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Effect of Recruitment Practices of Adjunct Lecturers on Employee Performance: A Survey of Universities in Kakamega County, Kenya

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Abstract

The purpose of this study is to determine the effect of recruitment practices of adjunct lecturers on employee performance among universities in Kakamega County, Kenya. The study adopted descriptive survey research design to collect data from 60 adjunct lecturers from four universities within Kakamega County. The study used structured questionnaires to gather information from the respondents. The sampling technique used was stratified sampling and simple random sampling. Descriptive and inferential statistics was analyzed using spss version 20 and results were presented in tables and figures. From the results there is evidence that recruitment practices was found to be negatively correlated to employee performance (-0.376^* p value <0.05). Recruitment practices account for 14.1% of the total variance in employee performance of adjunct lecturers in universities. Conclusions and recommendations are made based on the results of findings of the study to guide Universities in improving adjunct lecturer's performance.

Keywords: Adjunct lecturer, Employee performance, Recruitment practices.

1. Introduction

According to Macgregor (2011) in an organization the staffs are the foundation as they can make or break an organization's reputation resulting to an adverse effect on profitability. Employees are responsible for a lot of work including customer satisfaction, quality of products and events.

In degree granting institutions 48% of the faculty in United States are adjunct (National Center for Education Statistics (2005). According to an international analysis of higher education the number of adjuncts is increasing (Cowley, 2010; Gottschalk & McEachern, 2010; Husbands, 1998; Knight, Baume, Tait, & Yorke, 2007; Smith & Coombe, 2006; Tait, 2002).

Several factors have led to increased usage of adjuncts such as they are 80% less expensive than full time faculty (CUPA-HR 2001); they do not receive employment benefits (NCES 2001); they are employed on contract basis and are thus flexible as they can be hired only when need arises. In order to reduce labour costs most Institutions of Higher learning make use of part time lecturers (Alston, 2010).

Cross and Goldenberg (2011) found that colleges often had no systematic process or formal criteria for recruitment and hiring of non-tenure-track faculty. In another report it was found that many institutions hired such faculty within days of the start of the semester thus giving them little time for preparation for classes.

Additionally according to Adrianna *et al.* (2013) the non-tenure-track faculty was excluded from receiving formal orientation relating to the institution, their departments, campus policies, grading, students and other important academic guidelines. Adjunct employees are normally not included during orientation programs available to other staff and faculty members to enlighten them with important human resource information.

Institutions normally expect adjuncts to deliver quality education yet they do not allocate courses in time so as to enable timely preparation. Students need to be taught by adjuncts who are well versed with their areas they have been assigned. This can only happen if the adjuncts are given adequate time to prepare to ensure courses are well planned and organized to foster learning (Thompson, 2003). Institutions often abuse flexibility of term to term appointments as adjuncts may be hired for several semesters or even years, yet they are informed of reappointment only a few days before the semester begins. Moreover for the adjuncts whose contracts are not extended, they are given little notice (Duncan & John, 1999).

Recruitment and selection is not just an administrative function and an end in itself, but a strategic process whose objective is to contribute towards the achievement of organizational objectives. Cummins (2015) and Rees & French (2010) reiterated that recruitment and selection is a crucial component of an organization as when the organization appoints the right

people for a job, train and treat them well, the people will produce good results and also stay with the organization longer. Lavigna and Hays (2005) posited that in countries where there's the decentralization of the human resource management system, there may be chances of manipulation of recruitment and selection. An organization needs to focus on human resource planning so as to hire the right people and also to anticipate the fluctuations on hiring needs (Biles & Holmberg, 1980; Djabatey, 2012). Djabatey (2012) argued that proper staffing is important as it enables an enterprise to build and sustain competitive advantage. An improved organizational outcome is as a result of encompassing good strategies regarding recruitment and selection. A firm that effectively recruits and selects candidates is more likely to enjoy hiring and retain satisfied employees. In Kenya the number of part time lecturers in higher institutions has increased due to reduced government funds (especially to public universities), and the increasing size and the student enrollment diversity (Muralidharan & Sundararaman, 2008). In private universities half of the teaching staff constitute part timers drawn from public universities (Mwiria & Carey, 2007). Thus according to Mageto (2001) private universities use more part time lecturers compared to public universities.

