9%). The program coordinators in the age bracket of 16-20 years were represented by 5(17.2%) while those with more than 20 years were (6.9%). It would appear that experience is being exchanged here for employability and marketability, as well as flexibility and the opportunity to learn. The latter is a key component of the boundary less and related career concepts. Pienaar and Bester (2008) observed that this problematic situation is evident in South African higher education institutions, since data indicates that a substantial number, between 5% and 18% of academics leave higher education institutions. This obviously will affect the image of the institution and quality of services offered. It could also point to the effect management performance has on staff satisfaction as Beardwell and Claydon (2007) posits that the role of leadership and a supervisor is crucial in staff retention, and argues that employees leave managers, not companies. He goes on to assert that employees are more likely to remain with an organization if they belief that their managers show interest and concern for them, if they know what is expected of them, if they are given a role that fits their capabilities and if they receive regular positive feedback and recognition. Pienaar and Bester (2006) found that academics in the early career stage want more

opportunities to work under the guidance of experienced mentors on research projects. This finding therefore shows that when the majority of academics are in the 1-5-year bracket of work experience, mentorship becomes a challenge.

4.2 The findings of the study

The findings of this study were related to the research questions and the responses obtained from the Head of departments. Frequency and percentages of the data are discussed below. The Chi-squared test was also used.

4.2.1 Staff Turn Over

The first objective of the study was to assess the factors affecting the turnover of part-time lecture of both public and private universities in Nakuru town. From the study the following result were obtained as show in table 4.4.

Table 4. 9 Staff turnover

Statement	SD Freq (%)	D Freq (%)	N Freq (%)	A Freq (%)	SA Freq (%)	χ^2	P- Value
There is high part-time staff labour turnover rate in the university	7(24.1)	2(6.9)	3(10.3)	17(58.6)		19.414	.000
High part-time teaching staff turnover decreases performance.	5(17.2)	19(65.5)	3(10.3)	2(6.9)		26.034	.000
In the university PTF turnover leads to unbudgeted expenses	3(10.3)	9(31)	3(10.3)	14(48.3)		11.690	.009
The university finds it hard to replace the part-time staff immediately they leave	3(10.3)	6(20.7)	3(10.3)	15(51.7)	2(6.9)	19.793	.001
working conditions contribute to part-time staff high turnover	5(17.2)	14(48.3)	3(10.3)	7(24.1)		9.483	.024
The part-time staff receives their payment on time	7(24.1)	14(48.3)	3(10.3)	3(10.3)	2(6.9)	17.034	.002
There is poor relationship between part-time staff and university management	3(10.3)	4(13.8)	6(20.7)	11(37.9)	5(17.2)	6.690	.153

Source: Research Data, 2015

The results in table 4.4 indicate that the respondents agreed ($\chi^2 = 19$, $P \leq 0.001$) that there is high part-time staff labour turnover rate in the university. The respondents disagreed ($\chi^2 = 26$

P≤0.001) that high part-time teaching staff turnover decreases performance. The findings show that 48% of the respondents agreed ($\chi^2 =11$, P≤0.009) that in their university PTF turnover leads to unbudgeted expenses. The results also show that the university finds it hard to replace the part-time staff immediately they leave s ($\chi^2 =19$, P≤0.001). The findings also show that respondents disagreed ($\chi^2 =9$, P≤0.024) that working conditions contribute to part-time staff high turnover the respondents disagreed ($\chi^2 =17$, P≤0.002) that the part-time staff receives their payment on time. Lastly the respondents agreed ($\chi^2 =6$, P≤0.153) there is poor relationship between part-time staff and university management.

