

The Influence of Part-Time Lecturers' Payment Management on the Dons' Performance

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Introduction

Kenya's university student enrolment had risen in the year 2016 to around 23 percent following increased female enrolment, massive infrastructure development at the universalities, the introduction of new programs, lowering university entry grades as well as the opening of more campuses by the universities, (Wanjau, Okeyo, & Rimiru, 2016). In the period of 2015, the enrolment shot up from 361,379 to 443,783, and this has created more challenges for universities as they now have to reduce expenses and seek new funding avenues to expand facilities for coping with the surge, (Kenya National Bureau of Statistics, 2015). The university student enrollment has further risen with the recent lowering of the entry cutoff points, as those KCSE candidates scoring grade C+ are now eligible for government funded university admission. This puts competitive pressure on the universities and also on the understaffed academic members and thus necessitating the engagement of part-time lecturers.

To cope with the rising student enrollment, universities save money by hiring part-time lecturers, as their terms of engagement is perceived to be comparatively less costly for the universities; for example, par-time lecturers do not qualify for benefits like allowances, welfare, union protection and are not paid full salaries, but earn an average of US \$360 a month; while the average salary for the most full-time faculty members at junior levels is US \$1,300 a month, (Wambui, Ngari, & Waititu, 2016). The highly competent but low cost human resource opportunities available for university among part-time lecturer fraternity ought to be exploited for competitive advantage, especially on the perspective of cost leadership by the universities, (Mathooko & Ogutu, 2015).

Further, according to a study by the Kenya Institute of Public Policy and Research (Kippra), up to 50 percent of academic staff at public universities in Kenya are engaged in part-time jobs, (Kenya Institute for Public Policy Research and Analysis, 2017). The part-time jobs involve teaching in different universities; hence they spend their days moving from one university or campus to another. On matters to do with quality, they are however; oblivious of the effect such lecturer's overload trends have on the general quality of education. This is linkable to a recent finding that the preparedness levels of graduates from East African universities for job market are very low.

Kimathi and Henry, (2014) showed that apart from low and irregular pay, the ability of adjuncts based in Kenyan universities to help students outside the classroom is more restricted due to constrains in facilities. These, according to the study includes poor office arrangements: small office space but shared

among several other adjuncts, an office without any secure storage for the lecturer's work materials, lack of adequate technology facilities like computers and dedicated internet. Since some part-time lectures do not have any office space allocation at all, they are forced to handle student's issues next their cars. These circumstances render it very difficult for the lecturers to support and advise students outside of the lecture halls. The lack of reasonable office space, the heavy work schedules in addition to low and irregular pay make many adjuncts lack incentives that can aid them in developing students' intellectuals, thus education quality could be compromised.

Candidate who are due for graduation often get affected by missing marks, an issue which is more common in courses taught by unhappy part-time lecturers, (Kabui, Machuki, Yabs, & Njihia, 2018). In addition to putting the university's reputation at stake for not paying their adjuncts or not doing so in a timely manner, instances of multiple claims and double payment for the part-time lecturers have seen the universities losing money, (Egesah & Wahome, 2017).

As elaborated in the Standard media, Agnes, (2018), in an article entitled "All work, no pay: The agony of being a part-time lecturer in Kenya", wherein the university finance bosses confirm funds availability and willingness to pay the adjuncts on one hand, while the lecturers and union officials cry foul on the other hand. "Those part-time lecturers claiming that they are not paid have not submitted their claim forms for processing by the finance department," insists a vice-chancellor. "Those who allege that they have not been paid their dues have not claimed them. They should not complain when they have not signed the claim forms and submitted them to the finance department," quoted from a deputy vice-chancellor.

The funds' availabilities in universities in Kenya is further supported by (Ronoh, Mumiukha, & Sang, 2013); (Owino et al., 2014); (Munene, 2015), (Muriithi et al., 2018) & (Akelo & Ngari, 2018), which all point to the sources of university funding as including but not limited to: the government funding, student application and learning fees, research and collaborations grants, as well as micro-enterprises termed as income-generation units (IGU) in various universities in Kenya. On the other hand, studies have consistently demonstrated that where quality human resources are engaged at lower cost, that is as applicable in the university part-time lecturers, the institution gains competitive advantage since the cost of producing and delivering service, which is learning in this case, gets lower than the normal rate, (Balamurugan & Princia, 2019). There is therefore the need to determine the effects of motivation of part-time lecturers, in terms of their payment management, on the performance of these lecturers.

