

**INFLUENCE OF HUMAN RESOURCE PRACTICES ON PERFORMANCE OF
PART TIME LECTURERS IN PUBLIC UNIVERSITIES IN KENYA: A SURVEY OF
RONGO AND KISII UNIVERSITIES**

BY

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DECLARATION

This thesis is my original work and has not been presented for examination in any university and other institution of Higher learning.

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DEDICATION

I dedicate this work to my family; Dad, Jimmy C. Bett, Mama, Florence C. Bett, sister, Janet and my brothers who are constantly there for me. I draw my inspiration from you. You are the reason I press on. I love you.

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ABSTRACT

In Kenya, public universities employ a large number of part-time lectures due to shortage of full time lectures. However studies have shown that part-timing can be counterproductive. Factors that have led to increased usage of part time lecturers are that they less costly and flexible. According to the Commission for University Education, the universities should adopt and practice prudent human resource practices. Previous studies in Kenya have not explored the issue of part time lecturers. This study aimed at investigating the influence of human resource practices on the performance of part-timers in Rongo and Kisii Universities. Specifically, the study sought to establish the influence of recruitment and selection, training and development and employee compensation of part time lecturers. This study was guided Goal-setting theory, Expectancy theory, and Human Capital theory. Empirical review was done in line with the study objectives. The study employed a descriptive cross-sectional survey design. The target population comprised of 740 part-time lecturers across all schools at Rongo and Kisii Universities. Using Taro Yamane statistical formulae for determining sample size, the tabulated sample comprised of 260 respondents who were proportionately allocated based on the schools in the respective universities. The study collected primary data using a closed ended questionnaire based on a 5-point Likert scale. The validity and internal consistency of the questionnaire was ascertained by Cronbach Alpha method which ascertained 0.7. The data collected was analyzed by use of Statistical Package for Social Sciences (SPSS). Descriptive statistics were analyzed by using regression, correlation and anova, mean and standard deviation. Inferential statistics were analyzed thematically. Regression analysis was undertaken to determine the influence of each variable and their combined influence on performance of part time lecturers. The results were presented on pie chart, bar chart, percentage and tables. The study established that compensation ($r = 0.444$) and recruitment and selection ($r = 0.318$) positively influenced performance of part-time lecturers. Further, it was established that employee training and development of lecturers ($r = 0.070$) had insignificant influence on performance of part-time lecturers. The R^2 value of 0.63362 implied that 63.36% of the variations in performance of part-time lecturers could be explained by the variations in independent variables. The study concluded that the influence of recruitment and selection on performance of part time lecturers in Rongo and Kisii Universities had positive influence; the influence of training and development on performance of part-time lecturers had the least positive influence on performance of part timers; influence of employee compensation on performance of part time lecturers had positive influence. While training and development had the least positive influence on performance of part-time lecturers. The study recommends that on recruitment and selection on performance of part time lecturers in Rongo and Kisii Universities the universities should establish effective and structured recruitment and selection processes. On the influence of training and development the study recommended induction programs for part-time lecturers to align skills and experiences with university routines objectives. On employee compensation on performance of part time lecturers in Rongo and Kisii Universities the study recommended development and implementation of competitive compensation packages.

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LIST OF ABBREVIATIONS

AAUP:	American Association of University Professors
AFT:	American Federation of Teachers
AUS:	Association of University Staff
ANOVA:	Analysis of Variance
CHE:	Commission for Higher Education
CUE:	Commission for University Education
HEA:	Higher Education Authority
HRM:	Human Resource Management
MBM:	Master of Business Management
NCES:	National Center for Educational Statistics
OECD:	Organization for Economic Cooperation and Development
ROK:	Republic of Kenya
SME:	Small and Medium Enterprises
US:	United States
NACOSTI:	National Council of Science and Technology

OPERATIONAL DEFINITION OF TERMS

Compensation:	Refers to all the financial and non- financial payments that an organization gives for its employees in exchange for the work they perform.
Employee Performance	Comprises the actual output or results of an employee as measured against intended output, target goals or objectives.
Full-Time Lecturers:	Refers to academic staffs who are permanently employed.
Human Resource Management	The strategic and coherent approach to management of an organization's most valued asset, that is, the people who individually and collectively contribute to the achievement of the objectives. instruments to choose from a pool of applicants the person or persons most likely to succeed in the job(s), given management goals and legal requirements.
Massification	The expansion of provision and uptake of higher Education.
Part Time Faculty	These are faculties in colleges and universities that only operate at specific times and academic terms
Part Timers	This is a person who works for only some of the day or the week

Part-Time Lecturers:

Refers to academic teaching staff that are not full time employees of an academic institution but are contracted to offer lecture services on short term basis i.e. a semester or academic year.

Selection:

The process in which managers use specific

Training:

The formal and systematic modification of behavior through learning which occurs as a result of education, development and planned experience.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Faculty composition in terms of employment status is changing globally with a steady increase of part-timers in recent years (Kilungu, 2015). Part-timers serve as a cushion to protect permanent workforce from the consequences of massification. This enables the universities to achieve a disposable faculty (Bryson, 2004). Part-timers thus face the insecurity in their employment and the possible dilemma between the need to earn an income while attending to their personal development. Furthermore, most universities have not embraced part-timers as part of their core human resource systems. As such, Human Resource issues are delegated to respective departments which lack the capacity to effectively manage Human Resource functions (Bryson, 2004).

According to Baldwin and Chronister (2001), part-timers are recruited for a semester to teach particular courses and do not have any other benefit apart from the payments for teaching the unit. Fostering quality teaching presents Universities with a range of challenges at a time when governments are reducing funding. In Australia, estimates suggest that over 50% of all undergraduate teaching in universities are performed by casual teaching staff (Percy, Scoufis, Parry, Goody, Hicks, Macdonald, Martinez, Szorenyi-Reischl, Ryan, Wass and Sheridan (2008) which on head-count basis comprise over 60% of all staff. However, due to human resource related challenges such as low compensation, lack of training and development and rapid selection and recruitment, their performance is often compromised.

Similarly, according to the National Center for Education Statistics [NCES]. (2005), 48% of the faculties in the United States are part-timers while as per the American Federation of Teachers (2010), almost 75% of the people employed to teach undergraduate courses are employed on part-time basis and that part-time teachers account for 47% of all teaching staff. In addition, the performance of the part-time lecturers is low as compared to that of the full time lecturers, which is attributed to differences in the recruitment process, compensation management and training and development. In a study by Sutherland and Gilbert (2013), on academic aspirations amongst part time tutors in New Zealand, over 40% of those teaching in universities are part-timers of some kind. Sutherland and Gilbert (2013) further noted that 67% of part-timers in New Zealand were more committed to pursuing an academic career once they had engaged in classroom teaching for long periods.

On job involvement of part time faculty in USA, Seo (2013) noted that the role of part-time faculty in the universities have evolved and gained prominence, it is important to gain a deeper understanding of their perceptions of job involvement which is considered as potential predictor of turnover and absenteeism. According to Robinson (2006), most countries including New Zealand, the increasing use of part-time and non-tenure track faculty has been one of the most noticeable trends over the past decade. In New Zealand, about 39% of faculty was employed on a part-time basis, although this number has actually declined modestly in recent years. The Association of University Staff (AUS) estimates that non-tenured or fixed term appointments amount to 25% to 30% of the total number of full-time academic staff.

In the European context, a number of studies (Pearson, 2002., Bryson & Blackwell, 2006) show increasing use of part-timers in university teaching. Pearson (2002) observed that nearly 34% of academicians worked part-time and about 36% were on fixed-term contracts.

Among part-timers, this proportion rises to nearly 56% for those on fixed-term contracts. In Ireland, the Higher Education Authority (HEA, 2014) comparison of figures for the last three years shows the proportion of part-time staff at 10% for 2013 and 11% for each of the two preceding years. In the Asian context, Qayyum (2013) indicates that part-time lecturers had significant levels of lack of satisfaction and poor performance due to their perception of being left out of the university human resource system.

In the African context, a similar trend emerges such that in spite of the fact that more universities are being chartered (i.e. in Nigeria), the number of lecturers is low thus the need for part-timers (Ologunde, Akindele & Akande, 2013). According to Bergmann (2011), there are more 65,000 part-timers in South Africa's 23 public universities with the challenge of retaining talented staffs who are often lured away from academic career by better salaries elsewhere. The report indicates an increasing shift in the use of part-timers to fill the HR gaps (Bergmann, 2011). In Uganda, Barifaijo, Nkata and Ssempebwa (2013) indicated that part-timers form a significant proportion of the academic staff. However, their performance is reportedly poor, despite the fact that they are comparable to their fulltime counterparts in terms of academic qualifications and relevant work experience. In Kenya, Nderitu (2014) notes that universities are facing challenges in retaining full-time staff and in most cases resort to part-timers.

According to Pankin and Weiss (2011), part-timers have been perceived as most problematic and juggle several part-time jobs at more than one institution in order to make a living. According to Baron-Nixon (2007), part-timers now comprise almost 50% of all university staff in the US. Lyons (2007) adds that a key to the future success of the universities lies in their ability to change part-timing into a rewarding experience. Therefore, understanding

their HR needs in Kenya may thus improve their performance, contribute to departmental success, and ultimately contribute to the overall university performance.

1.1.1 Public Universities in Kenya

Public Universities in Kenya have transformed their systems and diversified themselves into financially prudent institutions. These Universities have in the recent past undergone various changes such as; transforming from polytechnics to University Colleges, implementing the private sponsorship scheme as an alternative financing strategy as well as introducing demand driven courses, distance learning programmes, in service programmes, two semester systems, prudent financial management information systems among many other changes (CUE, 2014).

There are 22 public universities in Kenya. These universities are established through institutional Acts of Parliament under the Universities Act, 2012 which provides for the development of university education, the establishment, accreditation and governance of universities. According to a 2004 report on reforming higher education in Kenya, the rapid expansion of university education in the country was a spontaneous response to the increasing demand for higher education necessitated by the increasing flow of students from schools (CUE, 2014).

Rongo University is one of the famous and leading universities in Kenya, whose mission is to provide good quality of education, teaching, community service, research, and to nurture graduates with innovation and technology (Rongo University, 2017). Kisii University is a university located in Kisii. It was founded in 1965 as a primary teachers' training college on a 61-acre land that was donated by the County Council of Gusii. The college continued up to

1983 when it was upgraded to a secondary teachers' college to offer Diploma programmes. On 23 August 2007, Kisii University College was established through a Government Legal Notice No.163 of 2007 as a constituent college of Egerton University. On 6 February 2013, it was awarded a charter to become the 13th public university in Kenya (Kisii University, 2017).

In Kenya all universities offer various programs (CUE, 2014) including Rongo and Kisii Universities. These universities have grown tremendously and have several academic programs with enrollments recording over 50% in growth which has called for more staff. According to Wambui, Ngari and Waititu (2016), it is not possible to employ full-time staff for every new program since this may result in redundancy whenever classes fail to raise the quorum, thus part-timers offer the needed solution. However, Mwiria and Carey (2007) indicated that over 60% of part-timers in Kenya commit less time and lack adequate information about courses. This disrupts teaching programs and leads to lower performance.

1.2 Statement of the Problem

Universities in Kenya are supposed to comply with a ratio of 2:1 for full time to part time academic staff as stipulated by the Commission for University Education (CUE). In Kenya, public universities currently employ a large number of part-time academic staff (CHE, 2006) due to a serious full-time staff shortage arising from the implementation of the government policy to improve access to Higher Education as articulated in the Kenya's Vision 2030 (ROK, 2009).

The use of part-timers has raised serious concerns about their commitment and performance. However, according to CUE report of 2017, most universities lecturer/student ratios ranging

from 1:2 to 1:42 and even 1:72. However, due to the casual nature of their employment, the quality of part-timers is not scrutinized as thoroughly as that of full-timers. The use of part-time academic staff in universities has raised serious concerns about their commitment and performance.

According to Banachowski (2009), universities are increasingly hiring part-timers largely because of financial constraints. Furthermore, the process of recruiting and selecting part-timers is rapid and is rarely subject to quality checks. Irregular payment of part-timers compounds their performance further. Furthermore, part-timers rarely undergo training and development aimed at improving their performance. Little has addressed the influence of human resource practices on performance of part-time lecturers. Therefore, there was need to investigate the influence of human resource practices on the performance of part time lecturers in order to determine their performance and identify the HRM practices that affect their contribution to University Education. Therefore, there was need to investigate the influence of HR practices on the performance of part time lecturers. This is the gap that the study sought to fill.

1.3 General objectives

The general objective of this study was to investigate the influence of human resource practices on the performance of part-timers in Rongo and Kisii University.

1.3.1 Specific Objectives

The objectives of this study were:

- i. To determine the influence of recruitment and selection on performance of part time lecturers in Rongo and Kisii University

- ii. To assess the influence of training and development on performance of part-time lecturers in Rongo and Kisii University
- iii. To examine the influence of employee compensation on performance of part time lecturers in Rongo and Kisii University

1.4 Hypotheses of the Study

The study sought to test the following alternative hypotheses:

- i. H_{A1} : Recruitment and selection have statistical influence on performance of part time lecturers in Rongo and Kisii University
- ii. H_{A2} : Training and development have statistical influence on performance of part time lecturers in Rongo and Kisii University
- iii. H_{A3} : Employee compensation has statistical influence on performance of part time lecturers in Rongo and Kisii University

1.5 Justification of the Study

Organizational high-performance work systems are highly idiosyncratic and must be tailored carefully to each firm's individual situation and specific context in order to provide maximum performance. These high-performance work practices only have strategic impact if they are aligned and integrated with each other and if the total HRM system supports key business priorities. This approach therefore ignores potentially significant differences between organizations, industries, sectors and countries. In the university sector in Kenya for example, there is little evidence of clear-cut HRM practices designed for part-time lecturers, and thus integrating HRM systems to business strategy in these universities is virtually impossible. This is more apparent if the role played by part-time lecturers is quantified.

The study was informed by the fact that the influences of human resource practices on performance are not universal and varies from one setting to another. Several studies that have been conducted to investigate the influence of human resource practices seem to have no consensus, because different studies in different parts of the world yield different and sometimes conflicting results. It is therefore important to conduct this study in order to understand how human resource practices influence the performance of part-time lecturers, how to enhance student learning, enhance quality of teaching in universities, create supportive systems for part-time staff, incorporate part-time staff as an integral human resource component of the university and thus develop policies that will help enhance the performance of part-time lecturers. An improvement to part-time lecturers concerns both prior to hiring and during their teaching experience.