4.2.2 Service delivery

The second objective of the study was to examine the level of Part-time teaching staff service delivery on the university's performance of both public and private universities in Nakuru town. From the study the following result were obtained as show in table 4.5

Table 4. 5 Service delivery

Statement	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)	χ^2	P- Value
Part-time staff start syllabus on time	2(6.9)	25(86.2)		2(6.9)	-	36.483	.000
Part-time staff attend classes regularly	3(10.3)	24(84.8)	2(6.9)	-	-	31.931	.000
Part-time staff observes deadlines when setting and marking exams	3(10.3)	18(62.1)	2(6.9)	6(20.7)	-	22.448	.000
part-time staff provide up to date course outline	5(10.3)	24(82.8)	-	-	-	12.448	.000
Part-time staff provide enough consultation hours for their students	5(17.2)	19(65.5)	5(17.2)	-	-	8.759	.013

Source: Research Data, 2015

The results in table 4.5 indicate that the respondents agreed ($\chi^2 =36$, P≤0.001) that Part-time staff start syllabus on time. The respondents also agreed ($\chi^2 =31$ P≤0.001) that Part-time staff attend classes regularly. The findings show that 62% of the respondents agreed ($\chi^2 =22$, P≤0.009) that Part-time staff observes deadlines when setting and marking exams. The

results also show that part-time staff provide up to date course outline ($\chi^2 =12$, $P\leq 0.001$). The findings also show that respondents agreed ($\chi^2 =8$, $P\leq 0.024$) that Part-time staff provide enough consultation hours for their students

4.2.3 Lectures Competence

The third objective of the study sought to examine the level of teaching competencies of part-time staff on the university performance. From the study the following result were obtained as show in table 4.6

Table 4. 6 Lecture competences

Statement	SD	D	N	A	SA	χ^2	P-Value
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)		
Part-time lecturers in the university are highly qualified to handling students	5(17.2)	34(82.2)	-	-	-	12.448	.000
Part-time staff in the university are experienced enough to teaching the students	5(17.2)	21(72.4)	3(10.3)	-	-	20.138	.000
Part-time lecturers in the university are willing to assist the students overcome any academic difficulties	5(17.2)	19(65.5)	5(17.2)			13.517	.000
The part-time effectively communicates course expectations to the students	7(24.1)	19(65.5)	3(10.3)			14.345	.000
Part-time lecturers are knowledgeable enough to deliver the curriculum adequately	3(10.3)	23(79.3)	3(10.3)			27.586	.000
The way part-time lecturers conduct teaching at the university equips students adequately for research	5(17.2)	19(65.5)	5(17.2)			13.517	.000
Part-time lecturers prepare students adequately for job market	3(10.3)	23(79.3)	3(10.3)			27.586	.000

Source: Research Data, 2015

The results in table 4.6 indicate that the respondents agreed ($\chi^2 =12$, $P\leq 0.001$) that Part-time lecturers in the university are highly qualified to handle students. The respondents agreed ($\chi^2 =20$, $P\leq 0.001$) that Part-time staff in the university are experienced enough to teaching the students. The findings show that 65% of the respondents agreed ($\chi^2 =13$, $P\leq 0.009$) that part-time lecturers in the university are willing to assist the students overcome any academic

difficulties. The results also show that the part-time effectively communicates course expectations to the students ($\chi^2 =14$, $P\leq 0.001$). The findings also show that respondents agreed ($\chi^2 =27$, $P\leq 0.024$) that Part-time lecturers are knowledgeable enough to deliver the curriculum adequately the respondents agreed ($\chi^2 =13$, $P\leq 0.002$) that the way part-time lecturers conduct teaching at the university equips students adequately for research. Lastly the respondents agreed ($\chi^2 =27$, $P\leq 0.153$) part-time lecturers prepare students adequately for job market. Boylan and Saxon (1998) posit that in institutions where 70%, or more of the developmental courses were taught by part time lecturers. In summary, competencies are specific personal qualities that are causally related to effective or superior performance and are common across many settings and situations (Delamare Le Deist & Winterton, 2005)

4.2.4 Performance

The researcher sought to measure the attitudes of the respondents' on the performance of the part-time lecturers'. From the study the following result were obtained as show in table 4.7