Statement of Problem

The ideal situation is that part-time lecturers' payment management systems should deliver prompt payment to the lecturers. Prompt payment would motivate lecturers to highly but at significantly lower rates. However, the real situation is that, management of part-time lecturers' payment is not satisfactory. Consequently, the part time lecturers' services which should be at peak performance end up in the contrary. Therefore there is a gap in strategic management of part-time lecturers' payment and its effect on these lecturers in the universities in Kenya. While this gap exists, studies have consistently demonstrated how low cost but competent human resources can strategically enhance sustainable competitive advantage through high performance. Consequently, if the gap is not addressed, the adjuncts will continue to suffer poorly managed payment systems and become more demoralized, hence perform dismally. There is therefore the need to determine the effects of part-time lecturers' payment management on the performance of the adjuncts.

Purpose

The study objective is to examine the effects of part-time lecturers' payment management on performance of part-time lecturers in Rongo University, Kenya.

Research Hypotheses

H₀₁: Part-time lecturers' payment management has no significant affect on the lecturers' performance in Rongo University.

Significance of the study

A research on strategic management of part-time lecturer's payment in Kenya has not received much attention despite several cases' affirmation of the adjuncts' belated and non-payments and possible effects on their performance. This study addressed the effects on lecturers' performance.

The study findings and recommendations provided an insight into universities' part-time lectures' payment management, and highlighted information necessary for tapping the potential of the low cost employees to the universities' competitive advantage. The study showed significant relationship between payment motivation for the adjunct dons and their performance and hence quality education in universities. This is vital, especially for university policy makers as the findings and recommendations may guide them in formulating the best strategies for part-time lecturers' payment management and to enhance lecturers' performance and improve students' satisfaction.

Scope of the Study

The research was conducted within Rongo University to determine the effects of part-time lecturers' payment management on competitive advantage for Rongo University. The organization was chosen because it represented other institutions of higher learning in Kenya, and access of information for research would be comparatively easier. The study employed survey research design and targeted students, employees and part-time lecturers in the university. This is because the aforementioned section of the population was rich in data and information necessary for this study. This study was conducted between the year 2017 and 2021.

Limitations of the Study

The limitations observed in this study included: the study was limited to Rongo University, a public learning institution of higher learning, and as such, the findings may not be generalized to other private institutions of higher learning. Fear by a section of the respondents to complete the questionnaire was also a limitation. Part time dons were also not easily accessible as they only went to the university during their lessons and would leave immediately after. These were countered by assuring all the respondents that their specific identities like names were not required, and that the information gathered would be used exclusively for academic purposes, with no victimization of any respondent. Further, several trips to the university and the use of electronic communication means helped to get responses from most respondents.

Literature Review

This section discusses the theoretical frameworks pertinent to this study particularly Theory of Resource for universities. It also reviews related studies in this theme.

Theory of the Resources and Capacities

The Resource-based View (RBV) of a Firm was developed by (Barney, 1986); Penrose, (1959) & Wernerfelt, (1984). The theory has earned a reputation in gaining an insight into organizational' strategic management as it combines strategic insights on the firms' competitive advantage as well as organizational insights on the existence of the firm. The Theory of Resources and Capacities is also

known as Resource Based View (RBV)). It is viewed as an inside-out process since it starts by considering the resources the firm has, then followed by assessing the firm's potential for value generation, and finally uses these in formulating a strategy, which can allow the firm to attain the maximum value in its operations in a sustainable way, (Truijens, 2021). The success in competitive economy depends on the strategic implementation of integrated value chain that goes far beyond the firm itself. This means the need to understand the linkages in the economic chain and assess the exact links where improvements can be made; removal of non-value elements can be effected in order to reduce costs. According to this theory, this further includes the identification of the relevant critical success factors (CSFs) as well as key performance indicators (KPIs) in the system, (Rabah, 2016).

In the universities for examples, the higher qualification of academic staff, like professorial and doctorate degrees significantly influence the competitiveness of the university, (Adano, 2008). In other words, when the attributes of RBV are satisfied, it propels the university into gaining resource-advantage over and above its competitors in terms of programs it can offer, research funds it can attract and the generally high reputation in the scholarly environment, (Oguk et al., 2017).

