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Abstract

This study aimed at establishing the influence of role profile of adjunct faculties on students' satisfaction in Public Universities in Kenya. The study sampled Students, Heads/chairpersons of Department (HoDs/CoDs) and Directors Quality Assurance. The study employed cross-sectional survey research design. The target population for the study was 237,004 students, HoDs and DQA in nine public universities in Kenya. A sample size of 258 respondents was drawn from the population. Simple random sampling was used to pick the universities and the respondents. Questionnaires were used to collect data. Validity and reliability of the research instruments was determined using Cronbach alpha, factor analysis and KMO. The data was presented quantitatively. The correlation coefficient of role profile on students' satisfaction, was medium at $r = 0.359$ and for every unit increase in role profile, there was 0.382 increase in students' satisfaction. The study observed that adjunct faculties in Public Universities in Kenya do not carry out all the roles required of a faculty. The study noted that adjunct faculties are not always available for their lectures, they are not readily available for consultation, do not carry out community outreach services and do not attend departmental meetings. The only role that adjunct faculties carry out effectively is evaluating students and carrying out research.

Key words: Role Profile, Adjunct Faculty, Students' Satisfaction, Public Universities in Kenya

Introduction

Universities in Kenya are accountable for offering quality service in teaching, research and community service (Owour, 2012). They also hold the key to the realization of Vision 2030 by providing the manpower with the requisite skills and Knowledge (Ng'ethe, Iravo & Namusonge, 2012). Its lecturers are not only required to teach the students on how to read and write but also how to tackle problems they may encounter in their day to day endeavors (Kaburu & Embeywa, 2014). However, a Delphi Survey 2010 indicated that quality of service delivered is a contradiction in the Kenyan universities (Odera-Kwach, 2011). It is laden by many challenges henceforth affecting the customer satisfaction (Kaburu & Embeywa, 2014; Wanjira 2009). Some of these challenges include, but not limited to: commercialization of education, low staff morale, expansion, massification and brain-drain leading to staff shortage hence overreliance on adjunct faculties (Yego, 2013; Wesangula, 2014).

Expansion of higher education in Kenya has occurred in the period of diminishing budgetary resources caused by difficult macro-economic conditions (Boit and Kipkoech, 2012). These conditions do not seem to be getting any better. These scenarios of constraint resource environment combined with rapid increase in students' enrolment have had a number of adverse effects on quality of service offered and customer satisfaction. It has lead to shortage of academic staff, falling academic standards and many more (Boit & Kipkoech, 2012). Currently, the average lecturer to student ration in some public universities stands at 1:500 (Wesangula, 2015; Boit & Kipkoech, 2012). In some instances, the ration can go up to 1:900 students (Wesangula, 2015). The United Nations Educational, Scientific and Cultural Agency (UNESCO) recommend a ratio of 1:45 (Wesangula, 2015).

This problem started in 1998 when the government supplementary funding was halted and universities introduced privately sponsored students programmes (PSSP). Double intakes have also played a major role in increase of students' population.

These have consequently led to shortage of lecturers leading to contracting of adjunct faculty. A study by Gudo, Olel and Oanda (2011) indicated that there was shortage of full-time lecturers in Baraton University, Masinde Muliro University, University of Nairobi and USIU which was replaced by adjunct faculty. Gudo *et al* (2011) noted that in USIU there were 349 adjunct faculties compared to only 89 full time lecturers as at 2014. Another study by Okhato & Wanyoike (2015) on CoD's in public universities in Nakuru County as well noted that 88.9% of lecturers were adjunct faculty. All these findings were summed up by Kepkebut (2010) saying that the adjunct fraternity has grown steadily over the years and has surpassed the numbers of full-time lecturers in higher education in Kenya.

The fact remains that adjunct faculties are much more than full time lecturers in institutions of higher learning (Lumasia & Kiprono, 2015). This has in turn raised concern and fears among the stakeholders as to the service delivery of adjunct faculty owing to the fact that this faculty has part-time commitment to the students. It is in this regard that this study was born, to establish whether adjunct faculties, who are now dominating in Public Universities in Kenya, fulfill the roles required of lecturers.