Table 4.7 Performance

Statement	SD Freq (%)	D Freq (%)	N Freq (%)	A Freq (%)	SA Freq (%)	χ^2	P- Value
The university cater for part-time staff improvement and their good performance	4(13.8)	23(79.3)	2(6.9)			27.793	.000
High staff turnover in the university affects quality of work and performance	7(24.1)	19(65.5)	3(10.3)	-	-	14.345	.001
The relationship between the university and part-time staff affects the students' performance	10(43.5)	14(48.3)	3(10.3)	2(6.9)		13.621	.003
The performance of part-time lecturers affects the general performance of the institution	8(27.6)	21(72.4)				5.828	.016
The part-time staff commitment is one indicator of the university performance	8(27.6)	19(65.5)	2(6.9)			15.379	.000
Motivating factors helps improve part-time staff concentration to university performance	7(24.1)	22(75.9)				7.759	.005

Source: Research Data, 2015

The results in table 48 indicate that the respondents agreed ($\chi^2 = 27$, $P \leq 0.001$) that the university cater for part-time staff improvement and their good performance. The respondents agreed ($\chi^2 = 14$, $P \leq 0.001$) that high staff turnover in the university affects quality of work and performance. The findings show that 65% of the respondents agreed ($\chi^2 = 13$, $P \leq 0.009$) that the relationship between the university and part-time staff affects the students' performance. The results also show that the performance of part-time lecturers affects the general performance of the institution ($\chi^2 = 5$, $P \leq 0.001$). The findings also show that respondents agreed ($\chi^2 = 15$, $P \leq 0.024$) that the part-time staff commitment is one indicator of the university performance. The respondents agreed ($\chi^2 = 7$, $P \leq 0.002$) that the motivating factors helps improve part-time staff concentration to university performance.

Once some familiarity had been gained from a frequency analysis of the data as discussed above, further statistical analysis was done to explore possible relationships between variables. Inferential statistics were then used.

4.3 Inferential statistics

Inferential statistics was used to draw inferences on responses received on the subjects of the study (population) and results inferred from it to make conclusions on the research findings.

4.3.1 Correlation analysis

Correlation coefficients measure the strength of association between two variables. The researcher wanted to determine if there is existed any relationship between the independent variables (staff turnover, service delivery and staff competence) and the dependent variable (university performance). This was achieved by use of Pearson's correlation. This is used to test where there is a relationship between two categories of variables.

Table 4.8 Correlation Results

		Turnover	Service Delivery	Competence	Performance
Turnover	Pearson Correlation	1	.517**	.343	.503**
	Sig. (2-tailed)		.004	.069	.005
	N	29	29	29	29
Service Delivery	Pearson Correlation	.517**	1	.788**	.803**
	Sig. (2-tailed)	.004		.000	.000
	N	29	29	29	29
Competence	Pearson Correlation	.343	.788**	1	.688**
	Sig. (2-tailed)	.069	.000		.000
	N	29	29	29	29
Performance	Pearson Correlation	.503**	.803**	.688**	1
	Sig. (2-tailed)	.005	.000	.000	
	N	29	29	29	29

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Research data, 2015

The correlation summary Table 4.9 indicates a strong and significant association between the independent and dependent variables. From the correlation results, it was found that the turnover has a significant positive effect on the performance of part-time lecturers in the universities in Nakuru town ($r = 0.503$, $\alpha = 0.005$). This shows that there is a significant relationship existing between the turnover and part-time lecturers' performance.

The study also determined whether service delivery had any significant effects on the part-time lecturers' performance. The correlation results indicated a significance in relationship ($r = 0.803$, $\alpha = 0.011$) and that led to the conclusion that the part-time lecturers are committed to provide quality service to their students.

The study also sought to determine whether competence had a significant effect on the part-time lecturers' performance and found a positive significance ($r = .688$, $\alpha = 0.00$). This led to conclusion that the part-time lecturers were knowledgeable enough and dispensed their duties skillfully.

4.3.2 Regression

Regression analysis was used to produce a best fit line to predict independent variables from the dependent variable. This analysis was used to determine how the independent variables

influenced the depend variable, to what extent each independent variable affected the dependent variable and which of those factors are more significant. The results obtained are shown by Table 4.10.