The Theory of Resources and Capacities was first criticized that contrary to its postulates, an organization gets its peculiar characteristic through the firm's heterogeneity of its productive resources. However, the theoretical concepts argue that the main the firm's performance in the market is due mainly to: resources, competence of each organization, and individuality of each firm, which are jointly capable to make such features not transferable, inimitable, and irreplaceable. On the contrary, other scholars argue that a firm can gain competitive advantage when it creates strategies that are based on its internal strengths which enables it to neutralize external threats, and as a result, helps it to avoid the internal weakness. Further, a firm's resources are grouped into three categories mainly: physical capital resources organizational capital resources, and most importantly, human capital resources (which in the case of universities include part time lecturers and their payment management systems). In conformity, Hofer and Schendel (1978) proposed six major categories of resources for this theory, wherein both financial resources and human resources were stressed. In the context of universities, the Theory of Resources and Capacities can be harnessed for the creation of competitive strategies especially in deploying low cost teaching staff to reduce university expenditure in delivery of learner services.

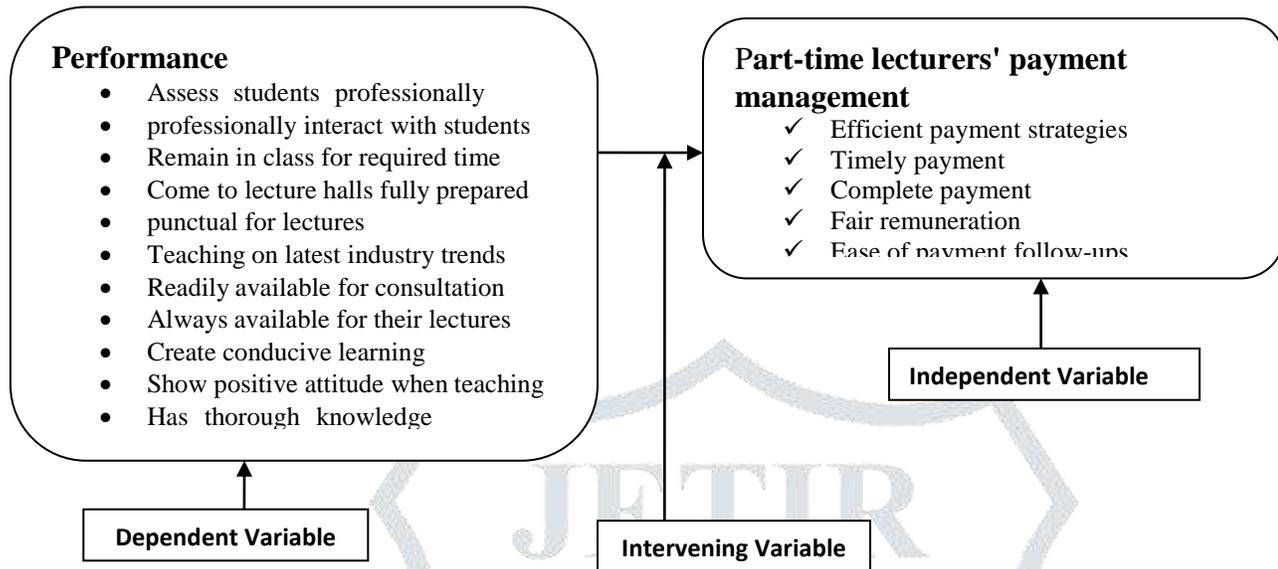
Critics of this theory exist. The resource-based view (RBV) of the firm is considered by many scholars as useful tool for analysis competitive advantage, but it has equally been subjected to considerable criticism. Three major critiques that cannot be currently dismissed call for consideration of some further theorizing and research. The critiques arise from the indeterminate nature of two basic concepts of the RBV; which are – value and resource, (Okhato & Wanyoike, 2015). Also, another critique is on the perceived narrow conceptualization of the competitive advantage of a firm. However, the research found this theory comprehensive enough for this study, as it incorporates both the financial and the human resource aspects in the university strategic management spectrum. This is because the current research is based on a strategy to harness low cost human resource (the part time lecturers) to help in lowering service delivery cost in the universities, (Rabah, 2016).