1.1 Statement of the Problem

Recruitment and selection is an important aspect of human resource management in a firm. Organizations may face many challenges while implementing it. According to past studies the success of an organization is linked to performance of the employees and as such workplace failures results to poor performance. Challenges connected with the recruitment of adjuncts include; absence of systematic process or formal criteria for recruitment and hiring of non-tenure, adjuncts are not given adequate time to prepare for the courses and they do not receive formal orientation (Cross & Goldenberg, 2011; Adrianna et al., 2013; Thompson, 2003).

In his studies Sang (2005) found a positive significant relation between recruitment and selection and business performance. In corroboration Zheng (2006) and Croucher (2008) also found a positive and significant relationship between recruitment and selection and the performance of a firm. However these past studies focused on large profit making companies. Little is known about the extent of this relationship specifically among nonprofit organizations like universities. Further whereas the mentioned past studies focused on organizational performance this study focused on employee performance. Thus this study sought to fill the gap by examining the effect of recruitment practices of adjunct lecturers on employee performance in universities in kakamega County, Kenya.

1.2 Objective of the Study

To determine the effect of recruitment practices of adjunct lecturers on employee performance, among universities in Kakamega County, Kenya.

1.3 Research Hypotheses

The study tested the following hypotheses: H₀ There is no significant relationship between recruitment practices of adjunct lecturers and employee performance among universities in Kakamega County, Kenya. H_A There is a significant relationship between recruitment practices of adjunct lecturers and employee performance among universities in Kakamega County, Kenya.

2. Literature Review

2.1 Theoretical Framework

This study is based on the Human Capital Theory. According to this theory as proposed Adam Smith (1723-1790) just like machines, people are fixed capitals since they possess skills and important abilities that has cost and yields profits (Teixeira, 2002). People, their abilities, their collective skills, experience contributes to the organizational success and is also a source of the firm's competitive advantage (Armstrong, 2006). According to Boxall (1998) human capital advantage may be generated by organizations that recruit and retain qualified employees.

Technology and capital may be easily acquired by most firms unlike highly qualified and motivated staff and therefore organizations need to exercise great care when recruiting (Sparrow et al., 2002).

2.2 Conceptual Framework

The conceptual frame work has been developed to establish the effect of recruitment practices of adjunct lecturers on employee performance in universities in Kakamega County.



Figure 1: Conceptual Framework

2.3 Recruitment Practices

According to Costello (2006) recruitment is described as the set of activities and processes used to legally obtain a sufficient number of qualified people at the right place and time so that the people and the organization can select each other in their own best short and long term interests. Recruitment is a set of processes and activities used to obtain an adequate number of qualified persons at the right time and place (Costello, 2006). Recruitment and selection of employees in public and private companies has been of concern and needs attention. In order to get excellent performance, organizations may wish to attract the best human resource as

unconventional selection practices can disrupt the business plan (Diabatey, 2012). According to Ofori & Aryeetey (2011) the role of recruitment and selection in an organization is to get the best quality of employees and the right number who may achieve strategic objectives at the least cost. Boards are able to get the best candidate if they have effective recruitment practices and policies (Diabatey, 2012).

The quality of employees recruited into the organization through recruitment and selection exercises determines success of the organization and its efficiency in service delivery (Ezeali&Esiagu, 2010). Recruitment and selection ensures positive organizational outcomes and greater worker performance. Selection of workers replaces departing employees, adds to a workforce and also ensures that workers engaged are high performers and can demonstrate commitment (Dessler, 2000).

According to Montana and Charnov (2000) recruitment involves sourcing candidates through advertisement, screening of potential candidates by use of tests and interviews, selection of candidates through the results of the tests or interviews, and lastly to ensure that the candidate are able to fulfill their new roles on-boarding. According to Macgregor (2011) in an organization the staffs are the backbone. To attract individuals on a timely basis, with sufficient qualification and in adequate numbers recruitment and selection is important.

2.4 Employee Performance

Afshan *et al.* (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

A key area of concern is the definition and limitation of the term performance. Current measures of this term determined by productivity and financial performance, usually within a highly managerialist perspective (Guest, 1997). The limitation of the approach is that it neglects the contribution and role of employees in achieving organizational performance and also it fails to take into consideration how employees perceive human resource (Guest, 1999).