Literature Review

What is the role of an adjunct faculty in an institution of higher learning? Is the role of an adjunct faculty supposed to be the same as that of a permanent lecturer? Mageto (2010) noted that it is difficult to situate any data that details the role of adjunct faculty in institutions of higher learning. According to Mageto, this confirms the fact that

most institutions have not regarded adjunct faculty with any importance. Based on the fact that the roles of adjunct faculties are not specified in many institutions of higher learning, then it is sensible to conclude that adjunct faculties are dons in general and are supposed to fulfill all the roles required of any other don. The question that follows next is, what is the role profile of a lecturer? According to Porter and Umbach (2000) faculties' workload covers multi factors besides teaching credit hours: committee involvement, research time, community service, office hours, student evaluation, and course preparation. Academic workload is therefore, the total professional effort, which comprises the time and vigor devoted to class management, evaluating student work, curriculum and program deliberation and research activities.

Academic role Howard (2005) added, is a mix of three basic responsibilities namely; teaching, research and community outreach (service). Teaching consists more than what takes place during the few hours a week in the classroom. It includes class design, preparation, grading and meeting with students. Research is not a process but a product which is publication (Howard, 2002). These publications become teaching tools and extend an institutions mission beyond the campus. Finally is service which includes two areas namely; institutional and professional. Institutional services are administrative duties, committee work and students activities. Professional services refers to work done to support one's academic discipline and involves activities such as serving in communities and boards of professional organizations, chairing sessions at national or international meetings etc. However, Report by Community College Survey of Student Engagement (2009) found that more than 40% of adjunct faculty spent zero hours per week advising students, despite the students needs for advising and lecturer-student interaction. Lumasia and Kiprono (2015) also found out that 100% of

adjunct faculty meets their students only once a week; probably when there is a class and no other time to discuss anything outside the classroom until the following week. Kyule *et al.* (2014) as well noted that 75% of the adjunct faculties are rarely available for consultation. They have limited contact with students outside class and may or may not hold office hours (Pankin and Weiss, 2011). Stressing the same is Brown (2014) who pointed out that adjunct faculty do not spend adequate time in class, in preparation and in lecturer's lounge. Spending more time with students increases the level of inquiry and intellectual interaction between students and lecturers. Such interactions help in building knowledge on the content taught in class and its applicability outside the classroom since some pertinent matters arising from the content can be clarified by the lecturer outside the class (Gudo *et al.*, 2011; Lumasia & Kiprono, 2015). However, what usually go wrong is the fact that the demand for their services means that they can teach in several campuses in one day which discourages additional hours spend with students outside the class (House Committee on Education and the Workforce democratic Staff, 2014; Community College Survey of student Engagement, 2009; American Association of State Colleges and University Professors, 2003).

Do they carry out research as is required of a lecturer? Research-whether library or field is of paramount importance for quality service delivery (Kilonzo, 2015). Good teaching, in many subject areas, is only good to the extent that it is informed by the latest research (Report to the European commission, 2013). A capable lecturer should be able to teach and carry out research (Uche, 2012; Zakaria and Yusoff, 2011). Research shows that efficacious lecturers are capable of bringing about change in students behavior, motivation and learning outcome (Choi *et al.*, 2014). However, according to Mageto (2010) part-time teaching has affected part-time lecturers' research. It has eaten

into their preparation and researching for the courses that they teach (Kilonzo, 2015). They no longer have time for self development in studies and in research (Report to the European commission, 2013).

Research Objective

The study sought to examine the influence of role profile of adjunct faculty on students' satisfaction in Public Universities in Kenya.

Methodology

This study targeted Public Universities in Kenya. The study sampled Students, Heads/chairpersons of

Department (HoDs/CoDs) and Directors Quality Assurance. The study employed cross-sectional survey research design. The target population for the study was 237,004 students, HoDs and DQA in nine public universities in Kenya. A sample size of 258 respondents was drawn from the population. Simple random sampling was used to pick the universities and the respondents. Questionnaires were used to collect data. Validity and reliability of the research instruments was determined using Cronbach alpha, factor analysis and KMO. The data was presented quantitatively. Any qualitative data present was first converted into quantitative data using homogeneity index formula.