Performance of Part Time Lecturer

Academic achievement of students is realized when they receive instructions from lecturers of high performance, (Bakken, Uskov, & Penumatsa, 2019). The performance of a lecturer is demonstrated by many factors within and outside classroom as has been highlighted mu many scholars. According (Chinweuba et al., 2019), a study within Nigerian universities, the performance of a part time lecturer is considered in the perspective of: professional assessment of students, professional interaction with students, the lecturers' tendency to remain in class for the required time, and coming to lecture halls fully prepared. A similar study by Díaz-Méndez & Gummesson, (2012) further revealed that lecturers who perform highly tend to: be punctual for lectures, teach on latest industry trends, be readily available for consultation and are always available for their lectures. Further, Ali & Ainebyona, (2020), noted that

the super performers among the lecturer fraternity do create conducive learning environment for students, show positive attitude when teaching, and have thorough subject knowledge in their field of expertise.

Conceptual Framework



**Figure 2.4 Conceptual Frameworks:
Source, Researcher**

The variables in the conceptual framework map directly into the research objective as the objective relates the part time lecturers' performance-including regular attendance, punctuality, work morale, preparation to teach, and the lecturer's ethics as well as etiquette, to their payment management, including the efficiency of the payment system, timely payment and complete payment. In the relationship between dependent and independent variables, there is the intervening factor, which is mainly the university's policy on human resources, particularly policies guiding the teaching staff members and part time lecturers. Moreover, the study showed that human resource governance plays a pivotal role not only in teaching staff, but also in the whole human resource fraternity. Intervening factors determines allocation of resources for acquisition of human resources. Human resource practices have a bearing on the personnel recruitment, remuneration, staffing and also specify consequences for policy violation, personnel development and discipline.

Methodology

This chapter describes methodology that was used in this study. According to Sarantakos (2012), research methodology is a sequential way of deriving solution to an already specified research problem. The chapter covers: research design, target population, sampling frame including sampling technique and sample size, data collection instruments, data collection procedure, , data analysis, location, pilot study, the validity of the instrument, reliability of the instrument, and finally the ethical considerations.

Research Design

Matthews and Ross (2014) explained that research design is a structured approach of investigation which applied to obtain dependable and sensible solutions to research objectives with regards to highlighted research problem. It therefore describes the methods and procedures for data collection, measurement, and data analysis. In this study, the researcher adopted survey method aided by questionnaires. According Tracy (2010), when survey research design is aided by the use of

questionnaires, it remains instrumental in gathering data for determining the underlying relationship between variables. This aids in providing a reliable platform for sound quantitative research.

Target Population

A target population implies a numerical figure that represents the whole group of entities from which the study is designed to generalize its findings, (Onywere & Waiganjo, 2016). According to (Ozolins, 2018), population is a group of individuals or items which are considered to have some levels of homogenous attributes, numerical in nature and are hence seen to be uniform. Due to this homogeneity nature, if samples are drawn for a study, the results are taken to represent characteristics of the entire reference group. The target population for this study was the number of part time lectures and all students in Rongo University. The accessible population at the time this study was 6013 students and 283 part time lecturers. It is important to note that among the part time lecturers population and also in the students population, there homogeneity with regards to this study.

Table 3.1 Target population

Respondent	Target population	population relationship
Students	6013	Homogeneity
Part time lectures	283	Homogeneity

Source: RU, 2020.

Sample Size and Sampling Technique

Sampling implies the selection of a representative portion of total objects, entities or individuals within the target population under study, and it is supposed to yield insight into the given population, (Sakyi, Musona, & Mweshi, 2020)

Sample Size

Sample size implies the selected portion of the entities or individuals representing the target population under study, (Gooch, 2011). Smith's and Yamane formula were applied to derive the numerical value of sample size for the students and part time lecturers respectively.

Sample Size for students

Smith's formula for large homogenous population was applied as:

$$n_0 = \frac{Z^2 \sigma^2}{e^2} \dots\dots\dots\text{Smith}$$

Where:

- n_0 represents the sample size,
- z represents the abscissa of the normal curve that cuts off an area α at the tails given by 1.64
- e represents the desired level of precision given by 0.05
- σ^2 represents the variance of an attribute in the population given by 0.291.

$$n_0 = \frac{1.64^2 \times 0.291^2}{0.05^2} = 91.103 \text{ respondents}$$

Therefore, a sample size of 91 students was used.