1.6 Significance of the study

The study may provide insightful information to the management of Rongo and Kisii University in the formulation, evaluation and implementation of the current strategic plans with a view of enhancement of performance in competitive setting in the global market. The study may be used in determination of resource allocation, setting benchmarks and formulation of policies that ensure the University attains growth and sustainability in the environment it operates. It was be useful to other practitioners and other organization that have strategic links with Rongo and Kisii University to foster meaningful strategic alliances and also contribute to the development of the Institution and creation of good corporate governance and image.

1.7 Limitations of the Study

This research experienced a number of limitations that needed to be addressed. Data for this study was collected from part time staff who were hard to locate. However, the researcher visited during class time and waited for them to finish their lectures. In addition, the respondents were not committal to answering questions as they seemed to withhold information or fill the data collection instrument just for the sake of it. This was addressed by presenting an introductory letter obtained from Rongo University detailing the confidentiality of information provided. In addition, the respondents were assured of the academic nature of the study so as to increase the response rate.

In this study, primary data was used and was collected by use of questionnaires. However, questionnaires depend on the respondents' ability to recall. In addition, the information collected through questionnaires cannot be considered to be very much reliable or valid. This is because they are subject to misinterpretation, ambiguity and misunderstanding of questions. However, a pilot test was conducted to examine and improve the validity and reliability of the research instrument. The study further encountered difficulties in questionnaire administration as it targeted all part-time lecturers. The part-time lecturers' work on strict schedules and getting time with them to fill the questionnaire was quite difficult. This limitation was addressed by use of drop and pick method of questionnaire administration.

1.8 Scope of the Study

The study was confined to part-time lecturers teaching in Rongo and Kisii Universities, which are located in Kisii County. The study was concerned with establishing the influence

of human resource practices on performance of part timers. The study was methodologically limited to a case survey. Within the context of four Human Resource Practices, including: recruitment and selection, performance appraisal, training and development and employee compensation. Government policy was used as intervening variables as policies such as labor laws influence human resource management in public universities. The data collection covered a period of 25 days, starting 1st September and ending on 25th September 2018.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents theoretical reviews and what other scholars have done in relation to the current topic and its objectives. The chapter presents an empirical review, theoretical review, review of study objectives, conceptual framework, a critic of existing literature, a summary of the chapter and identifies gaps created by the empirical findings.

2.2 Theoretical Literature Review

In an attempt to explain the relationship between human resources practices and performance of part-time lecturers, the researcher has focused on four competing theories, namely: Expectancy theory and Human capital theory.

2.2.1 Expectancy Theory

Expectancy theory which is one the theory of motivation was proposed by Victor Vroom in 1964. The theory argues that the strength of a tendency to act in a specific way depends on the strength of an expectation that would be followed by a given outcome and on the attractiveness of that outcome to the individual to make this simple. Expectancy theory says that an employee can be motivated to perform better when there is a belief that the better performance lead to good performance appraisal and shall result into realization of personal goal in form of some reward future events. The theory focuses on three things, efforts and performance relationship, performance and reward relationship, rewards and personal goal relationship (Salaman, Graeme; Storey, John & Billsberry, 2005).

Expectancy theory focuses on the link between rewards and behavior (instrumentality perceptions), although it emphasizes expected rather than experienced rewards, for example incentives. Motivation is also a function of two other factors: expectancy, the perceived link between effort and performance, and valence, the expected value of outcomes like rewards. Compensation systems differ according to their impact on these motivational components. Generally, pay systems differ most in their impact on instrumentality: the perceived link between behaviors and pay. Valence of pay outcomes should remain the same under different pay systems. Expectancy perceptions often have more to do with job design and training than pay systems. According to Salman, Khan, and Javaid, (2016)

According to Salaman, Storey and Billsberry (2005), individuals behave in a specific manner because they get motivated by the desirable outcome of such behaviour. Performance of an individual should always be aligned with organizational expectations regarding achievement of identified goals in future. The motivation that influences individuals to behave in a particular manner over other forms of behaviour is their expectancy. This expectancy is regarding the effect of the selected behavior. Expectancy is determined by individual belief that performance of a specific type of behaviour will certainly help the individual in attaining desired performance goals. Thus, this property helps individuals in determining if they have the required skill sets for accomplishing work accurately. However, when performance goals are beyond the achievement, the corresponding motivation also declines.

According to Hillman and Dalziel (2003), implementation of expectancy theory is seen in organizational processes such as recruitment and selection of employees for a particular job. Similarly, it is also used in order to analyze the outcome of organization training and assessment of employee performance as per organizational goals. On the other hand this

theory is also applied to identify the variables that motivate individual employees in the organization. Specifically, in case of recruitment and selection of employees, this theory helps in determining the motivators that influence people to join an organization based on needs, goals and past experiences. In case of assessment of organizational performance, this theory works towards interpreting the specific behavior that the employees exhibit based on their individual expectancy calculations.

According to Lunenburg (2011), this theory helps to map behavioral outcome in respect of organizational training. In other words this theory helps in identifying specific determiners behind a particular behavioral outcome of individual trainees. Moreover, this theory centers upon expectations of people and perceptions of the organization about their corresponding organizational behaviour. Therefore, it helps in making individual employees aware about organizational behaviour and consequent expectations from the organization. On the other hand, organizations are able to identify actual performance of their employees using this theory. So, this theory helps them in retaining employees who can add value to their firm by recognizing their respective intrinsic and extrinsic motivators (Ramlall, 2004).

However, according to Parijat and Bagga (2014), expectancy theory is often criticized for being too idealistic. The attributes for performance measurement in expectancy theory is motivation, employee effort, value of rewards, etc. However, these variables are quite difficult to measure. Hence, managers often need to incorporate additional performance measurement theories along with expectancy theory in order to measure and monitor individual performances. Furthermore, the theory makes a hypothetical assumption that people are too rational and logical in calculating these variables. However, in reality the theory fails to provide specific solution to specific motivational problems. According to

Robbins and Judge (2013), the theory is more suitable in organizations which have proper infrastructure such as universities which have proper mechanisms to measure the employee efforts, outcome and rewards.

This theory is based on the hypothesis that individuals adjust their behavior in the organization on the basis of anticipated satisfaction of valued goals set by them. In order for employees to perform, employee's workplace goals and values are aligned with the organization's mission and vision to create and maintain a high level of motivation. This can lead to higher productivity, improve employee performance, reduce the chances of low employee morale, encourage teamwork and instill a positive attitude during challenging times (Chiang & Jang, 2008). In the university setup, a part-timer would thus make choices based on estimates of how well the expected results of a given behavior are going to match up with or eventually lead to the desired results. According to Holdford and Lovelace-Elmore (2001), the intensity of work-effort depends on the perception that an individual's effort was result in a desired outcome.

Thus, the theory can explain both alignments of recruitment and selection to university needs and also the accompanying reward systems, which asserts that employees adjust their behaviors in the workplace based on their anticipated satisfaction of the goals that they set. The theory adds value to this study as compensation is related to behavior of the human resources which also determines the way employees would perform in particular tasks assigned to them.

2.2.2 Human Capital Theory

Human Capital theory was proposed by Theodore Schultz in 1961 and developed extensively by Gary Becker and Jacob Mincer in 1964. According to the theory, training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings (Becker, 1994). It postulates that expenditure on training is costly, and should be considered an investment since it is undertaken with a view to increasing personal incomes. The human capital approach is often used to explain occupational wage differentials. Human capital is referred in terms of the time, experience, knowledge and abilities of an individual which can be used in the production process in an ongoing concern (Heckman, 2000). Human capital theory proposes that the level of education, area of training, previous entrepreneurial experience and business skills influence the growth of the enterprise (Becker, 1994).

The human capital theory acknowledge the values that people can contribute to an organization and regards people as assets stressing that investment by organizations in people will generate worthwhile returns (Tan, 2014). Human capital theory is associated with resource-based view of the firm which proposes that sustainable competitive advantage is attained when a firm has a human resource pool that cannot be imitated or substituted by its rivals (Shaw, Park, and Kim, 2013). Tan (2014) argues that human capital theory helps determine the impact of people on the business and their contribution to shareholder value; demonstrates that Human Resource Management practices produce value for money in terms of return on investment; provides guidance on future human resource management practices and business strategies and data that will form strategies and practices designed to improve effectiveness of people management in organizations.

According to Armstrong (2009), individuals generate, retain and use knowledge and skills to create intellectual capital. Their knowledge is enhanced by the interactions between themselves and this generates the additional knowledge possessed by an organization (Armstrong, 2009). He argues that Human capital consists of knowledge, skills and abilities of the people employed in an organization. In the context of this study, it is indeed the knowledge, skills and abilities of individuals that create value, which is why the focus has to be on means of hiring, retaining, developing and maintaining the human capital they represent. This theory contributes to the study as the organizations need to ensure they have the right human resources as they do their recruitment and selection and should be able to develop and retain them.

According to Harvey, Locke and Morey (2002), a challenge to human capital theory was posed by the signaling models. According to them, employers use educational attainment to identify individuals with certain valuable 'innate' traits that cannot be observed directly. It is argued that education does not enhance productivity; rather it is used by employers as a signal about an applicant's potential productivity, including their ability to learn on the job. From this perspective, it is argued that wages rise with education, because more capable individuals experience less disutility from education and thus obtain more of it. This is particularly relevant to higher education where it is contended that students with higher cognitive ability reach higher levels of education.

This theory is therefore suitable in explaining training and development of part-timers in the university context in Kenya. The human capital theory suggests that an individual's decision to invest in training is based upon an examination of the net present value of the costs and benefits of such an investment (Zamora, 2007). Individuals are assumed to invest in training

during an initial period and receive returns to the investment in subsequent periods. Workers pay for training by receiving a wage which is lower than what could be received elsewhere while being trained. Since training is thought to make workers more productive, workers collect the returns from their investment in later periods through higher marginal products and higher wages. Therefore, universities are expected to record increased performance from individual part-timers if training is effectively incorporated in their HR systems.

2.3 Empirical Literature

This section outlines and discusses the various empirical findings of various scholars in the various topical areas covered by the variables of the study. The section discusses the various independent variables and their influence on employee performance. The section also presents empirical findings on the influence of human resource practices on employee performance.

2.3.1 Recruitment and Selection on Employee Performance

Recruitment and selection are one of the most important Human resource practices. It is a process of finding, assessing, and having the right people in the right job. A positive relationship has been reported among recruitment, selection, and other procedures that are used for selection of the applicants effectively which have a significant effect on the firms' profits (Hausdorf & Duncan, 2004). In addition, it is the process of searching the applicants for employment and encouraging potential candidates to apply for jobs (Jain & Saakshi, 2005). Carroll et al. (1999) have been divided their workforce continually learns and develops regardless of the cost of teach (Salas et al., 2012). Similarly, Della-Torre and Solari (2013) have revealed that the perceived employee and organizational performance were positively related to effective training practices.

According to Myloni, Harzing and Mirz (2004), recruitment and selection aims at attracting a maximum number of highly talented applicants and selecting the best in order to achieve competitiveness in the firm. The process entails concerted efforts by management to ensure implementation enduring success of organizational goals. The study established that practicing an effective recruitment and selection process has positive relationship with organizational performance. The study noted that effective selection system based on modern and need-based tests is essential to affect desirable selection. However, they conclude that considerable resources are needed to ensure effectiveness of these tests.

Bako and Kolawole (2016) examined the effect of recruitment and selection on employee performance in hospitality industries in Nigeria. This study adopts descriptive and inferential research design while population was drawn from leading hotels in Ogun State, Nigeria. The result of the study reveals that correlation between employee performance and recruitment and selection were highly significant. Nonetheless, the study was limited to Nigeria and due to differences in policies governing public universities, the findings of this study cannot be generalized to public universities in Kenya.

Onyeaghala and Hyacinth (2016) studied the effects of employee selection process on productivity in the public and private sectors in Benue State in Nigeria. The study employed the survey design and questionnaire was used for data collection. The findings of the study revealed that, there is a significant difference between the selection process employed by the private and public sector organizations and the productivity they achieved by employing such selection process. It was also revealed that the factors influencing selection process in private and public sector organizations are similar. However, the dependent variable of this study

was productivity, which is different from employee performance. In addition, the study was conducted in Benue State in Nigeria and hence its findings cannot be generalized to Kenya.

Omolo, Oginda and Oso (2012) examined the effect of recruitment and selection of employees on the performance of small and medium enterprises in Kisumu Municipality, Kenya. The study employed a cross sectional survey research design, on a sample of 260 SMEs selected from all the 777 SMEs from all clusters of SMEs Kisumu municipality. The study found that sourcing, attracting, and screening are significant determinants of the performance of the SMEs in Kisumu Municipality. In addition, the study concludes that recruitment and selection have a significant effect on the performance of SMEs in Kisumu Municipality, and the better the recruitment and selection, the higher the performance of the SME. The study was conducted among SMEs in Kisumu Municipality, which are private institutions, and hence their findings are not generalizable to public universities in Kenya.

Mokaya, Mukhweso and Njuguna (2015) conducted a study on the effects of recruitment practices on employee performance in the cooperative sector in Kenya. The study adopted a case study research design. The study targeted 177 employees of KUSCCO, from which a sample of 89 respondents was drawn for the study. The study found that recruitment practices (recruitment sources, recruitment policies, recruitment message) had positive relationship with employee performance. The study was conducted in the cooperative sector in Kenya and hence its findings are not generalizable to public universities.

2.3.2 Influence of Training and Development on Employee Performance

Prior scholars have found empirical evidence of the influence of training and development on organizational productivity and mutual benefits for employer and employees (Conti, 2005;

Ballot et al., 2006; Dearden et al., 2006; Konings, 2008; Rugimbana and Akong'o Dimba, 2010; Ayanda, 2011; Georgiadis and Pitelis, 2012; Omolo et al., 2013). Training and development are designed to improve employee performance, competency level and ultimately leads to foster organizational performance. In addition, training refers to a systematic approach to learning and development to improve individual, team, and organizational effectiveness (Goldstein & Ford, 2002).