Research Findings

Response Rate

Table 1: Response rate

No	Public Universities in Kenya	Questionnaires sent	Questionnaires returned	%
1	University of Nairobi	77	77	100
2	Moi University	54	53	98
3	Kenyatta University	70	64	91
4	Kimathi University	11	11	100
5	Karatina University	12	11	91
6	Technical University of Kenya	12	12	100
7	Murang'a University	7	7	100
8	Cooperative University of Kenya	11	11	100
9	Garissa University	4	4	100
Total		258	250	96.89%

The response rate was 97% which is way far above 50% that is considered adequate for succeeding analysis (Babbie, 2002).

Gender of the Respondent

Table 2: Gender

Gender	Frequency	Percentage
Male	150	60
Female	100	40

Since the respondents were randomly selected and each respondent had an equal chance of being selected, it therefore implies that female students,

HoDs/CoDs and DQA are fewer than men in Public Universities in Kenya.

Factor Analysis

Table 3: KMO and Bartlett's Test Results

Variables	Kaiser-Meyer-Olkin of sampling adequacy	Barlett's test of Sphericity approx Chi-square	df	Sig.
Role profile	0.762	259.294	21	0.000
Students' satisfaction	0.796	305.332	45	0.000

The two variables had reached the above the recommended KMO of 0.7 and the Bartlett's test of Sphericity was significant at $p < 0.05$. This implies that the data is viable for subsequent further analysis.

Factor Analysis for Role Profile

The independent variable had seven (7) items from the original questionnaire, these items were subjected to factor analysis and all the items met the recommended threshold of 0.4 and above and were considered for further subsequent analysis. The results of this variable are illustrated on table 4.

Table 4: Rotated Factor Analysis for Role profile

Component matrix	Component
Adjunct faculty are always available for their lectures	.595
They are readily available for consultation	.555
They assess students by giving at least two CATs and assignments	.643
They mark the CATs and assignments and give feedbacks	.696
Their teaching is informed by the latest researches	.698
They volunteer their services and expertise to the community surrounding the university	.516
They attend moderation of exams and departmental meetings	.490

Reliability analysis

Reliability is the ability of a test to consistently yield the same results when repeated measurements are taken under the same conditions (Neuman, 2000).

The most acceptable alpha is 0.70 and above since values range from 0 to 1. The Cronbach alpha for role profile and students' satisfaction is as shown in table 5.

Table 5: Reliability Analysis

Variables	Cronbach alpha	Number of items after elimination
Role Profile	0.703	7
Students' Satisfaction	0.711	9

The Cronbach's Alpha value for role profile was 0.703 and that of the students' satisfaction was 0.711.

Descriptive Analysis Results on the Influence of Role Profile on Students' Satisfaction

This section aimed at establishing the influence of role profile on students' satisfaction. The section concentrated on establishing whether adjunct faculties perform the roles of a faculty.

Availability

The research sought to establish whether adjunct faculties are always available for the lectures, 84 (33.6%) disagreed, 29 (11.6%) strongly disagreed, 77 (30.8%) agreed, 23 (9.2%) strongly agreed and 37 (14.8%) neither agreed nor disagreed. Majority 113 (45.2%) of the respondents did not agree that adjunct faculties are always available for their lectures as shown in table 6

A lecturer is supposed to teach, mentor, evaluate, research, committee involvement, and carry out community service (Porter and Umbach, 2000). Since adjunct faculties are lecturers, they ought to perform all the responsibilities of a lecturer. However, it is noted that they are not always available for lectures which imply the contact hour with students is reduced hence low students' satisfaction.

Consultation

The study sought to determine whether adjunct faculties are readily available for consultation, 97 (38.8%) disagreed, 41 (16.4%) strongly disagreed, 51 (20.4%) agreed, 22 (8.8%) strongly disagreed and 39 (15.6%) neither agreed nor disagreed. Majority 138 (55.2%) disagreed that adjunct faculties were readily available for consultation as shown in table 6

These findings agreed with Gudo *et al.* (2011) and Kyule *et al.* (2014) studies which noted that adjunct faculties are not readily available for consultation with students. These findings are also supported by Lumasia & Kiprono (2015) study which noted that adjunct faculty meets their students only once a week; probably when there is a class and no other time to discuss anything outside the classroom until the following week.