3.4.2 Sample Size for part time lecturers

Due to the small population, Yamane, (1967), was applied as the sample size (n) given by;

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

Where

N represents sample size

N represents population size

e represents the error of five percentage points

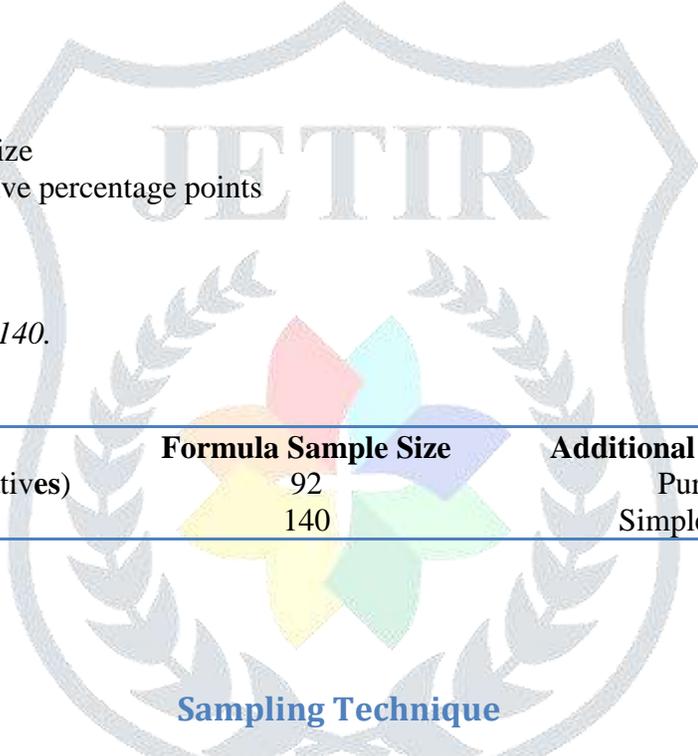
$$n = \frac{283 \dots\dots}{1 + 283 (0.05)^2}$$

$$n = 139.3 \text{ approximately } 140.$$

Table 3.2 Sample Size

Stratified sampling	Formula Sample Size	Additional sampling type
Students (class representatives)	92	Purposive
Part time lectures	140	Simple Random

Source: RU, 2020.



Multiple procedures for sampling were applied including: Smith's modifies sampling formula for homogenous populations to get sample size; stratified sampling putting part time lecturers and students in to two distinct strata, purposive sampling to collect data mainly from student representatives and finally simple random sampling to collect data from part time lecturer.

Data Collection Instruments

Structured questionnaires were used in this study for data collection among student representatives and part time lecturers in the universities. The study employed two sets of questionnaires. The first one was designed to collect data from the students, while the second one was used to collect data from the part time lecturers. The questions in the questionnaires contained both the closed-ended and open ended questions. The open-ended questions facilitated freedom of responses from the two strata of respondents, thus gathering diverse opinion for the study. According to Mweshi and Sakyi, (2020) questionnaires provide for an ease of investigation by accumulation of data as they allow researchers to collect data from a big number of respondents.

Data Collection Procedure

Upon getting permission of the university and supervisor, the researcher proceeded to seek consent of the target university to conduct research. At the onset of the study, the researcher explained to the respondents the purpose of this research thereby assuring them of the confidentiality of all the information they gave. Questionnaires were administered to the respondents through research assistants, on a drop and pick basis and then filling and coding was done.

Pilot Study

In order to ascertain reliability of data collection instruments, a pilot study was done in the same university by administering same sets of questionnaires to ten students and 14 part time lecturers. The respondents in the pilot test were drawn from the target population but were not part of the sample for this study. From the pilot study, the researcher tested reliability through administering the approach manifested ambiguities typographical errors and inconsistencies in the questionnaire. The responses obtained on this helped to minimize errors as all the errors detected in the pilot study were corrected. It was found that reliability of the instrument was high. Also, the researcher appreciated the approach of designing two distinct sets of questionnaires to capture data from both part time lecturers and students separately.

The Validity of the Instrument

Validity relates to the levels to which the chosen instruments of research measure the constructs under investigation, (Ozolins, 2018). This adopted employed expert judgment to improve face validity and also construct validity. Expert judgment viewed as the level of belief that an expert in a given field shows in responding to information given about the subject of study, as based the expert's knowledge and experience. Many scholars assert that validity by expert judgment improves quality of research, (Candes & Wakin, 2008).