According to Jarventaus (2007), employee training enables people to acquire new knowledge, learn new skills and perform tasks better. Training designs summarize all that is required in training to enable the trainee, upon completion, to perform efficiently. The study noted that training focuses on learning the skills, knowledge, and attitudes required to initially perform a job or task or to improve upon the performance of a current job or task, while development activities are not job related, but concentrate on broadening the employee's horizon of which can affect performance. They proposed that the changing business environment necessitates that learning organizations should spend on training and development of employees to enhance organizational ability to positively respond to the dynamic environment.

One of the problems arising from organizational training is identifying the quality and relevance of the training being provided. Marchington and Wilkinson (2005) found that most organizations were only concerned with the quantitative aspects of training, like the cost and time invested resulting in workers who were overqualified for their jobs leading to poor motivation and low morale. Another disadvantage in relation to training is that these activities are often regarded as a significant cost rather than an investment by organizations.

According to Jurich (2001), training has a positive influence on organizational performance. For example, investments in training programs made by low productivity companies have resulted in productivity growth large enough to reach the labor productivity levels of comparable businesses. Their study showed a strong positive relationship between percentage of trained employees and performance.

A research study by Ibrahim (2009), explored the current practices, policies and roles of training and development within Jordanian banking organizations. The data was gathered through a combination of semi-structured interviews with 15 top managers and a survey questionnaire addressed to the persons responsible for training and development within the targeted organizations. The study revealed that, in the majority of the organizations, there is an absence of systematic employee training needs assessment and of effective procedures for evaluation. The banks prefer to send their employees to external training providers rather than train them in the banks. Training and development is not characterized by strategic human resource development criteria and plays a reactive rather than a proactive role in these organizations. Nonetheless, the study was conducted in Jordanian banking organizations and hence the findings cannot be used in public universities in Kenya. In addition, the study did not show how training and development affects performance.

Similarly, Moncarz, Zhao and Kay (2009) observe that in organizations where employees receive the training needed to assume greater responsibilities, turnover rates are generally lower. However, there are some limitations with their study. Regression analysis was used to examine the relationships between predictor and response variables. Although the study was looking at relationship between variables and could use regression analysis, it only had 71 responses out of 232 total surveys distributed among ten management companies. About 100

or more respondents would have been ideal for that kind of analysis. Also due to the low response rate of about 30%, the findings of the study cannot be generalized response variables.

Shafiq and Hamza (2017) conducted a study on the effect of training and development on employee performance in private company in Malaysia. The study used a descriptive research design and the questionnaire was formed based on the empirical literature. The study found that training and development in terms of job training, off job training, job enrichment and job rotation had an insignificant impact on employee performance except Job enrichment which is reported to have a significant impact on the dependent variable. The study was limited in private companies in Malaysia and hence their findings cannot be generalized to public institutions in Kenya.

Imran and Tanveer (2015) examined the impact of training & development on employees' performance in banks of Pakistan. The study was conducted in six banks: Bank Alfalah Limited, Muslim Commercial Bank, Habib Bank Limited, Allied Bank Limited, National Bank of Pakistan, and Bank of Punjab. The results indicated that training and development had a positive impact on their job knowledge, work quality & quantity, functional skills, and their motivation and loyalty. The study concluded up with training and development positively impacting the employees' performance in the banks of Pakistan. The study was conducted in the banking sector, which have different organizational structures from those of public universities.

Abdulraheem and Mohammed (2016) examined the impact of training and development on employees performance and productivity in Jordan. The study adopted a survey research

design and the target population was 254 employees of Jordanian Private Sector transportation companies. The findings indicated that training and development were positively correlated and claimed statistically significant relationship with employee performance and productivity. The study concluded that training and development have important impact on employee performance and productivity. The study was conducted in Jordan and hence its findings cannot be generalized to public institutions in Kenya.

Ombui, Kagiri and Omoke (2012) studied the influence of training and development on the performance of employees in research institutes in Kenya. The study adopted descriptive and correlation research designs while the study population was drawn from all Government owned research institutes formed under the Science & Technology Act. Cap 250. The results of the study revealed that the correlation between employee performance and training and development were highly significant. The study recommended that research institutes initiate Training and Development programs that are relevant to their needs. However, the study was limited to research institutes, which are different from public universities.

2.3.3 Influence of Employee Compensation on Employee Performance

According to Cole (2004), employee compensation or reward is a systematic approach to providing monetary value to employees in exchange for work performed. Compensation may achieve several purposes; assisting in recruitment, job performance and job satisfaction. Compensation is a tool used by management for a variety of purposes to further the existence of the company. Compensation may be adjusted according to the business needs, goals and availability of resources. Compensation may be used to: recruit and retain qualified staff, increase and maintain the morale of staff, reward and encourage peak performance, achieve

internal and external equity, reduce turnover and encourage company loyalty, modify through negotiations practices of unions.

Studies have shown that satisfactory employee compensation may serve as an indication of how much an organization values its people. Storey, (2014) point out that merely introducing higher wages will increase an individual's perception of low job alternatives but has no effect on improving the alignment of employee's goals with the organization. Comm and Mathaisel (2003), examined faculty workload and compensation of Australian academics, found that 51% of the faculty did not believe that they were compensated fairly, relative to those at other comparable institutions. As a result, 50% of the respondents felt the need to work outside their institutions to earn extra income. This need presents a challenge to the academics loyalty to their university since they are employed to work full-time in their institution but also have to work elsewhere.

In their study, Eshun and Duah (2011) carried out a research to ascertain whether rewards motivate employees, to identify what kinds of rewards employees consider most beneficial and to discuss the dilemmas and difficulties managers face in applying motivation theory to workplace setting. The study carried out and analyzed 20 interviews with people in various positions and organizations in the Accra and Tema Municipalities of the Greater Accra region of Ghana. The analysis found out that while the use of rewards is vital in motivating employees, there is the need for management and employees to have a clear understanding of the human nature and what actually motivates employees. The research further suggests that efficient motivation is as a result of both extrinsic and intrinsic rewards instead of using only one of them. The research also shows that enhanced motivation can be attained when managers do their best to design the work environment so that it motivates employees.

However, the study was conducted Municipalities of the Greater Accra region of Ghana, which are different from public universities in Kenya.

Frye (2004) examined the relationship between equity-based compensation and firm performance in Georgia. The study used a descriptive research design. The results found positive relationship between equity-based compensation and firm performance. The study argued that for the human capital-intensive firms, compensation plays a crucial role in 'attracting and retaining highly skilled employees'. As banks are capital intensive organizations, compensation practices of a bank can be of great help in hiring and keeping hold of highly skilled and competent bankers. Incentive pay plans positively and substantially affect performance of workers if combined with innovative work practices like, flexible job design, employee participation in problem-solving teams, training, extensive screening and communication and employment security. Nonetheless, the study was conducted in Georgia and hence the findings are not generalizable to Kenya.

According to Mbaya (2011) who carried out a study on the effects of reward and compensation systems on employee performance within the National museums in Kenya, found out that the reward and compensations systems had both positive and negative effects on employee performance. Positively, reward and compensation increased efficiency and effectiveness, productivity and morale. Negatively, labor turnover, reduced productivity and work performance were the effects identified. In this survey, Mbaya used a questionnaire to collect data from 44 employees who were randomly sampled. The study recommended that existing reward and compensation systems should be improved and more studies carried out to investigate the strategies used to deal with employee recruitment and retention.

Research has proven that employees who get rewarded and recognized tend to have higher self-esteem, more confidence, more willingness to take on new challenges and more eagerness to be innovative. In a research on the impact of compensation on organizational performance in Kenya Ports Authority, Mbogho (2012) found out that a direct and positive relationship exists between compensation and organizational performance. From a sample size of 580 employees, the study observed that a total compensation management program, which includes payment or compensation, benefits and informal recognition are required to optimize the motivation and satisfaction levels of staff. Compensation factors that positively impact on employee motivation and job satisfaction should be the focus of the Kenya Ports Authority. Nonetheless, having been conducted in Kenya Ports Authority, the findings of this study cannot be generalized to public universities.

Kimani, Ngui and Arasa (2017) examined the effect of compensation strategies on employee performance in Mombasa Cement Limited. The study used survey research method. The population of this study was all employees of Mombasa Cement Limited based at the headquarters, Athi River, who totaled to 153. The study found that reasonable salary, benefits in form of bonuses and allowances and recognition through certification or verbally promoted employee performance. In conclusion a very high disagreeing response on regular pay within the organization implies that employees were well aware of this and that it was actually happening. Nonetheless, the study was conducted in Mombasa Cement Limited and hence the findings are not generalizable to public universities in Kenya due to differences in organizational structures and the legal framework governing the two institutions.

2.4 Summary

According Schuler and Jackson (2006), studies on influence of human resource practices and firm performance report various findings; however these studies have operationalized human resource practices in different ways. For example, some have examined individual human resource practices namely; staffing practices, compensation practices, training practices, while others have viewed human resource practices and control systems as a bundle of resource and have therefore focused on them as interdependent systems. The argument that researchers should examine “bundles” of human resource practices and their collective effect, rather than the effect of isolated HR practices is important though analyzing the individual effects in and linking them as interdependent variables influencing firm performance would be appropriate in the university set up. Finally, HRM practices involve all management decisions and practices that directly affect the human resources, who work for the organization. Previous studies indicate essential HRM practices as workforce planning, job analysis, training and development, recruitment and selection, compensation and reward, career management, HR information system, quality of work life, personnel diversity and employees attitude surveys. For this study four HRM practices namely; recruitment and selection, training and development and compensation and how they influence employee performance was be analyzed. This is the gap which was be filled by the present study.

2.5 Conceptual Framework

The above framework depicts the relationship between the independent and dependent variables based as represented diagrammatically in Figure 2.1. In this study, the independent variables of the study include recruitment and selection, employee compensation, training and development and performance appraisal. The conceptual framework further explains the

sub-variables to be tested in each variable. First, recruitment and selection is seen to influence performance because hiring employees is a human activity in which personality, fit, qualifications, screening, short-listing and many intangible qualities play crucial roles and a new employee changes the organization for the better or the worse. Secondly, Employee compensation is another variable which considers the financial and the non-financial rewards, timeliness of such rewards, pay structures available and merit systems which enhance employee satisfaction; thus better employee performance.

Thirdly, training and development act as inducements between the organization and the individual and when they are given on merit, based on a need assessment, relevant to employee needs, at the right time and geared towards individual development then it may improve performance. Lastly, the study considers the dependent variable; performance of part-time lecturers and was use the quantitative measures including completion of teaching workloads, availability of feedback mechanisms, comparable measurement standards, involvement in target-setting and presence of corrective measures undertaken.

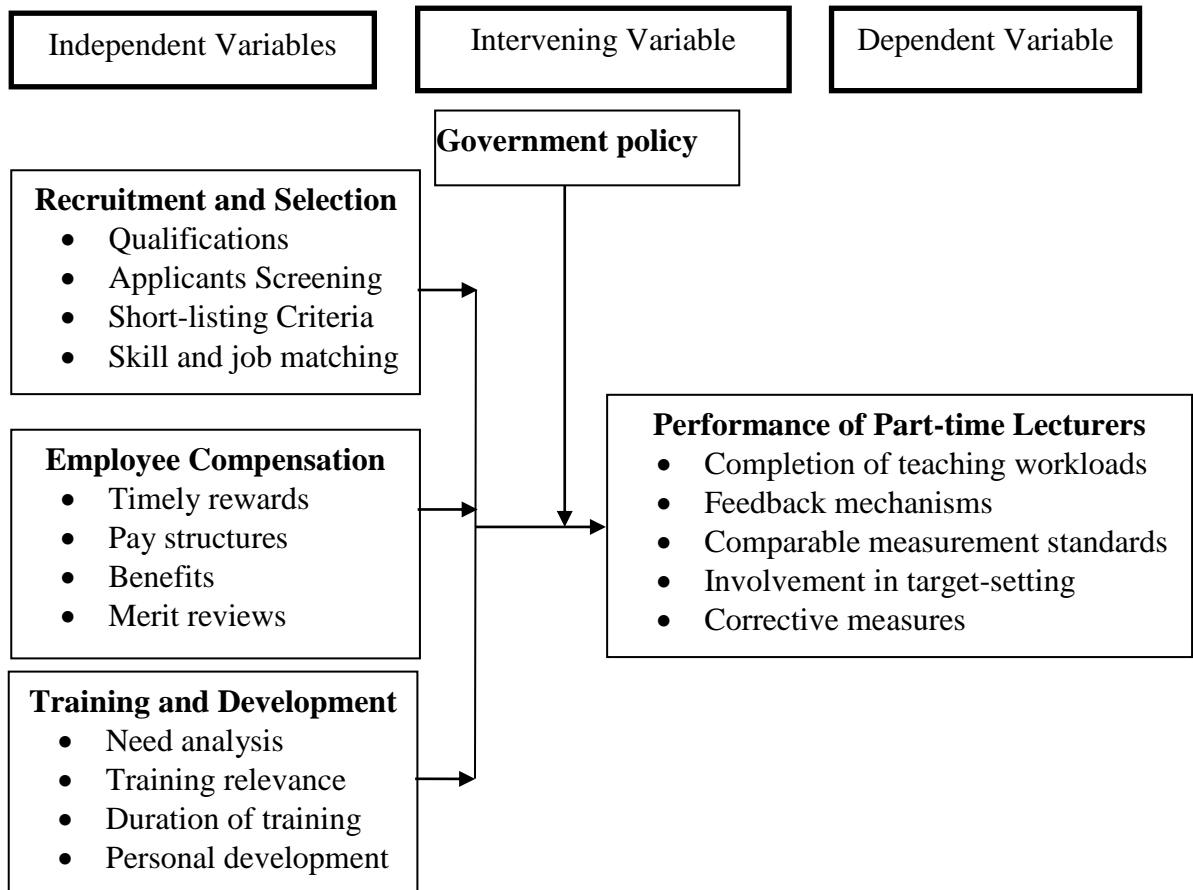


Figure 2. 1: Conceptual Framework

Source: Author (2018)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes and explains the methodology deployed in this study and the research methods which inform the choice of methods. This chapter discusses the research design, target population, sampling design, data collection instruments, data collection procedure and data analysis and presentation.

3.2 Research Design

According to Fraenkel and Wallen (2006), a research design is a plan or a framework for guiding a study. The design connects the questions or objectives of the study to the data gathered. The research design adopted for this study was a descriptive cross-sectional survey design. It was used to describe and establish relationships among key study variables. The design chosen for this study was guided by the purpose of the study, the type of investigation, the extent of researcher involvement, the stage of knowledge in the field, the period over which the data is to be collected and the type of analysis. Cross-sectional studies have been found to be robust in relationships studies given their ability to capture the population characteristics in their free and natural occurrence (Creswell, 2013).