Spending extra time with students increases their level of inquiry and intellectual interaction between them and their lecturers. Such interactions lend a hand in building students' knowledge and competencies on the content taught in class and its applicability in the outside world since some relevant matters arising from the content can be clarified by the lecturer outside the class. However, majority of the adjunct faculties do not meet the students outside class, or have time for consultation an implication that no clarification of issues take place after class. This in consequent can affect students' performance.

Assessment

The research sought to assess whether adjunct faculty give at least two CATs and assignments, mark and give feedback. Eighty seven (34.8%) agreed, 65 (26%) strongly agreed, 44 (17.6%) agreed, 17 (6.8%) strongly agreed and 37 (14.8%) neither agreed nor disagreed that adjunct faculty assess students with at least two CATs and assignments. Seventy eight (31.2%) agreed that they get the feedback, 57 (22.8%) strongly disagreed, 53 (21.2%) disagreed and 17 (6.8%) strongly disagreed. Majority 152 (60.8%) were in agreement that adjunct faculties assess them and 135 (54%) agreed that adjunct faculty mark and give feedback as shown in table 6

A lecturer is supposed to teach, mentor, evaluate, research, committee involvement, and carry out

community service (Porter and Umbach, 2000). When adjunct faculty evaluate a student and give feedback, the lecturer is able to tell whether he is being understood or not and the students is able to gauge him/herself. This implies there is flow of communication on class progress.

Research

The study aimed to establish whether adjunct faculty teaching is informed by the latest researches, 95 (38%) agreed, 42 (16.8%) strongly agreed, 53 (21.2%) disagreed, 15 (6%) strongly disagree and 45 (18%) neither agreed nor disagreed. Majority 137 (54.8%) were in agreement that adjunct faculty teaching is informed by the latest researches as shown in table 6

Research-whether library or field determines the quality of teaching. Howard (2002) noted that research is not a process but a product which is publication. These publications become teaching tools and extend an institutions mission beyond the campus (Howard, 2002).

These findings observed that adjunct faculties in public universities in Kenya carry out research and teach from the latest researches an implication that students' get latest information from the team.

Community Service

The study sought to establish whether adjunct faculty volunteer their services and expertise to the community surrounding the university, 68 (27.2%) disagreed, 54 (21.6%) strongly disagreed, 58 (23.2%) agreed, 23 (9.2%) strongly agreed and 47 (18.8%) neither agreed nor disagreed. Majority 122 (48.8%) disagreed that adjunct faculty carry out community service/outreach as shown in table 6

Academic role according to Howard (2002) is a mix of three basic responsibilities namely; teaching,

research and community outreach (service). There are two services, institutional and professional service. Community service is professional services which refers to work done to support one's academic discipline and involves activities such as serving in communities and boards of professional organizations, chairing sessions at national or international meetings.

The study noted that adjunct faculties do not carry out community outreach an implication that they do not provide their professional competencies to the community for the wellbeing of the university. This may have a negative impact on the university and students in particular.

Other Departmental Responsibilities

The study sought to establish if adjunct faculty attend exam moderation and departmental meetings, 70 (28%) disagreed, 39 (15.6%) strongly disagreed, 62 (24.8%) agreed, 23 (9.2%) strongly disagreed and 56 (22.4%) neither agreed nor disagreed. Majority 109 (43.6%) of the respondents disagreed that adjunct faculty attend exam moderation and departmental meetings as shown in table 6

As Howard (2002) indicated that lecturers should handle other responsibilities like institutional services namely administrative duties, committee work and students activities, majority of adjunct faculties don't. They neither attend examination moderation nor departmental meetings. This implies that they may be inexperienced on how examinations are set and have no idea on what is happening in the department. This may impact students negatively because students will have substandard exam from this team who have no idea on what is current in the department.