Table 4.9 Multiple Linear Regression Analysis Model Summary

Model	R	R Squared	Adjusted R Square	Std of Error Estimate
1	.816 ^a	.666	.626	1.069

a. Predictors: (Constant), Competence, Turnover, Service Delivery

Source: Research data, 2015

The adjusted r square value of, $r^2 = .626$ indicate that when all the variables are combined, the multiple linear regression model could explain for approximately 62% of the variation in part-time lecturers' performance in the universities in Nakuru town.

Table 4.10 ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56.904	3	18.968	16.613	.000 ^a
	Residual	28.544	25	1.142		
	Total	85.448	28			

a. Predictors: (Constant), Competence, Turnover, Service Delivery

b. Dependent Variable: Performance

Source: Research data, 2015

The Anova results of Table 4.10 indicate that there is a significant difference between the mean of factors influencing value when regressed against part time lecturers' performance in Nakuru Town.

Table 4.11 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		Multi Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	.508	.401		1.265	.002		
	Turnover	.122	.124	.134	.986	.001	.806	1.241
	Service Delivery	.631	.218	.600	2.892	.008	.875	1.143
	Competence	.158	.177	.170	.897	.006	.077	1.298

a. Dependent Variable: Performance

Source: Research data, 2015

$$y=0.508+0.122x_1 + 0.631x_2 + 0.158x_3$$

Where y =performance

x_1 = Turnover

x_2 =Service delivery

x_3 = Competence

The findings in the above table 4.10 showed there was significance between turnover ($p = 0.001$) and part-time lecturers performance in the universities in Nakuru town. The results also indicate that significance was observed between service delivery ($p = 0.008$) part-time lecturers' performance. The results from the coefficient table also show a significant relationship between competence ($p= 0.006$) and part-time lecturers' performance

The standard error was (0.401), being an estimate of the standard deviation of the coefficient, is a random variable with a mean of zero and which captured the variables that could not be quantified. If a coefficient is large compared to its standard error, then it is probably different from 0.

The independent variable which was most important in the part-time performance was also determined. This was obtained by the beta value where upon the results identified service delivery as the most important variable of the study followed by competence, and lastly turnover in that order. The beta value for these variables 0.600, 0.170, and 0.134 indicate that dependent variables would change by a corresponding number of standard deviation when the respective independent variable changed by one standard deviation.

The VIF value for all the independent variables were lesser than 10, and the Tolerance was also less than 0.1, thus there were no concerns over multi-collinearity. This led to the conclusion that service delivery, competence and turnover were all important factors in the part-time lecturers' performance in the Nakuru town.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introductions

This chapter presents discussions of the key findings presented in chapter four, conclusions drawn based on such findings and recommendations there-to. This chapter was thus structured into summary, conclusion, recommendation and areas for further research. It considered the extent to which statistical findings and frequency analyses of this study were linked back to the following research questions of this study:

- i. What are the effects of Part-time teaching staff turnover rate on university performance?
- ii. What are the effects of Part-time teaching staff service delivery on the university performance?
- iii. What are the effects of teaching competencies of part-time staff on the university performance?

5.2 Summary

The research reveals that majority of the coordinators and head of department are above 45 years old, 58.6%. This might be construed to indicate that those people in this department are able to make wise decision compared to the young people. The respondents following were in the 36-45 years' bracket, 34.5% and finally those in the 25-35 years, 26.9%. It was observed that majority of the HOD and university coordinators, 86.2% hold PHD followed by 7% with master's degree and post Doctorate experience, 7% respectively. This indicates that the university staff involved in management is competent in carrying out their management duties and decision making.

5.2.1 Turnover

From the study it is indicated that the respondents agreed ($\chi^2 = 19, P \leq 0.001$) that there is high part-time staff labour turnover rate in the university. The respondents disagreed ($\chi^2 = 26, P \leq 0.001$) that high part-time teaching staff turnover decreases performance. The findings show that 48% of the respondents agreed ($\chi^2 = 11, P \leq 0.009$) that in their university PTF turnover leads to unbudgeted expenses. The results also show that the university finds it hard to replace the part-time staff immediately they leave ($\chi^2 = 19, P \leq 0.001$). The findings also

show that respondents disagreed ($\chi^2 = 9$, $P \leq 0.024$) that working conditions contribute to part-time staff high turnover the respondents disagreed ($\chi^2 = 17$, $P \leq 0.002$) that the part-time staff receives their payment on time. Lastly the respondents agreed ($\chi^2 = 6$, $P \leq 0.153$) there is poor relationship between part-time staff and university management.