Reliability of the Instrument

Test – Re-test method was used in the pilot study for this research. According to Rono, (2017) application, Test-Retest method performs reliability test on a set of data as measured over time, usually when same questionnaire is given to the same respondent repeatedly but at different times and the response get compared. In this study, the questionnaires were administered to the same students and lecturers at different times (Thursday afternoons in the second week of a month, and again in third week of the same month). The two sets of data were used to calculate Cronbach's alpha (α), which is measures the internal consistency, showing how close the relationship is in the collected set of data. Cronach's alpha mainly is a coefficient of reliability, and was found equal 0.871, for good levels of reliability.

Data Processing and Analysis

According to (Bakken, Uskov, and Penumatsa, 2019), data analysis refers to processing facts and figures collected to extract information about the variables of study. The collected data was coded, classified, edited, and entered in Microsoft Excel and SPSS software, version 20, in order to facilitate data analysis and presentation. The data collected was analyzed using descriptive statistics for measuring central tendency including the frequencies, and regression analyses to show the relationship between pertinent variables, as well as to derive values of coefficients relating to the variables in the study.

Regression Analysis

Here, the objectives of the study to investigate the relationship between lecturers' performance; quality of learning; competitive advantage through cost leadership and management of part time lecturers' payment were addressed. Regression approach was recommended for establishing the relationship between dependent variables (performance, quality of learning and cost leadership) and the independent variable (part time lecturers' payment management), when used in conjunction with Likert scale.

$Q_M = \beta_0 + \beta_1LP + \beta_2QL + \beta_3CL + E$: Regression equation,

Whereby:

$\beta_1, \beta_2,$ and β_3 are coefficients for the dependent variables while β_0 is constant for the model

Q_M = The unit of part time lecturers' payment management as the independent unit.

LP = Lecturer's Performance

QL = Quality of Learning

CL = Cost Leadership

E = Error term

Study Findings and Discussions

Table 4.2 Reliability of the Instrument

Constructs	Test Item	Cronbach's alpha
Lecturers' performance	9	0.8709

Gender, Age and Strata of the Respondents

Table 4.3: Gender, Category and Age of the Respondents

Strata / strata	Age	Age	Age	Age	Age	Age	Female	Male
	15-20	21-25	26-30	31-35	36-40	41-46		
Students	31	56	3	1	0	51	40	51
Part time Lecturers	0	0	0	7	39	51	39	81
Total	31	56	3	7	39	102	79	132

Since the random sampling accorded an equal chance for selection of the respondents, the study shows that in either category of students and lecturers, the female respondents were fewer than their male counterparts in universities in Kenya. This finding is associated this gender disparity in universities and this calls for affirmative action in the university education.

Descriptive Statistical Results and Discussions

This section presents the descriptive findings wherein the relationships between the dependent variable and independent variable were analyzed. Further, regression analysis for the various elements were conducted and the result present in this section.

Regression Analysis

$Q_M = \beta_0 + \beta_1LP + E$: Regression equation,

Whereby:

B_0 and β_1 and are coefficients for the dependent variables and constant for the model respectively.

Q_M = The unit of part time lecturers' payment management as the independent unit.

LP = Lecturer's Performance

E = Error term

The researcher adopted regression analysis so as to determine the coefficients of independent variables β_0 , and β_1 . Also, it helped determine both the direction and the strength of relationship between the dependent variables and the independent variable.

Table 4.4 Regression Analysis

Model elements	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
(Constant)	β 1.240	Std. Error 0.539	Beta	2.300	0.003	
Part Time Lecturers' Performance						
Assess students professionally (PS)	1.250	0.740	0.791	1.689	0.023	1.290
Professionally interact with students (PI)	0.800	0.530	0.391	1.509	0.030	1.312
<i>*Remain in class for required time</i>	0.808	0.879	0.471	0.919	0.055	1.241*
Come to lecture halls fully prepared (FP)	1.296	0.986	0.398	1.314	0.046	1.485
Punctual for lectures (PL)	1.220	0.840	0.791	1.452	0.023	1.290
Teaching on latest industry trends (LT)	1.320	0.996	0.456	1.325	0.006	1.311
Readily available for consultation (CA)	1.263	0.788	0.773	1.603	0.028	1.292
<i>*Always available for their lectures</i>	1.126	0.588	0.822	1.915	0.066	1.266*
<i>*Create conducive learning</i>	0.556	0.578	0.668	0.962	0.620	1.554*
Show positive attitude when teaching (PA)	1.300	0.896	0.785	1.451	0.036	1.42
Has thorough knowledge (TK)	0.784	0.882	0.724	0.889	0.025	1.322