Table 6: Role Profile

	SD	D	N A/D	A	SA	Summary statistics	
	%	%	%	%	%	Median	Mode
Adjunct faculty are always available for their lectures	11.6	33.6	14.8	30.8	9.2	3	2
They are readily available for consultation	16.4	38.8	15.6	20.4	8.8	2	2
They assess students by giving at least two CATs and assignments	6.8	17.6	14.8	34.8	26.0	4	4
They mark the CATs and assignments and give feedbacks	6.8	21.2	18.0	31.2	22.8	4	4
Their teaching is informed by the latest researches	6.0	21.2	18.0	38.0	16.8	4	4
They volunteer their services and expertise to the community surrounding the university	21.6	27.2	18.8	23.2	9.2	3	2
They attend moderation of exams and departmental meetings	15.6	28.0	22.4	24.8	9.2	3	2

Correlation Analysis for Role Profile

In finding out the correlation coefficient of role profile on students’ satisfaction, Pearson

correlation coefficient was performed and the $r = 0.359$, $n = 250$ and $p < 0.05$ as shown in table 7

Table 7: Correlation Analysis for Role Profile

		Students' Satisfaction	Role profile
Students' satisfaction	Pearson Correlation	1	.359**
	Sig. (2-tailed)		.000
	N	250	250
Role profile	Pearson Correlation	.359**	1
	Sig. (2-tailed)	.000	
	N	250	250

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

There was a moderate positive correlation of 0.359 between role profile and students’ satisfaction. This implies that an increase in the role profile of adjunct faculty will lead to an increase in students’ satisfaction and vice-versa.

$$y = \alpha_2 + \beta_2 X_2 + \varepsilon$$

Whereby y is students’ satisfaction, β_2 is the coefficient correlation, X_2 is role profile. The Figure1 shows the linear relationship between role profile and students’ satisfaction.

Regression Analysis for Role Profile and Students’ Satisfaction

Role profile influence students’ satisfaction, regression analysis was done using the regression equation below:-