Employee performance is defined as the outcome or contribution of employees to make them attain goals (Herbert, John & Lee, 2000). According to Dessler (2005) employee performance can be defined as the extent to which the employee is contributing to the strategic aims of the organization. It is expected that by adopting effective recruitment practices employees performance will improve. Kenney *et al.* (1992) stated that employee's performance is measured against the performance standards set by the organization. According to Kiriri and Gathuthi (2009) performance of the university's academic

staff can be measured through the extent to which they effectively teach allocated workloads, attendance of learned conferences, publication of books and journal articles and furtherance of academic and professional qualifications. Regarding this research employee performance is measured in terms of effectiveness and efficiency.

3. Methodology

The study adopted descriptive survey research design. Descriptive survey method leads to an intense accuracy at the phenomena of the moment and then helps the researcher to describe precisely what is being seen (Saunders *et al.*, 2007). The target population included 200 adjunct lecturers teaching in the business departments from four universities within Kakamega County. The sample size of employees was determined by use of Kombo and Tromp (2006) recommendation that a sample size of 10% to 30% is representative enough for the study population. Therefore the sample size of employees was determined on the basis of 30% which was 60 adjunct lecturers. The sampling technique used was stratified whereby the universities were divided into four strata and simple random sampling. The study used structured questionnaires to gather information from the respondents. Data was analyzed using descriptive and inferential statistics. For descriptive statistics mean, standard deviation and percentages were used and for inferential statistics Karl Pearson's correlation, factor analysis and regression analysis were used. The simple regression formulae used was:

$$Y = \beta_0 + \beta_1 X_1 + \epsilon$$

Whereby Y = employee performance

β_0 = Constant

β_1 , = Coefficients of determination

X_1 = Recruitment practices

ϵ = error

The analyzed data was presented in form of tables and figures.

4. Results and Analysis

4.1 Response rate

Out of the 60 questionnaires administered only 40 were filled and returned representing a response rate of 66.67% which was considered adequate.

4.2 Reliability Analysis

Before commencing the statistical analysis, a reliability test was performed for the whole sample; the results show a satisfactory level of reliability, with Cronbach's Alpha being at 0.858 as shown in table 1 below.

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
.858	7

Source: Research data 2016

4.3 Descriptive statistics

4.3.1 Respondents profile

Table 2: Respondents profile

Characteristic	N=40	Frequency	Percentage
Gender	Male	30	75%
	Female	10	25%
Highest academic qualification	Bachelors	4	10%
	Masters	31	77.5%
	Phd	5	12.5%
Working experience	Below 5 years	22	55%
	6-10 years	9	22.5%
	11-15 years	6	15%
	Above 15 years	3	12.5%

The results regarding respondents profile show that a majority of the respondents were male, 30(75%) and female were 10 (25%). Most of the respondents also had masters, 31 (77.5%), Phd 5(12.5%) and Bachelors 4(10%) as their highest academic qualification. The study further revealed that most of the respondents had taught for below five years, 22 (55%), 6-10 years, 9(22.5%),11-15 years, 6 (15%) and above 15 years, 3(12.5%).

4.3.2 Effect of recruitment practices

The study further sought the opinions of respondents on various indicators of recruitment practices and how they affected employee performance. The respondents were asked to comment on the extent to which they agreed with statements on the issue on a Likert scale ranging from 1= strongly disagree, 2= disagree, 3=neutral, 4= agree, 5=strongly agree.

Table 3: Respondents perception on effect of recruitment practices on organizational performance

Recruitment practices	N	Min.	Max.	Mean	Std. Deviation
I am satisfied with adjunct lecturers recruitment process at the university	40	1.00	4.00	2.6000	1.21529
We are given enough time to prepare for the lessons	40	1.00	4.00	2.6500	1.29199
we are given orientation before we start teaching for the first time	40	1.00	5.00	2.5750	1.00989
i consistently teach the same courses	40	1.00	4.00	2.8000	1.01779

every semester					
The university allows me to teach only courses specialized in	40	1.00	5.00	3.5250	1.17642
I am given appointment letter immediately the semester begins	40	1.00	5.00	1.8000	1.11401
Recruitment practices of adjunct lecturers in university affect employee performance	40	3.00	5.00	4.0500	.38895
Valid N (listwise)	40				

Majority of the respondents disagreed with the statement that i am satisfied with adjunct lecturers' recruitment process at the university as shown by a mean of 2.6000. 20% strongly disagreed,40% disagreed and 40%agreed. Majority of the respondents disagreed with the statement that we are given enough time to prepare for the lessons as shown by a mean of 2.6500. 25% strongly disagreed,30% disagreed and 45% agreed. Majority of the respondents disagreed with the statement that we are given orientation before we start teaching for the first time as shown by a mean of 2.5750. 10% strongly disagreed, 45 % disagreed, 27.5% were neutral (neither agreed nor disagreed), 12.5% agreed and 5% strongly agreed. These results are in tandem with those of Kyule, Kangu, Wambua, Mutinda and Kamau (2014) who proved that majority of the respondents (part time lecturers) were not knowledgeable of most of the institutions policies, procedures and programs as they were not included during orientation.