Information in the table above was used towards generating the coefficients of the variables as well as the constant for completing the regression equation. The resultant model relates management of part time lecturers' payment to: the lectures' performance elements with significance as (PS, PI,FP,PL,LT,CA,PA, and TK), refer to table 4.4 above. In the regression analyses, major factors like; the significance (sig), Beta values (β) and Variance inflation factor (VIF) were used to ensure quality analysis. The beta coefficient implies the degree of change effected in the dependant variable for every single unit of change in the independent variable. In this case, it implies the levels of changes expected in the lectures' performance, derived from any quantifiable unit of improvement in part time lecturers' payment management. The *t*-test assesses the levels to which the beta coefficient being significantly

different from zero. In this case, a significance value of 0.05 was employed, such that if the beta coefficient is not statistically significant, then the variable does not in any significant way predict the outcome. VIF on the other hand was to detect if multi-co linearity among the predictor variables was present in the regression analysis. The presence of such can adversely affect precision of the regression estimates. The values of VIF above show insignificant multi-co linearity among the predictor variables, and therefore, there is no inflation of variance of the regression coefficient, implying precise estimates.

Results of the data analysis and p – values showed a positive relationship between payment management and performance of a lecturer. The associated coefficients' p – values in the table above indicate statistically significant relationship between the dependant and independent variables. Analyses for the constant (β_0) value for the three variables being (1.240), the p – values were found to be less than 0.05 (i.e. $p = 0.003 < 0.05$). Therefore, considering the constant value in the regression equation, the equation became:

Analysis of the Constant Value (β_0)

$Q_M = 1.240 + \beta_1 LP + E$: Regression equation,

The impression here is that when part time lecturers' payment is managed well, by a unit factor, this better management in itself will result into 1.2 units' competitive advantage to the university.

For the Lecturers' Performance (LP), the estimated model coefficients, the p – values were less than 0.05, i.e. $1.250+0.800+1.296+1.220+1.320+1.263+1.300+0.784) / 8 = 1.154$, implying that the payment management of the part time lecturers is statistically significant in predicting performance. β_1 value for the Lecturers' Performance (LP) being (1.154 in average), but considering all the building elements with significance, the model now improves to:

$Q_M = 1.240 + 1.250 PS + 0.800 PI + 1.296 FP + 1.220 PL + 1.320 LT + 1.263 CA + 1.300 PA + 0.784 TK$
+ E: Regression equation, where reference is made to table 4.4 above.

Conclusion and Recommendations

The coefficient for lecturers' performance averaged to 1.154, which is significantly different from 0 since its p-value is smaller than 0.05. Therefore, for every unit increase in payment management, a 1.154 unit increase in the lecturers' performance is predicted, holding all other variables constant. This finding is supported by (Zakayo, 2018), which argues that the lecturers' performance can be enhanced by proper management of their payment.

Hypotheses Test Results

From the regression model whose coefficients are represented in the table 4.4, the research hypotheses were tested using the coefficients' significance levels. Test in this case means to fail to reject or reject the relationship between the dependent and the independent variables. The research hypotheses in this study included:

H₀₁: Part-time lecturers' payment management has no significant affect on the lecturers' performance in Rongo University. In this case, the regression analysis indicated that Part-time lecturers' payment management has positive significant relationship with the lecturers' performance. The p value associated with this relationship is less than 0.05, and the coefficient value was found to be 1.154. On the basis of this, the study rejected the hypothesis that Part-time lecturers' payment management has no significant affect on the lecturers' performance. This study findings agrees with (Okebiro, 2017), which showed that performance of the lectures is affected by their payment in the universities where they teach.

In this section, the researcher presents a summary of the findings, with regard to the objectives of the study and also the conclusion from the research findings. Moreover, the chapter highlights recommendations and areas suggested which require further research.

Conclusions for the Study

On performance of part time lecturers, the study found that improvement of management of part time lecturers' payment system can lead to improvement of; professional assessment of students by the lecturers, professionally interact with students, lecturer's preparation for lectures, lecturer punctuality, incorporating latest industry trends on teaching, lecturers' availability for consultation, lecturers' positive attitude when teaching and demonstration of thorough knowledge on the subject area.

Recommendations of the Study

The study recommends product management of part time lecturers' payment in order to improve the lecturers' performance and students' satisfaction.

Suggestions for Future Research

It would be desirable to explore on how imprudent management of part time lecturers' payment affect the lecturers, ethics and etiquette in university teaching and learning environment.

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