Other researchers (Ibua, 2014; Monari, 2013) have used cross-sectional survey and regarded it appropriate and reliable to investigate similar studies. The method involves collection of data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables. The design permits one to analyze inter-relationship among a large number of variables in a single study and analyze how several variables either singly or

in combination might affect a particular phenomenon being studied. Cooper and Schindler (2003) posited that if the research is concerned with finding out what, when, and how much of phenomena, descriptive research design is found to be appropriate thus the design is deemed appropriate.

3.3 Study Area

The study was conducted in two universities that is Rongo and Kisii University respectively. Rongo University is located within Rongo Sub County of Migori County. Rongo Sub County is one of the eight sub counties of Migori County. Other sub- counties include: Awendo, Uriri, Nyatike, Suna East, Suna West, Kuria East and Kuria West Sub Counties. Rongo Sub County covers an area of 208,40km². It has a population of 100, 547 people in (Kenya Population and Housing Census, 1999). Rongo borders Homa-Bay to the North, Kisii to the North East, Narok to the East and Uririto the South. It has four (4) administrative wards, namely: South Kamagambo, North Kamagambo, East Kamagambo and Central Kamagambo. The University is located in South Kamagambo .Administratively Rongo university has six schoolsnamely School ofEducation, School of Agriculture, Natural Resources and Environmental Studies, School of Information Communication and Media Studies, School of Arts and Social Sciences, School of Business and Human Resource Development and School of Science, Technology and Engineering and has a population close to 5000 students, with the School of Education having the highest number of students.

Kisii University on the other hand is located in Kisii County. Kisii County shares common borders with Nyamira County to the North East, Narok County to the South, Migori County to the West and Homa Bay County to the North West (Independent Electoraland Boundaries Commission 2010). The County covers an area of 1,332.7km², andhas a

population of 1,226,873 people as per the (2009 census). Kisii University is located in Nyaribari Chache Sub County with the student population of 10,000. It has the following schools; School of Education and Human Resource Development, School of Pure and Applied Sciences, School of Agriculture, Natural Resources and Environmental Studies, School of Information Communication, School of Arts and Social Sciences, School of Business and Economics, School of Law and School of Health sciences.

3.4 Target Population

Target population can be defined as a complete set of individuals, cases or objects with some common observable characteristics of a particular nature distinct from other population. According to Mugenda and Mugenda (2010), a population is a well-defined set of people, services, elements and events, a group of things household that are being investigated. The target population for this study comprised all part-time lecturers at main campuses of Rongo University and Kisii University in Kenya. The target population therefore was 740 part-time lecturers across all schools in both universities as shown in Table 3.1.

Table 3. 1: Target Population

Schools	Rongo	Kisii
School of Education and Human Resource Development	-	89
School of Education	85	-
School of Pure and Applied Sciences	-	39
School of Agriculture, Natural Resources and Environmental Studies	28	42
School of Information Communication	-	37
School of Information Communication and Media Studies	45	-
School of Arts and Social Sciences	78	57
School of Business and Economics	-	74
School of Business and Human Resource Development	42	-
School of Law	-	48
School of Health Sciences	-	26
School of Science, Technology and Engineering	50	-
Total	328	412
Grand Total		740

Source: Kisii University (2017) and Rongo University (2017)

3.5 Inclusion /Exclusion Criteria

The main respondents comprised all part-time lecturers who have taught for more than one academic year in the university was included. Further, all part-time lecturers who have not taught more than one academic year were excluded. The one academic year was considered adequate time for grasping experience in teaching. This duration qualified respondent's experience.

3.6 Sample Size and Sample Technique

According to Mugenda and Mugenda (2010), sampling is the act, process or technique of selecting a suitable sample or a representative part of a population for the determining parameters or characteristics of the whole population. Sampling may also be defined as the selection of some part of an aggregate or totality on the basis of which a judgment or inference about aggregate or totality is made. A sample is the segment of the population that is selected for investigation. It is also small group taken from a larger population composed of members being studied.

Taro Yamane (1967) provided a simplified formula to calculate sample sizes as:

$$n = \frac{N}{1 + Ne^2}$$

Where n – sample size,

N – sampling population,

e – level of significance

Given a population of 328 and significance level of 5%, then the sample size can be calculated as: $n = \frac{740}{1+740(0.05)^2} = 259.66$. Therefore with a confidence level of 95% and a margin of error of 5%, the sample size constitute 260 respondents.

Sampling may be defined as the selection of some part of an aggregate or totality on the basis of which a judgment or inference is made (Kothari, 2006). Since the sample size obtained cuts across various schools in both universities, the study used proportionate stratified sampling to allocate the sample across all the strata, schools and universities. Thereafter,

simple random sampling technique was adopted to select respondents from the list of all part-time lecturers in the various schools. The process of allocating the sample using proportionate stratified sampling took several steps. First, the sample was allocated to each university based on the respective target population. For example, Rongo University, with a target population of 328 out of the cumulative target population was allocated a sample of 115 tabulated as follows:

$$\frac{328 \times 260}{740} = 115.24 \approx 115$$

A similar approach was used to determine a sample size of 145 for Kisii University. Secondly, since the target population for respective universities was spread in various schools (strata), stratified sampling was applied. According to Kothari (2004), stratified sampling is used when representatives from each subgroup within the population need to be represented in the sample. The first step in stratified sampling is to divide the population into subgroups (strata) based on mutually exclusive criteria. To enhance representativeness, proportionate stratified sampling in which each stratum is properly represented so that the sample size is drawn from the stratum is proportionate to the stratum's share of the total population was used. For example for the School of Pure and Applied Sciences with a target population of 39 at Kisii University, the sample was tabulated and allocated proportionately as follows:

$$\frac{39 \times 145}{412} = 13.73 \approx 14$$

The same approach was applied for all the schools in the respective universities and the sample allocated was as shown in Table 3.2.

Table 3. 2: Sample Allocation

Schools	Rongo		Kisii	
	Population	Sample	Population	Sample
School of Education and Human Resource Development	-	-	89	31
School of Education	85	30	-	-
School of Pure and Applied Sciences	-	-	39	14
School of Agriculture, Natural Resources and Environmental Studies	28	10	42	15
School of Information Communication	-	-	37	13
School of Information Communication and Media Studies	45	16	-	-
School of Arts and Social Sciences	78	27	57	20
School of Business and Economics	-	-	74	26
School of Business and Human Resource Development	42	15	-	-
School of Law	-	-	48	17
School of Health Sciences	-	-	26	9
School of Science, Technology and Engineering	50	17	-	-
Total	328	115	412	145

3.7 Data Collection Instruments

Although several tools exist for gathering data, the choice of a particular tool depends on the type of research. In this study an appropriate method to collect the primary data is a questionnaire. Saunders and Lewis (2009) argue that the selection of individuals knowledgeable about the problem of study minimizes response error, hence selection of part-time lecturers.

3.7.1 Questionnaire

The study used questionnaire as the main data collection tool. It was mainly used to collect qualitative data from the field. The selection of questionnaire was guided by the nature of data to be collected. The overall study was to investigate the influence of human resource practices on the performance of part-time lecturers. According to Cooper and Schindler (2005), the survey questionnaire is appropriate as it allows data to be collected in a quick and efficient manner. It also makes it possible for descriptive and inferential analysis. The questionnaire comprised of close-ended questions based on a 5-point Likert scale.

3.8 Pilot Test

This is a small duplicate and trial to the main study, which aids in examining the validity and reliability of the research instruments that were used, as well as the operational considerations during the administration of the questionnaires. Pilot testing was useful in identifying the various weaknesses that are likely to occur, inadequacies of the research, as well as the various problems that are most probably going to appear during the research project process. The pilot test was conducted with 10% of the sample size from the Maseno University. According to Bhattacharjee (2012), 10% of the sample required for a full study should be used in a sample size. The pilot group was selected using simple random sampling.

3.8.1 Validity of Instrument

According to Cooper and Schindler (2005), a valid instrument measures the concept in question accurately. In the study, the validity of the questionnaires was observed by adhering to the characteristics of self-evident measures. These measures demonstrate the extent to which the instruments measure what they are supposed to measure, which is classified as face, construct and content validity. Thus, in order to ensure face validity, the questionnaires were subjectively assessed for presentation and the relevance of the questions. To increase content and construct validity of the instruments, the researcher sought expert judgment and guidance from the study supervisors, who provided relevant insight which ensured content, construct and face validity of the instruments.

3.8.2 Reliability of Instrument

A questionnaire with a high reliability would receive similar answers if it is done again or by other researchers (Cooper & Schindler, 2005). The reliability of the questionnaires was determined through the Cronbach alpha method. Cronbach alpha provides a good measure of reliability because holding other factors constant, the more similar the test content and conditions of administration are, the greater the internal consistency and reliability. Fraenkel and Wallen (2006) recommended that reliability test which produces Cronbach alpha (α) values of greater than 0.70 is sufficient in making the questionnaires reliable for use in data collection. As shown in table 3.3, employee performance had a Cronbach alpha of 0.991; recruitment and selection had a Cronbach alpha of 0.988, training and development had a Cronbach alpha of 0.987 and employee compensation had a Cronbach alpha of 0.986. This clearly indicates that there was no need for amendment of the research instruments since it was reliable.

Table 3. 3: Reliability Results

Construct	Cronbach's Alpha
Employee performance	.988
Recruitment and selection	.987
Training and development	.991
Employee compensation	.986

3.9 Data Collection Procedures

Upon successful proposal presentation, the researcher sought an introductory letter From the School of post graduate studies Rongo University, which facilitated authorization by the National Commission for Science Technology and Innovation (NACOSTI). The research assistants identified for the study were trained on research tool to ensure accuracy and efficiency. This included an understanding of their terms of references, the variables the research intended to capture and the definition of terms used. The data needed for a study can be collected either as secondary data or as primary data. Cooper and Schindler (2005), define primary data to be information collected at source whereas secondary data is data which already exists. Secondary data for the study was collected from literature, Internet, and databases, books, journals and reports. Primary data can be both qualitative and quantitative. For the present study, quantitative approaches were used where primary data was collected using closed-ended questionnaires. The primary data was sourced from the answers the participants gave during the study process.

3.10 Data Analysis and Presentation

The data collected from the questionnaires was analyzed descriptively and statistically with Statistical Package for Social Sciences (SPSS) version 23.0. Descriptive statistics include percentages, frequencies, mean and standard deviation. The results were presented using tables and figures which include bar charts and pie charts. Inferential statistics such as correlation analysis and multivariate regression analysis were used to test the study hypothesis. The study used a 95% confidence level. A 95% confidence interval indicated a significance level of 0.05. This implies that for an independent variable to have a significant consequence on the dependent variable, the p-value ought to be below the significance level (0.05).

The regression model in this study was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where: Y = Performance of Part-time Lecturers,

X₁ = Recruitment and Selection,

X₂ = Training and Development,

X₃ = Employee Compensation,

B₀, B₁, B₂, and B₃ = Beta Coefficients

ε = Error Term

3.11 Ethical Considerations

An introductory letter was provided by Rongo University School of graduate studies which enabled the researcher to obtain a research permit from the National Council for Science, Technology and Innovation (NACOSTI). Kombo and Tromp (2006), note that researchers

whose subjects are people or animals must consider the conduct of their research, and give attention to the ethical issues associated with carrying out their research. This study dealt with people as respondents. Therefore, the researcher assured the respondents of confidentiality. The researcher considered the fact that participation in research is voluntary. This is why the researcher took time to explain to the respondents the importance of the study and therefore requested the respondents to participate in the study by giving information relevant for the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS AND DISCUSSIONS

4.1 Introduction

This chapter provides an analysis of the collected data, interpretation and discussion of the findings. The response rate based on issued questionnaires and those used for analysis is first presented. Following the processing and analyzing of the collected data, the findings are presented and discussed in line with the objectives of the study. The responses on all the variables are on a 5-point scale while the statements in view of the same are on a Likert scale. In the 5-point scale 1, 2, 3, 4 and 5 represent strongly disagree, disagree, neutral, agree, and strongly agree respectively. For descriptive statistics, findings based on frequencies and percentages are first presented and discussed. The responses are then presented in terms of means and standard deviation. The chapter also provides both the correlation and regression analysis carried out. Finally, the chapter provides a model summary, hypothesis testing and inferences drawn from the model.

4.2 Questionnaire Response Rate

The researcher issued a total of 260 questionnaires to the respondents in Rongo and Kisii University. In each university, the researcher sought and worked with contact persons to enable easier issuance. Out of 260 questionnaires that were issued to the sampled respondents, 218 of them were filled and returned. Of the returned questionnaires, 24 were either incorrectly filled, had double entries or their markings were unclear and thus were not used in the final analysis. Therefore, 194 questionnaires were correctly filled and hence were used for analysis representing a response rate of 74.6%. According to Curtin (2000), getting a

high response rate (>70%) from a small, random sample is considered preferable to a low response rate from a large sample thus the higher response rate is preferable because the missing data is not random and thus is an important element in proving the statistical significance of the responses.

Table 4. 1: Response Rate

University	Sample Size	Responses	Response rate
Rongo University	115	89	77.3913
Kisii University	145	105	72.4138
Total	260	194	74.6154

4.3 Respondents Demographic Data

The profile of respondents identifies information about the characteristics of those who participated in the research process depending on the relevance of the information sought. The researcher sought to find out the distribution of the respondents according to their gender, age bracket and their working experience. The aim was to deduce any trend from the respondent's profile that was linked to the variables of the study since previous studies (Wekesa, Kiprotich & Kwasira, 2013) have reported association of age, gender and experience to various HR related aspects. The findings of the demographic profiles are depicted in Table 4.2.