Majority of the respondents disagreed with the statement that I consistently teach the same courses every semester as shown by a mean of 2.8000. 5 %strongly disagreed, 47.5 %disagreed, 10% were neutral (neither agreed nor disagreed) and 37.5% agreed. Majority of the respondents agreed with the statement that the university allows me to teach only courses specialized in as shown by a mean of 3.5250. 5 % strongly disagreed, 22.5 %disagreed, 5 % were neutral, 50 % agreed and 17.5 % strongly agreed. Majority of the respondents disagreed with the statement that i am given appointment letter immediately the semester begins as shown by a mean of 1.8000. 50 % strongly disagreed, 37.5 %disagreed, 7.5% agreed and 5 % strongly agreed. Majority of the respondents agreed with the statement that recruitment practices of adjunct lecturers in university affect employee performance as shown by a mean of 4.0500. 5 % were neutral, 85%agreedand 10 % strongly agreed.

4.4 Inferential statistics

4.4.1 Correlation analysis

Table 4: Correlations

		Recruitment practices	Employee performance
Recruitment practices	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	40	
Employee performance	Pearson Correlation	-.376*	1
	Sig. (2-tailed)	.017	
	N	40	40
*. Correlation is significant at the 0.05 level (2-tailed).			

Table 5: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.608
Bartlett's Test of Sphericity	Approx. Chi-Square	123.337
	Df	21
	Sig.	.000

Table 6: Total variance explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.935	41.928	41.928	2.935	41.928	41.928
2	1.713	24.467	66.395	1.713	24.467	66.395
3	.965	13.784	80.179			
4	.752	10.740	90.919			
5	.277	3.961	94.880			
6	.201	2.867	97.747			
7	.158	2.253	100.000			

From the correlation table 4 above recruitment practices is negatively correlated to employee performance (-0.376* p value <0.05) and is significant at 95% confidence level.

common to consider a solution that accounts for about 60% (Hair et al. 2006).The factor loadings of the extracted sums of square loadings have values greater than 0.5 while all others have values less than 0.5.

4.4.2 Factor Analysis

Table 5 presents the results of a Kaiser-Meyer-Olkin (KMO) Bartlett's test of sphericity. Kaiser-Meyer-Olkin (KMO) is a measure of sampling adequacy used to examine the appropriateness of the use of factor analysis (Hair et al. 2006).The above table represents the outcomes of Kaiser-Meyer-Olkin a measure of sampling adequacy Bartlett's Test of Sphericity is 0.608 which is higher than the prescribed 0.5. This shows that the use of main component analysis was adequate. Specific to this method of analysis is the assumption of independence of the main components that can be validated by several tests, including: χ^2 test statistic (for testing a connection between variables) and the KMO statistic (Kaiser-Meyer-Olkin, to determine the intensity of this link)(Tanasă F. Horomnea E.&Ungureanu S. 2012).Thus a range of 0.5 – 1.0 in KMO indicates the use of factor analysis is appropriate.

The principal components analysis performed extracted two factors having eigenvalues greater than 1.0. These factors (1 and 2) represented 7 of the items and accounted for 66.395 % of the total variance. It is

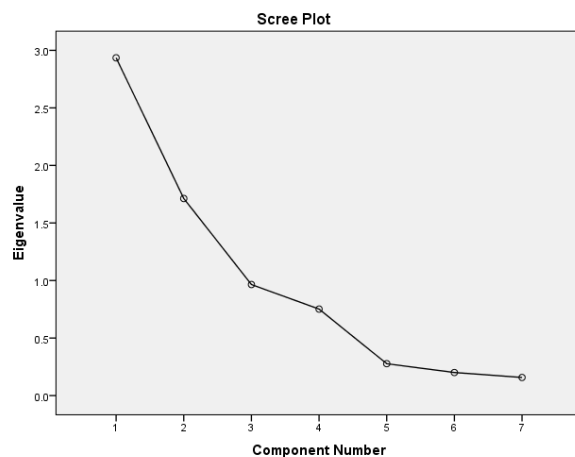


Figure 2: Eigenvalue associated with each component

The scree plot Figure 2 shows the eigenvalue associated with each component. Eigenvalue represents the variance explained by each component. The scree also confirms that there are 2 principal factors that this analysis has extracted for this research.