5.2.2 Service delivery

On service delivery indicates that the respondents agreed ($\chi^2 = 36$, $P \leq 0.001$) that Part-time staff start syllabus on time. The respondents also agreed ($\chi^2 = 31$, $P \leq 0.001$) that Part-time staff attend classes regularly. The findings show that 62% of the respondents agreed ($\chi^2 = 22$, $P \leq 0.009$) that Part-time staff observes deadlines when setting and marking exams. The results also show that part-time staff provide up to date course outline ($\chi^2 = 12$, $P \leq 0.001$). The findings also show that respondents agreed ($\chi^2 = 8$, $P \leq 0.024$) that Part-time staff provide enough consultation hours for their students.

Although part-time faculty are generally well-qualified to perform their duties, and although many colleges are working to orient and integrate them more fully into the college infrastructure, it can be argued that part-timers are more weakly linked to their students, colleagues, and responding institutions than full-timers. This analysis confirmed those part-time faculties tend to have less total teaching experience, teach fewer hours per week than corresponding institutions, use less innovative or collaborative teaching methods, and interact less with their students, peers, and institutions. Part-timers tend to be less familiar with availability of campus services such as tutoring and counseling and express less knowledge of students' need for or use of support services. Part-timers are also less likely to sustain the kind of extracurricular student faculty interaction that has been linked to enhance student learning. Ultimately it seems that students are unlikely to receive the same quality of instruction from more tenuously linked faculty.

5.2.3 Competence

Competence indicate that the respondents agreed ($\chi^2 = 12$, $P \leq 0.001$) that Part-time lecturers in the university are highly qualified to handle students. The respondents agreed ($\chi^2 = 20$, $P \leq 0.001$) that Part-time staff in the university are experienced enough to teaching the students. The findings show that 65% of the respondents agreed ($\chi^2 = 13$, $P \leq 0.009$) that part-

time lecturers in the university are willing to assist the students overcome any academic difficulties. The results also show that the part-time effectively communicates course expectations to the students ($\chi^2 = 14$, $P \leq 0.001$). The findings also show that respondents agreed ($\chi^2 = 27$, $P \leq 0.024$) that Part-time lecturers are knowledgeable enough to deliver the curriculum adequately the respondents agreed ($\chi^2 = 13$, $P \leq 0.002$) that the way part-time lecturers conduct teaching at the university equips students adequately for research. Lastly the respondents agreed ($\chi^2 = 27$, $P \leq 0.153$) part-time lecturers prepare students adequately for job market.

5.3. Conclusions

From this study, it can be concluded that they are various challenges affecting the management of the part-time teaching staff in universities within Nakuru town. Based on the objectives of the study the following conclusions were made.

The first objective of the study was to find how staff turnover affect management of part-time lecturing and from the analysis the researcher was able to derive some conclusion that staff motivation is one of the strategies that can be used to reduce staff turnover in the universities In the study staff demotivation mostly increases the chances of staff turnover. To motivate the staff in the organization one should pay their staff well and on timely bases. The conditions with which employee work should be conducive as this may also affect their performance and hence increasing staff turnover in the university. The researcher was also able to conclude that it is not an easy task to replace a staff immediately one leaves the university as staff sourcing is a costly task and involve tampering with the budget of the university. This will also be disadvantageous to the staff as they will also find it hard to get an employment in another institution. From the study it can therefore be concluded that the employees are always willing to stay in a given university provided they get the job satisfaction and as a result they will also provide quality service for the organization.

The researcher was also interested at finding how the quality service delivery of the part-time lectures affects the university performance. From the study it can be concluded that for any organization to offer quality services it is of great important to have employees that are conversant with the organization goals, mission and objectives. The majority of the university are therefore conversant with the university goal, vision and mission hence able to follow the entire set standard when executing their duties. Despite much commitment of the part-time staff they are able to attend the school on timely bases and hence able to cover the syllabus on

time and also offer quality education which is similar to what is offered in the competitive market. The researcher also concluded that majority of the part-time staff are able to meet the set deadline without compromising on the standard of the universities this can be attributed to the employee education level and the high experience of the university.