Table 4. 2: Respondents Demographic Data

Item	Description	Frequency			Percentage		
		Rongo	Kisii	Total	Rongo	Kisii	Total
Gender	Male	45	81	126	39.13	60.87	64.90
	Female	44	24	68	38.26	61.74	35.10
Age	20 – 29 Years	8	7	15	6.96	93.04	7.80
	30 – 39 Years	45	86	131	39.13	60.87	67.50
	40 – 49 Years	36	12	48	31.30	68.70	24.70
Experience	Between 1 – 3 Years	39	39	78	33.91	66.09	40.20
	Between 3 – 5 Years	45	60	105	39.13	60.87	54.10
	Over 5 Years	5	6	11	4.35		5.70

From the findings in Table 4.2, it was established that on gender, majority of the respondents were male (64.9%) while the female respondents were 35.1%. This implies that there are more male part time lecturers in Rongo and Kisii Universities than female part time lecturers. On age, majority of the respondents were of the age bracket 30 – 39 years (67.5%) while the least age bracket was between 20 – 29 years (7.8%). This implies that most of the part time lecturers are aged between 30 and 39 years. Finally, on experience, majority of the respondents (54.1%) had between 3 – 5 years working experience. Cumulatively, more than 94.3% had less than 5 years of experience while only 5.7% had more than 5 years working experience. This was attributed to the fact that the public sector and universities in particular in the past decade has stagnated in terms of creating new job opportunities thus minimizing new job entrants.

4.4 Recruitment and Selection on Performance of Part-Time Lecturers

The researcher analyzed the influence of recruitment and selection on performance of part-time lecturers in Rongo and Kisii Universities. The findings on the influence of recruitment and selection are presented in Table 4.3.

Table 4. 3: Recruitment and Selection and Performance of Part-Time Lecturers

	SD	D	N	A	SA
Recruitment in the university is based on competence which enhances my performance	7 (3.6%)	14 (7.2%)	46 (23.7%)	85 (43.8%)	42 (21.6%)
The recruitment and selection process address the unique needs in meeting emerging challenges	11 (5.7%)	34 (17.5%)	63 (32.5%)	60 (30.9%)	26 (13.4%)
Recruitment and selection has been integrated with the current institutional functions	10 (5.2%)	30 (15.5%)	50 (25.8%)	89 (45.9%)	15 (7.7%)
The recruitment and selection process is currently tailored to meet all manpower needs of the University thus enhancing employee performance	16 (8.2%)	40 (20.6%)	62 (32.0%)	54 (27.8%)	22 (11.3%)
The recruitment and selection in the University takes cognizance of institutional challenges and is geared towards addressing those challenges	13 (6.7%)	51 (26.3%)	44 (22.7%)	61 (31.4%)	25 (12.9%)
Recruitment and selection encourage diversity and identification of relevant talent which leads to matching of jobs and individuals	23 (11.9%)	48 (24.7%)	66 (34.0%)	37 (19.1%)	20 (10.3%)
Valid N (listwise)	194				

Key 5 –Strongly Agree; 4 - Agree; 3 - Neutral; 2 –Disagree; 1 –Strongly Disagree
Source Field Data (2018)

From the findings, it was found that over 65% of the respondents agreed that recruitment and selection was based on competence while only 10.8% disagreed. When asked whether recruitment and selection process address the unique needs in meeting emerging challenges,

44.3% agreed while only 23.2%. Further, over 53% of the respondents agreed that recruitment and selection had been integrated with the current institutional functions while 20.7% disagreed. Similarly, when asked whether the recruitment and selection process was currently tailored to meet all manpower needs of the University thus enhancing employee performance, over 39% of the respondents agreed while only 20.8% disagreed. 44.3% of the respondents also agreed that the recruitment and selection in the University takes cognizance of institutional challenges and is geared towards addressing those challenges while 33% disagreed. Finally, over 36% of the respondents disagreed when asked whether recruitment and selection encourage diversity and identification of relevant talent which leads to matching of jobs and individuals while only 29.4% agreed.

From the findings in Table 4.3, the researcher identified particular trends when asked specific propositions on recruitment and selection of part-time lecturers in their respective universities. Such unique trends were seen when the respondents were asked whether recruitment and selection in their universities was based on competence.

The findings are as depicted in Figure 4.1.

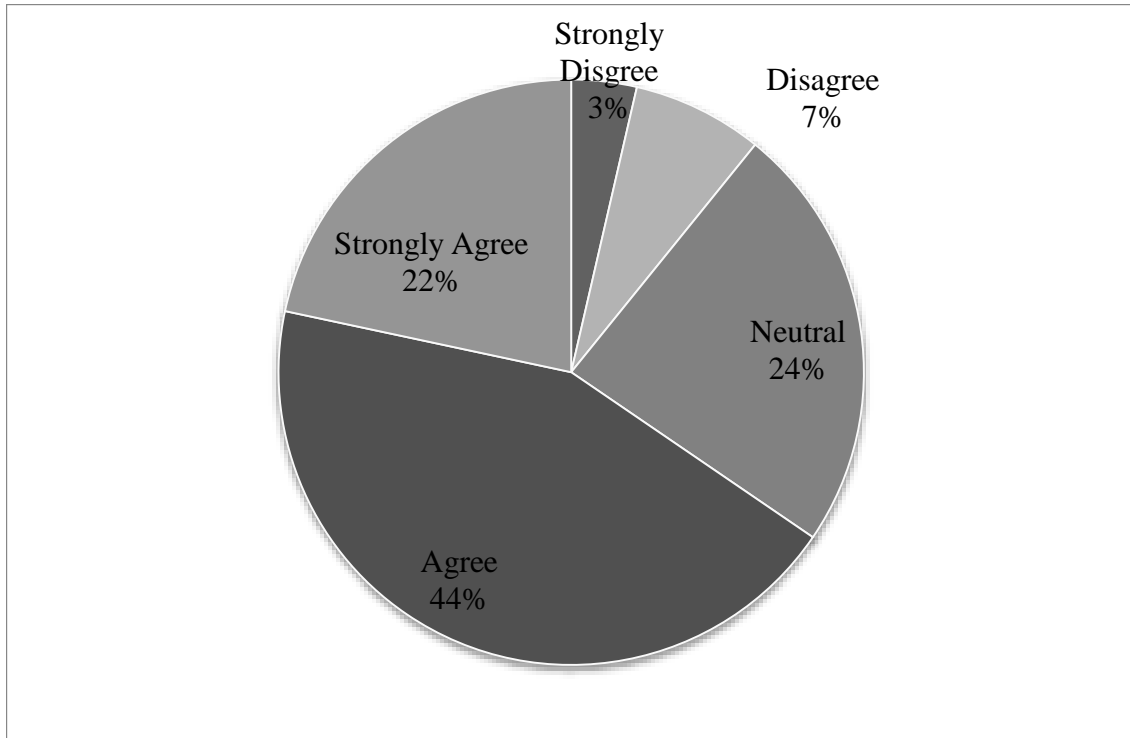


Figure 4. 1: Recruitment and Selection Done Based on Competence

From the findings in Figure 4.1, it can be seen that majority of part-time lecturers (66%) agreed that recruitment and selection of part-time lecturers was done based on competence. This finding in particular is of great importance as it underscores the relevance of competence in the recruitment of part-time lecturers. Furthermore, it clearly gives confidence on the quality of teaching in the said universities.

Similarly, when the respondents were asked whether recruitment and selection encouraged diversity and identification of relevant talent which leads to matching of jobs to individuals, the responses were as depicted in Figure 4.2.

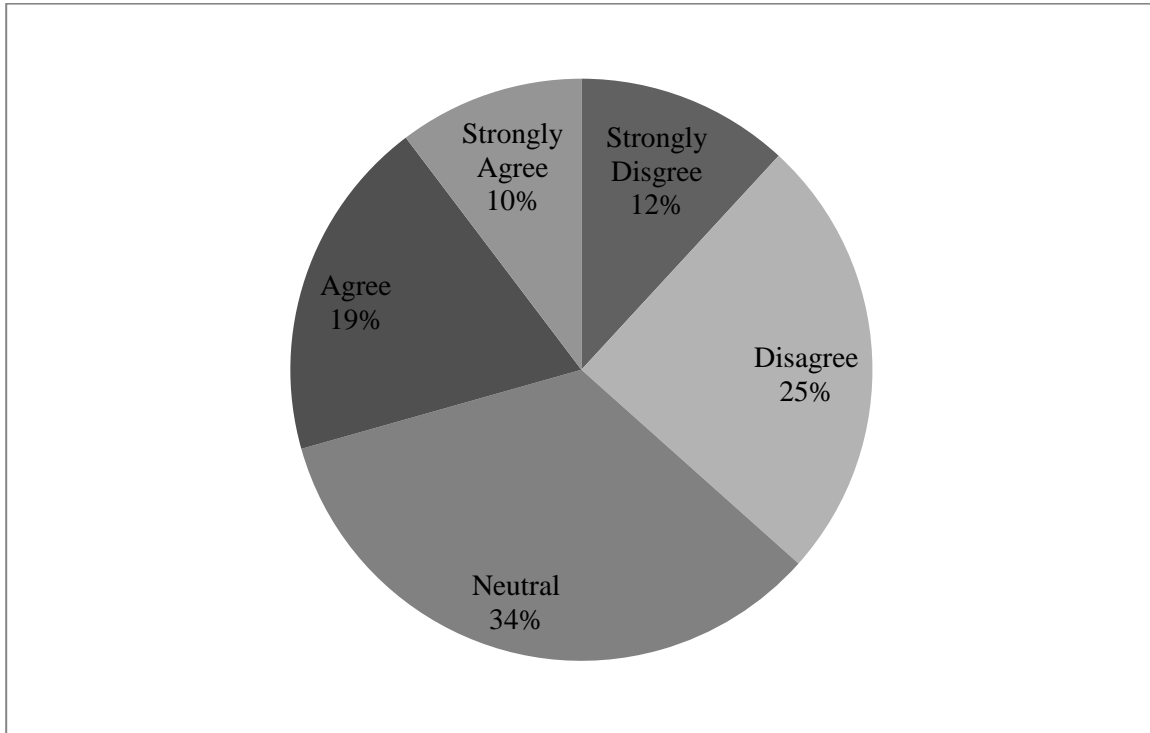


Figure 4. 2: Recruitment and Selection Encouraged Diversity and Identification of Talent

From the findings in Figure 4.2, it was established that most part-time lecturers in the sampled universities disagreed (37%) when asked whether recruitment and selection in their respective universities encouraged diversity and identification of relevant talent which would lead to matching of jobs to individuals. The finding in particular concurs with finding of The Commission for University Education Report which indicates that malpractices such as nepotism, tribalism and other human resource malpractices were slowly being entrenched in the recruitment and selection of university employees.

4.5 Employee Training on Performance of Part-Time Lecturers

The researcher analyzed the influence of employee training and development on performance of part-time lecturers in Rongo and Kisii Universities. The findings on the influence of employee training and development are presented in Table 4.4.

Table 4. 4: Employee Training on Performance of Part-Time Lecturers

	SD	D	N	A	SA
Our University conducts extensive training programs for its part-timers in all aspects of academic teaching.	46 (23.7%)	62 (32.0%)	36 (18.6%)	42 (21.6%)	8 (4.1%)
Part time lecturers in the University normally go through training programs every academic year.	49 (25.3%)	66 (34.0%)	52 (26.8%)	25 (12.9%)	2 (1.0%)
Training needs are identified through formal performance appraisal mechanisms.	42 (21.6%)	85 (43.6%)	33 (17.0%)	21 (10.8%)	13 (6.7%)
There are formal training programs to teach new part-timers the skills they need to perform.	61 (31.4%)	54 (27.8%)	50 (25.8%)	23 (11.9%)	6 (3.1%)
New knowledge and skills are imparted to part timers periodically through working in teams.	54 (27.8%)	73 (37.6%)	29 (14.9%)	27 (13.9%)	11 (5.7%)
Training needs are usually identified and are realistic, useful and based on the overall business strategy of the University.	49 (25.3%)	67 (34.5%)	37 (19.1%)	36 (18.6%)	5 (2.6%)
The training opportunities greatly improve my performance in my day to day teaching.	39 (20.1%)	70 (36.1%)	48 (24.7%)	23 (11.9%)	14 (7.2%)
Valid N (list-wise)	194				

Key 5 –Strongly Agree; 4 - Agree; 3 - Neutral; 2 –Disagree; 1 –Strongly Disagree
Source Field Data (2018)

From the findings, it was found that 55.7% of the respondents disagreed when asked whether universities conduct extensive training programs for its part-timers in all aspects of academic teaching while only 25.7% agreed. 59.3% of the respondents disagreed that part time lecturers in the University normally go through training programs every academic year while 13.9% agreed. Over 65% of the respondents disagreed when asked whether, training needs are identified through formal performance appraisal mechanisms while 17.5% agreed. Further, over 59% disagreed when asked whether there are formal training programs to teach new part-timers the skills they need to perform while 15% agreed. Similarly, 55.4% of the respondents disagreed when asked whether new knowledge and skills are imparted to part timers periodically through working in teams while 19.6% agreed. Further, over 59% of the respondents disagreed when asked whether training needs are usually identified and are realistic, useful and based on the overall business strategy of the University while only 21.2% agreed. Finally, 56.2% disagreed when asked whether the training opportunities greatly improve their performance in their day to day teaching while 19.1% agreed.

From the findings on Table 4.3, the study established notable trends when the respondents were asked various propositions. For example, when asked whether the university conducts extensive training programs for its part-time staff in all aspects of teaching, the responses were as shown in Figure 4.3.

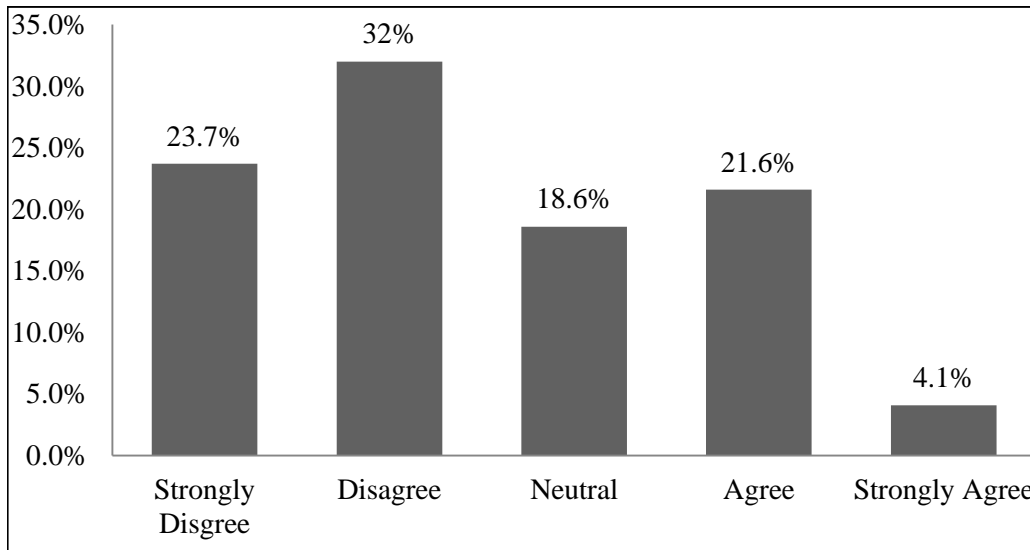


Figure 4. 3: University conducts extensive training programs for part-timers

From the findings in Figure 4.3, it was established that most part-time lecturers disagreed (55.7%) when asked whether there were extensive training programs on aspect about teaching. This finding is an indictment to the university teaching system as part-timers are recruited and deployed without any formal training. Furthermore when asked whether training needs were identified through formal performance appraisal mechanisms, their responses were as shown in Figure 4.4.