Table 7: Rotated Component Matrix^a

	Component	
	1	2
I am satisfied with adjunct lecturers recruitment process at the university	.879	.045
We are given enough time to prepare for the lessons	.807	.001
we are given orientation before we start teaching for the first time	.594	.334
i consistently teach the same courses every semester	.169	.920
The university allows me to teach only courses specialized in	-.045	.922
I am given appointment letter immediately the semester begins	.866	-.052
Recruitment practices of adjunct lecturers in university affect employee performance	-.442	-.286
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

Table 8: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.376 ^a	.141	.119	.36511	.141	6.260	1	38	.017	2.448
a. Predictors: (Constant), recruitment practices										
b. Dependent Variable: employee performance										

Table 9: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.564	.213		21.392	.000		
	Recruitment practices	-.193	.077	-.376	-2.502	.017	1.000	1.000
a. Dependent Variable: Employee performance								

Factor 1 comprised of four items (I am satisfied with adjunct lecturers recruitment process at the university, We are given enough time to prepare for the lessons, we are given orientation before we start teaching for the first time, i am given appointment letter immediately the semester begins) as principal extracted components explaining 41.928 % of the total variance. Factor 2 has two (i consistently teach the same courses every semester and the university allows me to teach only courses I am specialized in) explaining 24.467 % of the total variance.

4.4.2 Regression Analysis

The value of R square in table 4.10 above is 0.141. This indicates that 14.1% of variance in dependent variable (employee performance) is explained by variance in the independent variable (recruitment practices). This shows that 14.1% changes in the universities employee performance could be accounted for by recruitment practices at 99% confidence interval while the remaining 85.9% can be attributed by other factors which are not studied, since they are outside the scope of the study.

When Durbin-Watson factors are between (1) and (3) there is no autocorrelation problem (Alsaeed, 2005) from Table 6 the Durbin Watson value is 2.448 hence there is no autocorrelation problem on the regression model.

From the regression findings, the substitution of the equation (Y= a₀ + a₁X₁+ e) becomes: Y = -4.564 - 0.193 X₁ Where Y is the dependent variable (employee performance) and X₁ is recruitment practices. Assuming all other independent variables are 0.000 strategy implementation will be 4.564. A unit increase in recruitment practices leads to a decrease of 0.193 in employee performance in the opposite direction. It is significant at 95% confidence level p value is less than 0.05.

Also there is no multicollinearity problems as the VIF values are < 10. According to Besley 1980 as sighted in (jingyu li 2003) researchers have used VIF= 10 as critical value rule of thumb to determine whether there's too much correlation, this can be also seen as the tolerance value is not more than 1.

Table 10: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.834	1	.834	6.260	.017 ^b
	Residual	5.066	38	.133		
	Total	5.900	39			
a. Dependent Variable: employee performance						
b. Predictors: (Constant), recruitment practices						

The F value is 6.260 (p value < 0.05) is significant at 95% confidence level, showing the applicability of the overall model.

Conclusions and Recommendation

The aim of this study was to determine the effect of recruitment practices of adjunct lecturers on performance among universities within Kakamega County, Kenya.

Recruitment practices was found to be negatively correlated to employee performance (-0.376* p value <0.05) and is significant at 95% confidence level. Recruitment practices account for 14.1% of the total variance in employee performance of adjunct lecturers in universities. Further the findings showed that a unit increase in recruitment practices leads to a decrease of 0.193 in employee performance in the opposite direction. Basing on the hypotheses of the study we accept the alternate hypothesis that recruitment practices has a significant influence on employee performance among universities within Kakamega County, Kenya.

The study recommends that universities should set guidelines for appointment of adjunct lecturers. Further adjunct lecturers should only be allowed to teach courses they are specialized in. Additionally adjunct lecturers should be given adequate time to prepare for the courses they have been assigned to teach and they should be included during the orientation processes.

This study covered only four universities within Kakamega County, Kenya. These findings may not be universally applicable to other universities in Kenya and other industries in general. Therefore for future research, this study should be replicated in other universities and industries.

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