Most university employees qualified and competent lecturers and hence they are able to complete the syllabus on time. Due to the lecturers competent they are therefore able to provide quality service even when they are not recognised by the university as most universities in Nakuru do not recognize the lecturers for their good performance. The researcher was also able to conclude staff commitment has a positive relationship to that of the university performance and hence the performance of the university will highly depend on the commitment of the employee.

In summary, the study offers more than statistical data calling for hiring more part-time faculty based on what now appears to be a slow inexorable process of undermining the teaching profession. This study speaks to a core contradiction in the mission, purpose, and values of many community colleges. Hiring too many part-time faculties suspends the opportunity for scholars and students alike from gaining lucrative jobs with benefits in the community. By not allowing enhanced employability and job mobility, things like home ownership, the ability to potentially prosper from an entrepreneurial vision, and the drive to establish and grow a viable business enterprise, the whole community suffers.

Hiring too many part-time faculties in cornerstone institutions like community colleges slows the drive for minorities and women to reach socio-economic parity in economics, health education, social justice, and civic engagement. Finally, not replacing full-time faculty has a detrimental effect on the professoriate and future of the public employee retirement systems in that includes other part time lecturers and primary and secondary teachers. If it is true that the key disadvantage of hiring part-time faculty is the potential for eroding the teaching profession, then hiring too many part-time faculty not only would contradict the learning mission of the college, it would subvert financial resources by reducing enrollment numbers (Lustig, 2006). Optimizing student retention in university is, then, an imperative when it comes to economic opportunity for disadvantaged students. Most university students plan to obtain a certificate, associate degree, or complete a vocational career program. For many students, the university is the last stop on the way to earning a decent wage enabling a reasonable standard of living for themselves and their families.

5.4 Recommendation

On the basis of the results of the study, the researcher was able to make the recommendation as discussed below.

To reduce the rate of staff turnover in our universities the management of the universities should ensure that the lecturers work under conducive environment also they should ensure that the employee is recognized for the good performance. This make the employee to feel motivated and also feel that they are part of the university and hence they will provide quality service. The channel of communication should be designed in a way that there is good relationship between the student and the lecturers and between the management and the lecturers this will help the both parties express their feelings to another and hence this may reduce the rate of the staff turnover.

The university should ensure that there is a class attendance list which the lecture signs in each time they attend a lecture and hence this will avoid absenteeism of the lecturers. The goal, mission and objective statement should be made available to all the universities employees as this will help them to work to a common goal without deviating to that of the university. For the staff to be able to offer what is in the market the university should have workshop training for its employees and hence keeping them updated of the current issues in the market.

To ensure that the employees are committed to their work the university should prepare lecturer evaluation sheet which allow the student to evaluate the lecturers based on their performance. The university should reward the lecturers who perform well in their work place. When employing the university should the set standard by the government for the university lecturer.

5.5 Areas of Further Research

The researcher was of the opinion that those studies already done were not conclusive and therefore constitute areas for further research. The researcher therefore recommends further studies in the following areas;

A study should be conducted on the effective strategies of managing the part-time intergenerational teaching workforce to enhance academic performance in Kenyan universities.

A comparative study is conducted to identify the challenges of part-time teaching staff on university public and private universities.

A study should also be conducted to identify the Challenges faced by the Kenyan University adjunct lecturers in the provision of University Extension programmes and their possible solutions

Future studies would require more in-depth analysis to determine conflicting results and tease out instances where different variables are being masked, or offering contingent explanation. For example, the conflicting results for developmental students by retention could perhaps be better understood by assessing the mean exposure of developmental and non-developmental students to part-time faculty in each academic year and all years.