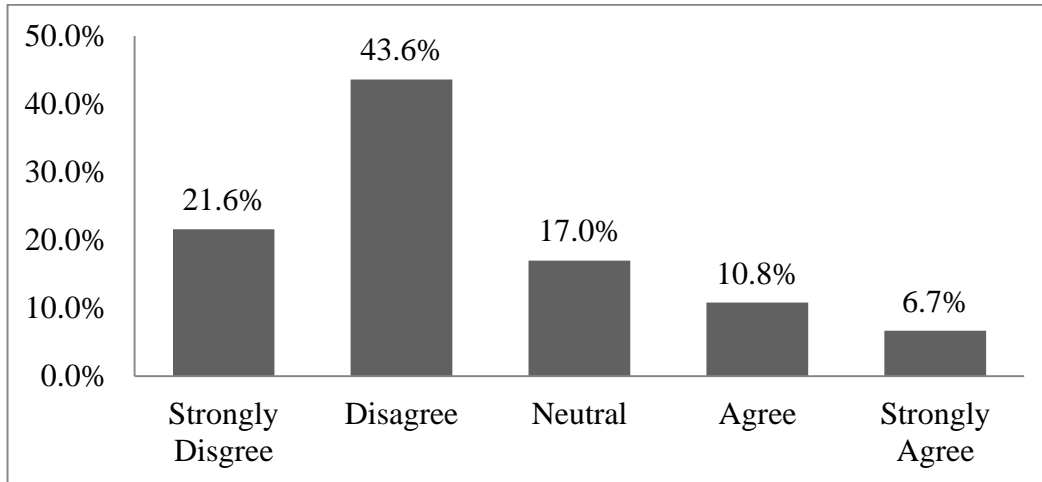


Figure 4. 4: Training needs are identified through formal appraisal mechanisms

From the findings in Figure 4.4, the study established that trainings needs are not normally identified through formal performance appraisal techniques. This particular finding is critical in that as knowledge generators, universities must be in the forefront in offering formal trainings based on appraisal results if they intend to continuously offer quality teaching.

4.6 Compensation on Performance of Part-Time Lecturers

The researcher analyzed the influence of compensation on performance of part-time lecturers in Rongo and Kisii Universities. The findings on the influence of compensation are presented in Table 4.5.

Table 4. 5: Compensation on Performance of Part-Time Lecturers

	SD	D	N	A	SA
Work performance is an important factor in determining the incentives and compensation of all part-time lecturers	8 (4.1%)	37 (19.1%)	33 (17.0%)	78 (40.2%)	38 (19.6%)
In the University, rate of pay per unit taught and other benefits are comparable to the prevailing market rates.	26 (13.4%)	46 (23.7%)	47 (24.2%)	57 (29.4%)	18 (9.3%)
In our University, compensation of part-time lecturers is pegged purely on competence, ability and performance.	24 (12.4%)	33 (17.0%)	37 (19.1%)	66 (34.0%)	34 (17.5%)
In my University, profit sharing from internal enterprises is used as a mechanism to reward higher performance.	35 (18.0%)	59 (30.4%)	45 (23.2%)	47 (24.2%)	8 (4.1%)
The University has had a formal merit review process for all part-time lecturers which is effective and efficient	33 (17.0%)	61 (31.4%)	37 (19.1%)	52 (26.8%)	11 (5.7%)
The compensation package given greatly influences my performance in my teaching.	31 (16.0%)	53 (27.3%)	22 (11.3%)	60 (30.9%)	28 (14.4%)
Valid N (listwise)	194				

Key 5 –Strongly Agree; 4 - Agree; 3 - Neutral; 2 –Disagree; 1 –Strongly Disagree
Source field data (2018)

From the findings, 59.8% agreed when asked whether work performance was an important factor in determining the incentives and compensation of all part-time lecturers while 23.2% disagreed. Further, over 38% of the respondents agreed when asked whether in the University, rate of pay per unit taught and other benefits were comparable to the prevailing market rates while 37.1% disagreed.

Similarly, over 55% agreed when asked whether in the University, compensation of part-time lecturers is pegged purely on competence, ability and performance while 19.4% disagreed. Over 48% of the respondents disagreed when asked whether in the University, profit sharing from internal enterprises is used as a mechanism to reward higher performance while 28.3% agreed. Similarly, 48.4% disagreed when asked whether the University has have a formal merit review process for all part-time lecturers which is effective and efficient while only 32.5% agreed. Finally, 45.3% of the respondents agreed when asked whether the compensation package given greatly influences my performance in my teaching while 43.3% disagreed.

Further when asked whether profit sharing from internal enterprises was used as a mechanism to reward higher performance, the responses were as shown in Figure 4.5.

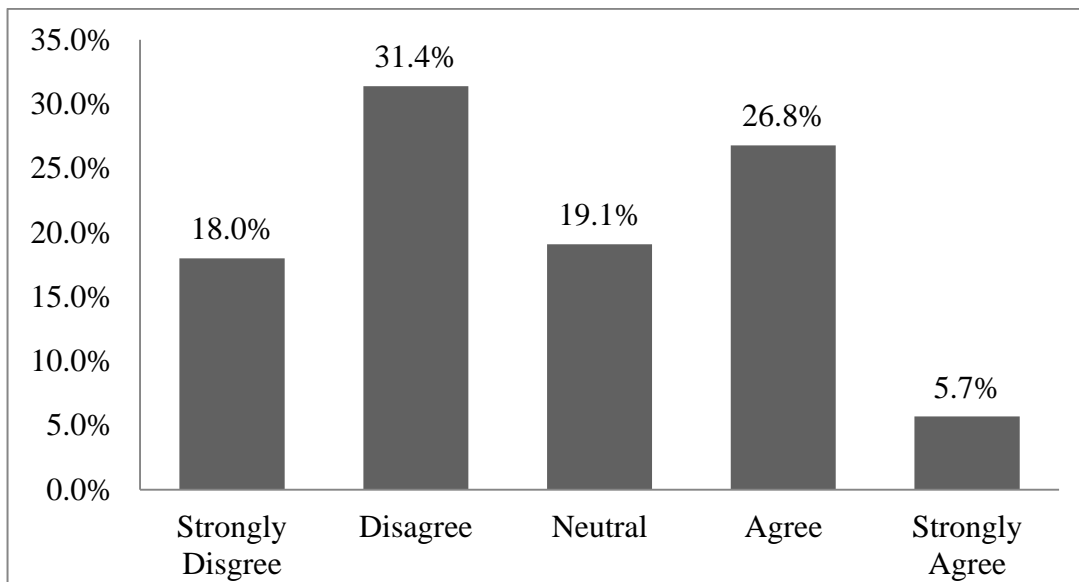


Figure 4. 5: Profit sharing from internal enterprises is used to reward performance

The findings in Figure 4.5 indicate that most part-timers disagreed that profit sharing from internal enterprises was used as a mechanism to reward higher performance. This therefore means universities must entrench internal enterprises in their reward systems. Similar

findings were seen when the respondents were asked whether universities have a formal merit review process for all part-time lecturers which is effective and efficient. These findings indicate that management of rewards for part-time lecturers need to be streamlined to incorporate merit, profit sharing and pre-determined rates.

4.7 Measurement of Performance of Part-Timer Lecturers

The researcher measured the independent variable, performance of part-time lecturers in Rongo and Kisii University and the findings are presented in Table 4.6. The findings indicated that majority (67.5%) agreed that part-time lecturers usually complete their teaching work-loads on time and based on course curriculums while only 9.8% disagreed. However, majority (40.7%) disagreed when asked whether the university's internal motivation mechanisms enables me to perform their duties effectively while 37.6% agreed.

Table 4. 6: Measurement of Performance of Part-Timer Lecturers

	SD	D	N	A	SA
Part-time lecturers usually complete their teaching work-loads on time and based on course curriculums.	6 (3.1%)	13 (6.7%)	44 (22.7%)	103 (53.1%)	28 (14.4%)
My teaching work-loads per semester which I complete efficiently is based on acceptable and comparable standards using available resources	4 (2.1%)	21 (10.8%)	45 (23.2%)	97 (50.0%)	27 (13.9%)
My individual qualities enables me to complete my setting., marking, supervision and grading of universities	5 (2.6%)	26 (13.4%)	41 (21.1%)	80 (41.2%)	42 (21.6%)
The university's internal motivation mechanisms enables me to perform my duties effectively	27 (13.9%)	52 (26.8%)	42 (21.6%)	51 (26.3%)	22 (11.3%)
Whenever am unable to meet my performance targets, the university usually assesses my performance and when possible, undertakes training programs tailored at my shortcomings	40 (20.6%)	55 (28.4%)	29 (14.9%)	51 (26.3%)	19 (9.8%)
Valid N (listwise)	194				

Key 5 –Strongly Agree; 4 - Agree; 3 - Neutral; 2 –Disagree; 1 –Strongly Disagree
Source Field Data (2018)

Furthermore, majority of the respondents (63.9%) agreed that their teaching work-loads per semester which they complete efficiently were based on acceptable and comparable standards using available resources while 12.9% disagreed. Similarly, majority of the respondents (62.8%) agreed that their individual qualities enabled them to complete their setting, marking, supervision and grading of universities while only 16% disagreed. Finally, when asked whether whenever they were unable to meet their performance targets, the university usually assesses performance and when possible, undertakes training programs

tailored at their shortcomings, majority of the respondents (49%) disagreed while only 36.1% agreed.

4.8 Description of the Study Variables

The researcher undertook a descriptive analysis on the influence of HR practices on performance of part time lecturers. The selected practices were recruitment and selection, employee training and development, compensation and performance appraisal and the dependent variable was performance of part-time lecturers. The descriptive statistics was based on means and standard deviation is presented in line with study objectives.

4.8.1 Recruitment and Selection on Performance of Part-Time Lecturers

From the findings, majority agreed that recruitment in the university was based on competence (3.73). However, the respondents were unsure when asked whether the recruitment and selection process addressed the unique needs in meeting emerging challenges (3.29), whether recruitment and selection in the University had been integrated with the current institutional functions (3.36), whether the recruitment and selection process was currently tailored to meet all manpower needs of the University thus enhancing employee performance (3.13), whether the recruitment and selection in the University took cognizance of institutional challenges and was geared towards addressing those challenges (3.18) or whether recruitment and selection in the University encouraged diversity and identification of relevant talent which leads to matching of jobs and individuals (2.91). Table 4.7 indicates the results of the responses of the participants of the study.

Table 4. 7: Descriptive Statistics on Recruitment and Selection on Performance of Part-Time Lecturers

	N	Min	Max	Mean	Std. Dev.
Recruitment in the university is based on competence which enhances my performance	194	1	5	3.73	.999
The recruitment and selection process address the unique needs in meeting emerging challenges	194	1	5	3.29	1.082
Recruitment and selection in the University has been integrated with the current institutional functions	194	1	5	3.36	1.004
The recruitment and selection process is currently tailored to meet all manpower needs of the University thus enhancing employee performance	194	1	5	3.13	1.121
The recruitment and selection in the University takes cognizance of institutional challenges and is geared towards addressing those challenges	194	1	5	3.18	1.156
Recruitment and selection in the University encourages diversity and identification of relevant talent which leads to matching of jobs and individuals	194	1	5	2.91	1.151
Valid N (listwise)	194				

Source Field Data (2018)

Key: N – number of validated questionnaires; Min – Number of questionnaires that had minimum score of 1; Max – Number of questionnaires that had maximum score of 5

4.8.2 Employee Training on Performance of Part-Time Lecturers

Table 4.8, below shows that majority of the respondents disagreed when asked whether part time lecturers in the University normally go through training programs every academic year (2.30), whether training needs in the university were identified through formal performance

appraisal mechanisms (2.37), whether there were formal training programs to teach new part time lecturers the skills they need to perform their jobs (2.27), whether training needs were usually identified and were realistic, useful and based on the overall business strategy of the University (2.39). Further, majority of the respondents were unsure when asked whether their University conducted extensive training programs for its part time lecturers in all aspects of academic teaching (2.51) or whether the training opportunities greatly improved their performance in their day to day teaching at the university (2.50).

Table 4. 8: Descriptive Statistics on Employee Training on Performance of Part-Time Lecturers

	N	Min	Max	Mean	Std.Dev.
Our University conducts extensive training programs for its part time lecturers in all aspects of academic teaching.	194	1	5	2.51	1.188
Part time lecturers in the University normally go through training programs every academic year.	194	1	5	2.30	1.021
Training needs in the university are identified through formal performance appraisal mechanisms.	194	1	5	2.37	1.136
There are formal training programs to teach new part time lecturers the skills they need to perform their jobs.	194	1	5	2.27	1.121
New knowledge and skills are imparted to part time lecturers periodically through working in teams.	194	1	5	2.32	1.183
Training needs are usually identified and are realistic, useful and based on the overall business strategy of the University.	194	1	5	2.39	1.129
The training opportunities greatly improve my performance in my day to day teaching at the university.	194	1	5	2.50	1.153
Valid N (listwise)	194				

Source Field Data (2018)

4.8.3 Compensation on Performance of Part-Time Lecturers

From the study findings in Table 4.9, majority of the respondents agreed that work performance was an important factor in determining the incentives and compensation of all part-time lecturers (3.52). However, majority of the respondents were unsure when asked whether in their University, rate of pay per unit taught and other benefits were comparable to the prevailing market rates (2.97), whether In their University, compensation of part-time lecturers was pegged purely on competence, ability and performance (3.27), whether in their University, profit sharing from internal enterprises was used as a mechanism to reward higher performance (2.66), whether the University had a formal merit review process for all part-time lecturers which was effective and efficient (2.73) or whether the compensation package given greatly influenced their performance in their teaching at the university (3.01). Further, an analysis on the standard deviations of the propositions on compensation and its influence on performance of part-time lecturers indicates a convergence of opinions on most of the propositions. The findings are presented in Table 4.9.