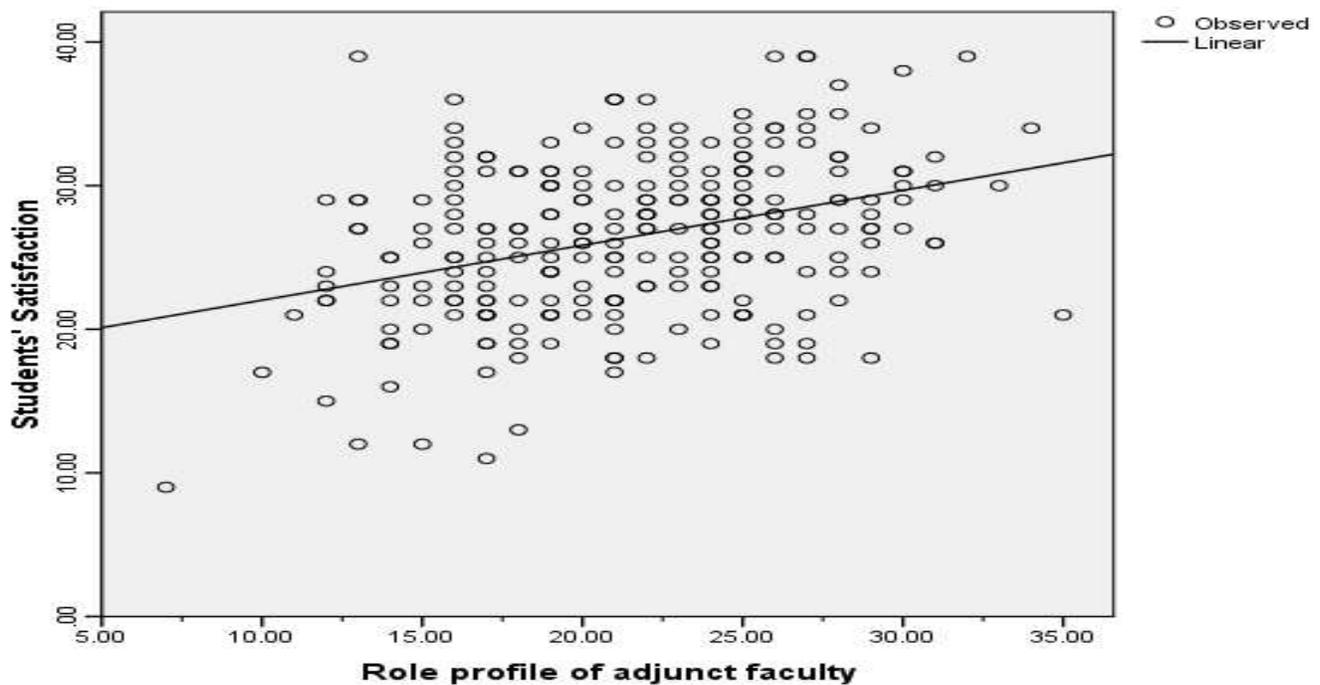


Fig 1: Regression Analysis for Role Profile

The Figure 1 indicated a positive linear relationship between role profile and students' satisfaction as indicated by the positively sloped regression line.

Table 8: Goodness of Fit

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.359	.129	.125	5.14145	2.143

As shown in table 8, the R squared indicated the coefficient determination; that is, it explains how much students' satisfaction can be explained by role profile of adjunct faculty. In this case, 12.5% of the total variation can be explained by linear relationship between role profile and students' satisfaction. This implies that only 12.5% can be explained by role profile while the remaining 87.5 %

can be explained by the other variables. The study findings also noted that Durbin-Watson was 2.14 an indication that there is no autocorrelation.

To test the hypothesis that role profile of adjunct faculty has no significant influence on students' satisfaction in Public Universities in Kenya, an F-test was done as shown in Table 9.

Table 9: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	969.304	1	969.304	36.668	.000
Residual	6555.752	248	26.434		
Total	7525.056	249			

The table 8 indicated the test of significance of the model in predicting the outcome variables. The

regression model was significant at $p < 0.05$ with an $F = 36.668$ to predict the outcome variable. The null

hypothesis tested was, role profile in regression model is not statistically fit to predict the outcome, students' satisfaction. Considering the findings, the F-test is statistically significant at $p < 0.05$. This therefore implies that role profile can predict the

outcome students' satisfaction at $p < 0.05$ level of significant with a 95% confidence level.

To determine the regression equation, a t-test was performed as shown in table 10.

Table 10: Determining the Regression Equation

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error			
(Constant)	18.200	1.397		13.032	.000
Role profile	.383	.063	.359	6.055	.000

Table 10, provides information needed to predict students satisfaction from role profile of adjunct faculty. Both the constant and role profile contribute significantly to the model at $p < 0.05$. Using the simple linear regression equation:-

$$y = \alpha_2 + \beta_2 X_2$$

Then α is the constant represented by 18.200 and β is represented by 0.383

Students' satisfaction = 18.200 + 0.383 role profile

$$Y = 18.200 + 0.383 X_2$$

This means that for every unit increase in role profile, there is a 0.382 increase in students' satisfaction.

To test whether the regression coefficient for role profile was significantly different from zero, a t-test was determined at 5% level of significance.

That is,

$H_0: \beta_1 = 0$; regression coefficient for role profile was equal to zero

$H_1: \beta_1 \neq 0$; regression coefficient for role profile was not equal to zero

β_1 is the regression coefficient of role profile

The coefficient in table 10 indicate that the calculated t-value for role profile = 6.055 and is statistically significant at p value 0.000. This therefore indicates that the null hypothesis should

be rejected and the conclusion to be role profile of adjunct faculty had significant positive influence on students' satisfaction.

These findings conforms with (Gudo *et al*, 2011; Lumasia & Kiprono, 2015; Howard, 2002; Kilonzo, 2015) study which emphasized on the importance of adjunct-faculties' fulfilling all the roles of a lecturer that is teaching, evaluation, consultation and research. Fulfillment of this role were said to bring about students' satisfaction.

Conclusion

This objective sought to examine the influence of role profile of adjunct faculty on students' satisfaction in Public Universities in Kenya. Majority of the respondents reported that adjunct faculties are neither available for their lectures nor readily available for consultation. However, adjunct faculties were reported to be good in assessing/evaluating the students, marking and giving feedbacks. Their teaching was also applauded in that they teach using the current information, nevertheless, it was noted that they do not carry out community outreach nor attend moderation of examination meeting and departmental meetings. The correlation coefficient analysis revealed that there was a medium positive correlation between work profile of adjunct faculty on students' satisfaction.

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