Expanding the list of independent variables to include females and males could also prove valuable in discerning how gender and part-time faculty interact to bring about the decreased likelihood of Part time lecturers being retained. Another possible area of future research on retention would be to gather institutional data regarding which academic divisions or departments are using the most part-time faculty and examine subsequent correlations with retention on this level. It also might prove valuable to develop a “turn-over rate” formula for part-time faculty and compare this data between academic divisions. Finally, a qualitative study that involves conducting exit interviews with Part time lecturers regarding their perceptions and knowledge about part-time faculty might be valuable.

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APPENDIX I: QUESTIONNAIRES

QUESTIONNAIRES FOR THE UNIVERSITY HODs AND CORDINATORS.

September 2015

Georgina Chepkorir Losem

Kabarak University

Private bag

Nakuru- Kenya.

Dear Respondents,

RE: DATA COLLECTION FOR RESEARCH PROJECT

I am an MBA student of Kabarak University conducting a research in partial fulfillment of requirement for award of a degree in master of Business Administration (Human Resource Management option). The subject of my research is “**Performance of part-time teaching staff and its effects on University Performance, a case of universities in Nakuru town.** I am humbly requesting for your assistance in this study by providing answers to the questions on the attached questionnaires. The information you give will be used for academic purposes only and be assured that all information will be treated with a lot of confidentiality.

Yours faithfully

Georgina Chepkorir Losem

Researcher Email Address-glosem@kabarak.ac.ke

SECTION A: General information

Questionnaire number-----

i. Job classification in the university

Department _____

ii. Status of the university ; Tick () one. public [] private []

1. Indicate your gender. Tick one. a) Male [] b) Female []

2. In which age bracket do you belong? (please tick where applicable)

a) 25-35 yrs [] b) 36-45 yrs [] c) above 46 yrs []

3. Kindly indicate your highest educational qualification. Tick where appropriate.

a) Graduate [] b) masters [] c) Doctorate [] d) Professor []

4. How long have you worked in the position you hold. Tick where applicable.

a) Less than 5 yrs [] b) 5-10 yrs [] c) 11-15 yrs [] d) 16-20 yrs []

e) more than 20 yrs []

SECTION B: specific information

5. Kindly rate the following statement as to the extent to which you agree with them on the turnover rate of Part-time staff on performance.

Key 5: Using- **strongly Agree, Agree, Not sure, Disagree, Strongly disagree**

Turnover rate	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
There is high Part-time staff labour turnover rate in the university					
High part-time teaching staff turnover					

decreases performance					
In the University PTF Turnover leads to unbudgeted expenses.					
The University finds it hard to replace the Part-time staff immediately they leave.					
Working conditions contribute to Part-time staff high turnover					
The Part-time staff receives their payments on time					
There is Poor relationship between Part-time staff and university management.					

5. Kindly rate the following statement as to the extent to which you agree with them on quality services the Part-time lecturers offer to the university.

Quality service delivery	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Part-time staff start syllabus on time					
Part-time staff attend classes regularly					
Part-time staff observes deadline when setting and marking exams					
Part-time staff provide up to date course outline.					
Part-time staff provide enough consultation hours for their students.					

6. Please give your suggestion on the following;

Competence	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Part-time lecturers in the university are highly qualified to handling the students					
Part-time lecturers in the university are experienced enough to teaching the students					

Part-time lecturers in the university are willing to assist the students overcome any academic difficulties					
The part-time effectively communicates course expectations to the students					
Part-time lecturers are knowledgeable enough to deliver the curriculum adequately					
The way Part-time lecturers conducts teaching at the university equips students adequately for research					
Part-time lecturers prepare students adequately for job market.					

7. Please give your suggestion on the following;

Performance	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
The university cater for part-time staff improvements and their good performance High staff turnover in the university affects quality of work and performance					
The relationship between the university and part-time staff affects the students' performance					
The performance of part-time lecturers affects the general performance of the institution.					
The part-time staff commitment is one indicator of the university performance.					
Motivating factors helps improves part-time staff concentration to university performance.					

APPENDIX III: List of Kenyan universities in Nakuru Town

1. Kabarak university
2. Kenyatta university
3. Methodist university
4. Jomo Kenyatta university of science and Technology
5. Presbyterian University
6. Egerton university
7. Mount Kenya university
8. St Paul university
9. university of Nairobi