Table 4. 9: Descriptive Statistics on Compensation on Performance of Part-Time Lecturers

	N	Min	Max	Mean	Std.Dev.
Work performance is an important factor in determining the incentives and compensation of all part-time lecturers	194	1	5	3.52	1.130
In the University, rate of pay per unit taught and other benefits are comparable to the prevailing market rates.	194	1	5	2.97	1.202
In our University, compensation of part-time lecturers is pegged purely on competence, ability and performance.	194	1	5	3.27	1.281
In my University, profit sharing from internal enterprises is used as a mechanism to reward higher performance.	194	1	5	2.66	1.151
The University has have a formal merit review process for all part-time lecturers which is effective and efficient	194	1	5	2.73	1.193
The compensation package given greatly influences my performance in my teaching at the university.	194	1	5	3.01	1.345
Valid N (listwise)	194				

Source Field Data (2018)

4.8.5 Measurement of Performance of Part-Timer Lecturers

Majority of the respondents agreed that part-time lecturers usually complete their teaching work-loads on time and based on course curriculums (3.69), that their teaching work-loads per semester which they completed efficiently was based on acceptable and comparable standards using available resources (3.63) and that their individual qualities enabled them to complete their setting., marking, supervision and grading of universities (3.66). However, the respondents were unsure when asked whether the university’s internal motivation mechanisms enabled them to perform their duties effectively (2.94) or whether whenever they were unable to meet their performance targets, the university usually assessed their

performance and when possible, undertook training programs tailored at their shortcomings (2.76). Further, an analysis on the standard deviations of the propositions on measurement of performance of part-time lecturers indicated a convergence of opinions on most of the propositions. The findings are presented in Table 4.10.

Table 4. 10: Measurement of Performance of Part-Timer Lecturers

	N	Min	Max	Mean	Std.Dev.
Part-time lecturers usually complete their teaching work-loads on time and based on course curriculums.	194	1	5	3.69	.909
My teaching work-loads per semester which I complete efficiently is based on acceptable and comparable standards using available resources	194	1	5	3.63	.925
My individual qualities enable me to complete my setting., marking, supervision and grading of universities	194	1	5	3.66	1.042
The university's internal motivation mechanisms enable me to perform my duties effectively	194	1	5	2.94	1.243
Whenever am unable to meet my performance targets, the university usually assesses my performance and when possible, undertakes training programs tailored at my shortcomings	194	1	5	2.76	1.310
Valid N (listwise)	194				

Source Field Data (2018)

4.9 Correlation Analysis

This section shows how the researcher came up with relevant inferences in line with the study objectives. The section presents and discusses findings resulting from correlation analysis involving the independent variables and their influence on performance of part-time lecturers.

4.9.1 Recruitment and Selection on Performance of Part-time Lecturers

The respondents' ratings in the statements related to recruitment and selection were cumulated to obtain a composite score for recruitment and selection. The total scores were then used to compute the Pearson's correlation coefficient to establish the nature and strength of the correlation between recruitment and selection and performance of part-time lecturers. The findings of the correlation analysis were as shown in Table 4.11.

Table 4. 11: Recruitment and Selection and Performance of Part-Time Lecturers

		Performance of	Recruitment and
		Part-Time Lecturers	Selection
Performance of Part-Time Lecturers	Pearson Correlation	1	.318**
	Sig. (2-tailed)		.000
	N	194	194

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

From the correlation analysis, it was established that there was a weak positive relationship between recruitment and selection and performance of part-time lecturers ($r = 0.318$). The correlation was significant with a p-value (.000). Although the correlation was weak in strength, the positive nature of the relationship implies that higher levels of performance part-

time lecturers can be associated with how the said university is able to integrate recruitment and selection of part-time lecturers in its HR system.

The findings are in line with those of Barifaijo, Nkata and Sempebwa (2013) who found that part-time lecturers performed poorly in Uganda despite the fact that they are comparable to their fulltime counterparts in terms of academic qualification and relevant work experience. According to their study the main reason for such performance was that majority of part-timers were selected through their personal contacts in the respective universities; were not appointed by the universities' directorates of human resources; were not given detailed job descriptions; were not usually given notice of meetings; and felt that their rewards are not equitable, relative to those of their fulltime counterparts, all of which have affected their performance.

4.9.2 Employee Training on Performance of Part-Time Lecturers

The respondents' ratings in the statements related to employee training and development were cumulated to obtain a composite score for employee training and development. The total scores were then used to compute the Pearson's correlation coefficient to establish the nature and strength of the correlation between employee training and development and performance of part-time lecturers. The findings of the analysis were as shown in Table 4.12.

Table 4. 12: Employee Training and Performance of Part-Time Lecturers

		Performance of Part-Time Lecturers	Employee Training
Performance of Part-Time Lecturers	Pearson Correlation	1	.070
	Sig. (2-tailed)		.331
	N	194	194

From the correlation analysis, it was established that there was a very weak and positive relationship between employee training and development and performance of part-time lecturers ($r = 0.070$). The correlation was however insignificant with a p-value (.331). Since the correlation was very weak and positive in nature, it implies that some levels of performance of part-time lecturers in universities can be associated with employee training and development in those universities.

The findings relate well with those of Jarventaus (2007) who found that employee training enables people to acquire new knowledge, learn new skills and perform tasks better. Their study found similar findings on training designs where they noted that training designs summarize all that is required in training to enable the trainee, upon completion, to perform efficiently. It is therefore concluded that training focuses on learning the skills, knowledge, and attitudes required to initially perform a job or task or to improve upon the performance of a current job or task, while development activities are not job related, but concentrate on broadening the employee's horizontal of which can affect performance.

4.9.3 Compensation on Performance of Part-Time Lecturers

The respondents' ratings in the statements related to compensation were cumulated to obtain a composite score for compensation. The total scores were then used to compute the Pearson's correlation coefficient to establish the nature and strength of the correlation between compensation and performance of part-time lecturers. The findings of the correlation analysis were as shown in Table 4.13.

Table 4. 13: Compensation and Employee Performance

	Performance of Part-Time Lecturers	Compensation
Performance of Part-Time Lecturers	Pearson Correlation	1
	Sig. (2-tailed)	.444**
	N	194

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

From the correlation analysis, it was established that there was a fairly strong and positive correlation between compensation and performance of part-time lecturers ($r = 0.444^{**}$). Since the correlation was very strong and positive in nature, it implied that very high levels of performance can be associated with better compensation. The findings concur with those of Mbaya (2011) who carried out a study on the effects of reward and compensation systems on employee performance within the National museums in Kenya and found out that reward and compensations systems had both positive and negative effects on employee performance. Positively, reward and compensation increased efficiency and effectiveness, productivity and morale. Negatively, labor turnover, reduced productivity and work performance were the effects identified.

4.10 Regression Analysis

This section shows how the researcher came up with relevant inferences in line with the study objectives. The section presents findings from regression analysis.

4.10.1 Regression Model Summary

The study carried out a regression analysis on the influence of the independent variables on performance of part-time lecturers and the model summary is shown in Table 4.14.

Table 4. 14: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.796	0.63362	0.6012	.62677

The R^2 , the coefficient of determination shows variability in dependent variable explained by the variability in independent variables. This value tells us how performance of part-time lecturers can be explained by recruitment and selection, performance appraisal, employee training and compensation. The R^2 value of 0.6336 implies that 63.36% of the variations in performance of part-time lecturers can be explained by the variations in independent variables. This therefore means that other factors not studied in this study contribute 36.64% of performance of part-time lecturers.

4.10.2 Multiple Regression Analysis

The researcher further conducted a multiple regression analysis and the findings of the multiple regression model is depicted in Table 4.15

Table 4. 15: Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	p
	β	SE	B		
Constant	1.448	0.272		5.324	0.000
Recruitment and Selection	0.242	0.064	0.245	3.781	0.002
Employee Training	-0.013	0.075	-0.015	-0.173	0.113
Compensation	0.349	0.058	0.392	6.017	0.000

From the multiple regression model, holding the independent variables constant, performance of part-time lecturers would increase by 1.448. It was established that a unit increase in recruitment and selection would cause an increase in performance of part-time lecturers by a factor of 0.242, a unit increase in employee training would cause a decrease in performance of part-time lecturers by a factor of 0.013 and a unit increase in compensation would cause an increase in performance of part-time lecturers by a factor of 0.349. From the findings on Table 4.15, it was established that both recruitment and selection and compensation had the most positive influence while performance appraisal had the least positive influence on performance of part-time lecturers. The un-standardized beta coefficients in Table 4.15 were then used to obtain the overall relationship of the independent variables and the dependent variable and model was formulated as:

$$Y = 1.448 + 0.242X_1 - 0.013X_2 + 0.349X_3$$

Where Y = Performance of Part-Time Lecturers,

X₁ = Recruitment and selection,

X₂ = Employee Training and development,

X₃ = Compensation and,

The findings of the ANOVA test are presented in Table 4.16.

Table 4. 16: ANOVA of Independent Variables and Employee Performance

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	25.345	3	8.448333333	21.619213	.000 ^b
Residual	74.248	190	0.39077895		
Total	99.593	193			

From the ANOVA results, since p-value (.000) was significant we conclude that at 5% significance level, the combined effect of the independent variables has statistical significance influence on performance of part-time lecturers.

4.11 Hypothesis Testing

4.11.1 Recruitment and Selection and Performance of Part-Time Lecturers

The results from correlation analysis show that recruitment and selection have an influence on performance of part-time lecturers ($r=0.318$, $p\text{-value}=0.000$). The results from the regression analysis show that recruitment and selection has a statistically significant influence on performance of part-time lecturers ($\beta=0.242$, $p\text{-value}=0.002$). Therefore, we can accept the alternative hypothesis that “Recruitment and selection have statistical influence on performance of part time lecturers in Rongo and Kisii University”

4.11.2 Training and Development and Performance of Part-Time Lecturers

Correlation analysis results show that employee training has no significant influence on performance of part-time lecturers ($r=0.070$, $p\text{-value}=0.331$). The results from the regression analysis show that employee training has no significant influence on performance of part-time lecturers ($\beta=-0.013$, $p\text{-value}=0.113$). Therefore, we can reject the alternative hypothesis

that “Training and development have statistical influence on performance of part time lecturers in Rongo and Kisii University”

4.11.3 Employee compensation and Performance of Part-Time Lecturers

The results from correlation analysis show that employee compensation has a significant influence on performance of part-time lecturers ($r=0.444$, $p\text{-value}=0.000$). In addition, the results from the regression analysis show that employee compensation has a statistically significant influence on performance of part-time lecturers ($\beta=0.349$, $p\text{-value}=0.000$). Therefore, we can accept the alternative hypothesis that “Employee compensation has statistical influence on performance of part time lecturers in Rongo and Kisii University”

4.12 Discussion of Findings

This section discusses the findings in comparison to what other scholars have established when investigating similar variables. The discussion is organized as per the variables of the study.

4.12.1 Recruitment and Selection on Performance of Part-Time Lecturers

The study established that there was a weak positive relationship between recruitment and selection and performance of part-time lecturers as shown in Table 4.1 ($r = 0.318$, $p\text{-value} .000$). This may be attributed to the fact that majority of part-timers were selected through their personal contacts in the respective universities and may not be appointed by the universities’ directorates of human resources; may not be given detailed job descriptions; were not usually given notice of meetings; and felt that their rewards are not equitable, relative to those of their fulltime counterparts, all of which have affected their performance. The findings agree with those of Barifaijo, Nkata and Sempebwa (2013) who found that part-

time lecturers performed poorly despite the fact that they are comparable to their fulltime counterparts in terms of academic qualification and relevant work experience. Similarly, Odero and Makori (2016) established that recruitment practices were negatively correlated to employee performance. They concluded that recruitment practices accounted for 14.1% of the total variance in employee performance of part-time lecturers in universities.

4.12.2 Employee Training on Performance of Part-Time Lecturers

The study established that there was a very weak and positive relationship between employee training and development and performance of part-time lecturers as shown in Table 4.2 ($r = 0.070$, p -value $.331$). 56.2% disagreed when asked whether the training opportunities greatly improve their performance in their day to day teaching while 19.1% agreed as revealed Table 4.3. The findings disagree with those of Jarventaus (2007) who found that employee training enables people to acquire new knowledge, learn new skills and perform tasks better. Their study found similar findings on training designs where they noted that training designs summarize all that is required in training to enable the trainee, upon completion, to perform efficiently. It is therefore concluded that training focuses on learning the skills, knowledge, and attitudes required to initially perform a job or task or to improve upon the performance of a current job or task, while development activities are not job related, but concentrate on broadening the employee's horizon of which can affect performance. Ologunde, Akindele and Akande (2013) noted that it is essential to design, implement and monitor effective, efficient and mutually reinforcing working condition sensitive policies and programs, including training and development policies and programs that was foster the empowerment and advancement of part-time lecturers.

4.12.3 Compensation on Performance of Part-Time Lecturers

The study established that there was a fairly strong and positive correlation between compensation and performance of part-time lecturers as shown in Table 4.3($r = 0.444$). From findings in Figure 4.5 45.3% of the respondents agreed when asked whether the compensation package given greatly influences their performance in their teaching while 43.3% disagreed. The findings concur with those of Mbaya (2011) who carried out a study on the effects of reward and compensation systems on employee performance within the National museums in Kenya and found out that reward and compensations systems had both positive and negative effects on employee performance. Positively, reward and compensation increased efficiency and effectiveness, productivity and morale. Negatively, labor turnover, reduced productivity and work performance were the effects identified. Bryson (2004) noted that the contribution of part-time teaching staff is undervalued, as evidenced by inequality in pay and conditions. Their study noted that in the US, extreme pay inequities exist where part-time lecturers are paid as much as 60% less than full-time lecturers. The study expounded that in order to fulfill their roles; they often find it necessary to do unpaid work outside of paid contract hours. In short, they may not be paid pro-rata to their full-time salaried colleagues.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study sought to establish the influence of human resource practices on performance of part-time lecturers at Rongo and Kisii University in Kenya. In this chapter the findings of the study are summarized and conclusions are drawn from the summary. The conclusions enable the researcher to put across a number of key recommendations. The summary, conclusions and recommendations are presented in line with study objectives.

5.2 Summary of Key Findings

The researcher summarized the research findings in the order of the study objectives. The aim of summarizing was to enable the researcher to come up with key findings from which conclusions were drawn.

5.2.1 Recruitment and Selection on Performance of Part-Time Lecturers

It was established that recruitment in the university was based on competence as shown in Table 4.7 (3.73). However, it was unclear whether the recruitment and selection process addressed the unique needs in meeting emerging challenges as presented in Table 4.7(3.29), whether recruitment and selection in the University had been integrated with the current institutional functions Table 4.7 (3.36), whether the recruitment and selection process was currently tailored to meet all manpower needs of the University thus enhancing employee performance Table 4.7 (3.13), whether the recruitment and selection in the University took cognizance of institutional challenges and was geared towards addressing those challenges from Table 4.7(3.18) or whether recruitment and selection in the University encouraged

diversity and identification of relevant talent which leads to matching of jobs and individuals Table 4.7(2.91). It was further established that there was a weak positive relationship between recruitment and selection and performance of part-time lecturers from the correlation analysis table 4.12 ($r = 0.318$). Finally, it was established that a unit increase in recruitment and selection would cause an increase in performance of part-time lecturers by a factor of (0.242) as seen in table 4.17

5.2.2 Employee Training on Performance of Part-Time Lecturers

The study established that part-time lecturers don't normally go through training programs every academic year Table 4.8 (2.30), that training needs in the university were not identified through formal performance appraisal mechanisms Table 4.8 (2.37), that there were no formal training programs to teach new part time lecturers the skills they need to perform their jobs Table 4.8 (2.27), that new knowledge and skills were not imparted to part time lecturers periodically through working in teams Table 4.8(2.32) and that training needs were not usually identified and were not realistic, useful and based on the overall business strategy of the University Table 4.8(2.39). Further, it was unclear whether their Universities conducted extensive training programs for its part time lecturers in all aspects of academic teaching Table 4.8 (2.51) or whether the training opportunities greatly improved their performance in their day to day teaching at the university Table 4.8(2.50). It was established that there was a very weak and positive relationship between employee training and development and performance of part-time lecturers Table 4.13($r = 0.070$). Finally, it was established that a unit increase in employee training and development would cause a decrease in performance of part-time lecturers by a factor of(0.013) as seen from Table 4.17

5.2.3 Compensation on Performance of Part-Time Lecturers

The study established that work performance was an important factor in determining the incentives and compensation of all part-time lecturers presented in Table 4.9(3.52). However, it was unclear whether in their University, rate of pay per unit taught and other benefits were comparable to the prevailing market rates Table 4.9(2.97), whether in their University, compensation of part-time lecturers was pegged purely on competence, ability and performance Table 4.9 (3.27), whether in their University, profit sharing from internal enterprises was used as a mechanism to reward higher performance Table 4.9(2.66), whether the University had a formal merit review process for all part-time lecturers which was effective and efficient Table 4.9(2.73) or whether the compensation package given greatly influenced their performance in their teaching at the university Table 4.9(3.01). It was also established that there was a fairly strong and positive correlation between compensation and performance of part-time lecturers as shown in Table 4.14($r = 0.444^{**}$). Finally, it was established that a unit increase in compensation would cause an increase in performance of part-time lecturers by a factor of (0.349) as seen in table 4.17.

5.3 Conclusions

Based on the findings the conclusions were presented in this section in line with the objectives of the study.

5.3.1 Recruitment and Selection on Performance of Part-Time Lecturers

On recruitment and selection, the study concluded in most universities recruitment in the university was based on competence. However, it was concluded that for recruitment and selection to be effective in enhancing performance of lecturers, its processes was not addressing the unique needs in meeting emerging challenges, it was not integrated with the

current institutional functions, it was not tailored to meet all manpower needs of the University, it did not take cognizance of institutional challenges and geared towards addressing those challenges and that it encourage diversity and identification of relevant talent which leads to matching of jobs and individuals. Since there was weak positive relationship between recruitment and selection and performance of part-time lecturers, the study concluded that some levels of performance of part-time lecturers would be increased if the recruitment and selection process is enhanced.

5.3.2 Employee Training on Performance of Part-Time Lecturers

The study concluded that for effective performance of part-time lecturers the universities should ensure that part-time lecturers go through training programs every academic year, ensure training needs in the university are identified through formal performance appraisal mechanisms, ensure that there are formal training programs to teach new part time lecturers the skills they need to perform their jobs, ensure that new knowledge and skills were imparted to part time lecturers periodically through working in teams and that training needs were identified and were realistic, useful and based on the overall business strategy of the University. Further, it concluded that for effective performance of part-time lecturers, universities should conduct extensive training programs for its part time lecturers in all aspects of academic teaching and that training opportunities greatly improved their performance in their day to day teaching at the university. Finally, it was concluded that though there was a very weak and positive relationship between employee training and development and performance of part-time lecturers, their performance would be enhanced if employee training and development was integrated in the university HR systems.

5.3.3 Compensation on Performance of Part-Time Lecturers

On compensation of part-time lecturers, the study concluded that work performance was important in determining compensation of all part-time lecturers. It was further concluded that for effective performance of part-time lecturers, rate of pay per unit taught and other benefits should be comparable to the prevailing market rates, and pegged purely on competence, ability and performance.

Profit sharing from internal enterprises should be used as a mechanism to reward higher performance, there should be a formal merit review process for all part-time lecturers which should be effective and efficient and the compensation package given should be geared towards greatly influencing their teaching performance.

Finally, it was concluded that since there was a fairly strong and positive correlation between compensation and performance of part-time lecturers.

5.4 Recommendations

After drawing inferences in line with the objectives, the study has proposed the following commendations based on the inferences drawn from the regression analysis and the conclusions drawn. Specifically, the study recommends that: -

On recruitment and selection of part time lecturers in Rongo and Kisii University the universities should establish effective and structured recruitment and selection processes. Such recruitment and selection should not be geared towards meeting staff shortages but geared towards the current and future HR needs of the university.

On the influence of training and development the study recommended induction programs for part-time lecturers to align skills and experiences with university routines. This will enhance their capacities and competence towards university objectives

On employee compensation on performance of part time lecturers in Rongo and Kisii University, the study recommended the development and implementation of competitive compensation packages. This would motivate, enhance performance, and retention of part-time staff.

5.5 Suggestions for Further Studies

It is suggested that further research be conducted to investigate the influence of other Human Resource practices on performance of part-time lecturers. Similarly, other scholars should also undertake a comparative analysis of the influence of these Human Resource practices on performance of part-time lecturers in both public and private universities in order to enhance the generalizability of the findings. Finally, researchers should also investigate the effect of various mediating and/or moderating variables such as costs, policies and operating environment on the relationship between Human Resource practices and performance of part-time lecturers.

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APPENDICES

Appendix I: Introduction Letter to Respondents

Julie Bett,
Department of Business Studies,
School of Business,
Rongo University,
P.O Box 104- 40404.
Rongo.
April 2018.

Dear Respondent,

My name is Julie Bett. I am pursuing a Master Degree in Business Management at the Department of Business Studies at Rongo University. I am required to conduct an academic research on Influence of Human Resource Practices on Performance of Part-time Lecturers in Public Universities in Kenya: A case study of Rongo and Kisii Universities as a partial fulfillment of the requirement for the award of Master of Business Management degree. It is in this regard that I am writing to you to please serve as one of my participants of data collection. All information you give will be used for academic purposes only. I will treat the information confidential.

Thank you in advance for your attention and I would appreciate working with you to make this study successful.

Yours Faithfully,

Julie Bett.

Appendix II: Questionnaire

The questionnaire is intended to collect information related to influence of human resource practices on performance of part time lecturers in Rongo and Kisii University Please be assured the information you provide was be used solely for academic purposes and was be treated in confidence.

Section A: Bio Data

Kindly fill the blank with a tick where appropriate.

1. What is your gender?
Male []
Female []
2. What is your age bracket?
20 - 29 years []
30 – 39 years []
40 – 49 years []
Over 50 years []
3. How long have you taught in the current station?
Between 1 – 3 years []
Between 3 – 5 years []
Over 5 years []

SECTION B: Influence of Recruitment and Selection on Performance of Part-Time Lecturers. Using the scale below, please indicate your level of agreement to the following propositions.

5 –Strongly Agree; 4 - Agree; 3 - Neutral; 2 –Disagree; 1 –Strongly Disagree

		5	4	3	2	1
5.	Recruitment in the university is based on competence which enhances my performance					
6.	The recruitment and selection process addresses the unique needs in meeting emerging challenges					
7.	Recruitment and selection in the University has been integrated with the current institutional functions					
8.	The recruitment and selection process is currently tailored to meet all manpower needs of the University thus enhancing employee performance					
9.	The recruitment and selection in the University takes cognizance of institutional challenges and is geared towards addressing those challenges					
10.	Recruitment and selection in the University encourages diversity and identification of relevant talent which leads to matching of jobs and individuals					

SECTION C: Influence of Employee Training and Development on Performance of Part-Time Lecturers. Using the scale below, indicate your level of agreement to the following propositions.

5 –Strongly Agree; 4 - Agree; 3 - Neutral; 2 –Disagree; 1 –Strongly Disagree

		5	4	3	2	1
11.	Our University conducts extensive training programs for its part time lecturers in all aspects of academic teaching.					
12.	Part time lecturers in the University was normally go through training programs every academic year.					
13.	Training needs in the university are identified through formal performance appraisal mechanisms.					
14.	There are formal training programs to teach new part time lecturers the skills they need to perform their jobs.					
15.	New knowledge and skills are imparted to part time lecturers periodically through working in teams.					
16.	Training needs are usually identified and are realistic, useful and based on the overall business strategy of the University.					
17.	The training opportunities greatly improve my performance in my day to day teaching at the university.					

SECTION D: Influence of Compensation on Performance of Part-Time Lecturers.

Using the scale below, please indicate your level of agreement to the following propositions.

5 –Strongly Agree; 4 - Agree; 3 - Neutral; 2 –Disagree; 1 –Strongly Disagree

		5	4	3	2	1
18.	Work performance is an important factor in determining the incentives and compensation of all part-time lecturers					
19.	In the University, rate of pay per unit taught and other benefits are comparable to the prevailing market rates.					
20.	In our University, compensation of part-time lecturers is pegged purely on competence, ability and performance.					
21.	In my University, profit sharing from internal enterprises is used as a mechanism to reward higher performance.					
22.	The University has have a formal merit review process for all part-time lecturers which is effective and efficient					
23.	The compensation package given greatly influences my performance in my teaching at the university.					

SECTION E: Measurement of Performance of Part-Timer Lecturers. Using the scale below, please indicate your level of agreement to the following propositions.

5 –Strongly Agree; 4 - Agree; 3 - Neutral; 2 –Disagree; 1 –Strongly Disagree

		5	4	3	2	1
24.	Part-time lecturers usually complete their teaching work-loads on time and based on course curriculums.					
25.	My teaching work-loads per semester which I complete efficiently is based on acceptable and comparable standards using available resources					
26.	My individual qualities enables me to complete my setting., marking, supervision and grading of universities					
27.	The university’s internal motivation mechanisms enables me to perform my duties effectively					
28.	Whenever am unable to meet my performance targets, the university usually assesses my performance and when possible, undertakes training programs tailored at my shortcomings					

Thank You and God Bless You

Appendix III: Introductory letter to NACOSTI



OFFICE OF THE DEAN

SCHOOL OF GRADUATE STUDIES

Tel. 0771349741

P.O. Box 103 - 40404
RONGO

Our Ref: **MBM/6419/2015**

Date: Tuesday, April 24, 2018

The Chief Executive Officer,
National Commission for Science, Technology & Innovation,
Off Waiyaki Way, Upper Kabete,
P.O Box 30623-00100,
Nairobi-KENYA.

Dear Sir,


**RE: RESEARCH PERMIT FOR MS. BETT JULIE CHEPKOECH-
MBM/6419/2015**

We wish to inform you that the above person is a bona fide graduate student of Rongo University in the School of Business & Human Resource Development pursuing a Masters degree in Business Management. She has been authorized by the University to undertake research titled; "*Influence of Human Resource Practices on Performance of Part time Lecturers in Public Universities in Migori and Kisii Counties, Kenya*"

This is, therefore, to request the commission to issue her with a research permit to enable her proceed for field work.

Your assistance to her shall be highly appreciated.

Thank you.


for Prof. Ernest S. Mohochi
AG. DEAN, SCHOOL OF GRADUATE STUDIES

Copy to: Vice Chancellor
Deputy Vice Chancellor (Academic and Student Affairs),
Dean, School of Business and Human Resource Development
HoD, Business Studies



Appendix IV: Research Authorization from NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote:

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/12081/23261**

Date: **30th August, 2018**

Julie Chepkoech Bett
Rongo University
P.O. Box 103-40404
RONGO

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of human resource practices on performance of part time lecturers in public universities in Kenya: A case of Rongo and Kisii University ”* I am pleased to inform you that you have been authorized to undertake research in **Kisii and Migori Counties** for the period ending **30th August, 2019**.

You are advised to report to **the Vice Chancellors of selected Universities, the County Commissioners and the County Directors of Education, Kisii and Migori Counties** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Vice Chancellors
Selected Universities.

Appendix V: NACOSTI Research Clearance Permit

THIS IS TO CERTIFY THAT:


MISS. JULIE CHEPKOECH BETT
of RONGO UNIVERSITY, 0-40404
RONGO, has been permitted to conduct
research in Kisii, Migori Counties

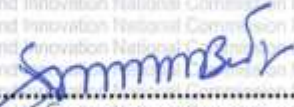
on the topic: INFLUENCE OF HUMAN
RESOURCE PRACTICES ON
PERFORMANCE OF PART TIME
LECTURERS IN PUBLIC UNIVERSITIES IN
KENYA: A CASE RONGO AND KISII
UNIVERSITY

for the period ending:
30th August, 2019

.....
Applicant's
Signature

Permit No : NACOSTI/P/18/12081/23261
Date Of Issue : 30th August, 2018
Fee Received :Ksh 1000




Director General
National Commission for Science,
Technology & Innovation