IMPACTS OF COMMUNICATION AND MANAGEMENT OF PART-TIME LECTURERS ON QUALITY OF EDUCATION IN UNIVERSITIES IN KENYA

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Abstract: *Universities world-wide and here in Kenya to an extend rely in part-time lecturers to fill the gap for lecturers and other teaching staff members. In Kenya, part time lecturers have suffered non-payment related challenges. Some of the lecturers have never been paid for their services even after several years' follow-ups, indicating poor communication management. . Universities show existence of budget for the part time lectures; but blame lack of claims. As a result of the nonpayment and delayed payment, lecturers get demoralized and students complain of irregular lecturers' attendance, lack of consultation and general poor quality of education. This paper sought to examine how part-time lecturers' payment management affect the quality of teaching and learning in universities in Kenya. For data collection, students' class representatives and part-time lecturers were sampled purposively. Using questionnaires, data was generated for the study. Data was analyzed for measures of central tendencies, regression and correlation then presented in graphs and frequency tables. The outcome was that management of part-time lecturers' payment has significant and positive effects on both the quality of teaching and learning among students.*

Keywords: *Communication, Management, part-time lecturers, education, university*

INTRODUCTION

Good communication is the foundation of success in an organization. When the communication between management and part time lecturers is positive, everyone is on the same page about the institution's objectives, tasks, and expectations. Therefore successful communication enhances interaction among staff, which enables departments to run smoothly and get things done.

Communication strategy in an institution is responsive to employee needs and concerns, by ensuring that everyone has a say in decisions that affect them is the basis for building better relationships within workplaces, formation of groups enhance information sharing and thus motivation, information sharing is one of the easiest and most effective management for the participation of workers on organizational goals and objectives, as well as new events.

When there is in lack of internal communication, it may be seen as the principle reason for failure to cooperate between the management and part time lecturers on payment of their part time dues; therefore communication is seen as the principal reason for such failures. Meanwhile the organizations believe that positive

employee communication promotes employee motivation, this belief can still be considered as a complex issue because of the changing nature of organizations and the differences of their structure.

Even though the government of Kenya had set aside 646 million USD in state funding for the 2016-2017 financial year, (Muriithi, Horner, Pemberton, & Wao, 2018), this just represented a disproportionate increase of about 3 percent. This generally implies that funding in any financial year is still an issue of great concern in Kenyan universities, especially due to the pressures related to Coved-19 situation world-wide. Even earlier , according to Munene, (2015), the allocation remains inadequate for university management, and this funding deficiency is expected to further challenge the expansion of public university facilities, and lower education quality behind growth in student numbers over future years in universities in Kenya. (Munene, 2015). Munene showed that just like elsewhere in Africa, money is scarce for higher education in Kenya. 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).

Perspective of part-time lecturers' payment management

On the issues of Part-time lecturers; in universities around the world, part time lecturers play a key role in the teaching, learning, research and student examination processes. In a similar study, at the USC Rossier School of Education, on the impact of part time lecturing on the Delphi Project showed, it was revealed that students who take more classes from part time lectures have lower graduation rates and are also likely to transfer from two-year to four-year in the institutions. It further showed that the faculties dominated by adjuncts are less student-centered in their teaching, spend less time preparing for classes and also have less contact with students outside of class, (Hanna & Noble, 2015). This is similar to situations facing par-time lectures in Kenya.

In the study of the preparedness levels of graduates from East African universities, Uganda's graduates level of preparedness was the worst, followed by Tanzania, Burundi and Rwanda, as Kenya's case were equally disappointing. According to Egesah and Wahome, (2017); in Uganda, at least 63 percent of graduates lack job-market skills, Tanzania at 61 percent of graduates, while in Burundi and Rwanda, 55 percent and 52 percent of graduates respectively were found to be ill-prepared for the job markets. These graduates were perceived to be incompetent in their related job niches after graduation. The study further revealed that 51 percent of graduates in Kenya are unfit for jobs upon graduation. Just like in other parts of the world, the competence shortcoming among students is related to

The funds' availabilities in universities in Kenya is further supported by (Ronoh, Mumiukha, & Sang, 2013); (Owino, Kibera, Munyoki, & Wainaina, 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 competitive advantages in universities as well as the available related opportunities for this.

Statement of problem

The real situation is that, communication and management of part-time lecturers' payment is not satisfactory, as the payment is hardly processed, or takes abnormally long time to be processed. In some cases, the lecturers only receive a fraction of their belated payments. There is therefore the need to determine the effects of part-time lecturers' payment and communication management on the quality of education in universities including the available related opportunities.

Research Hypothesis

H_E: Part-time lecturers' payment and communication management has no significant affect on the quality of teaching and learning in Rondo University.

Limitations of the Study

The limitations observed in this study included: the study was limited to Rondo 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 thereafter. 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.

Payment problem facing part-time Lecturers

Universities all over the world rely on part-time lectures to supplement their understaffed academic departments and with clearly defined rights and obligations, (Jahn & Tullney, 2016). In Both US and Germany, adjuncts have been hired on contractual basis since the 20th century-when full time academics were much more than their part-time counterparts, while the trend reveals an inverse proportion in the categories of lecturers today, (DEC, 2013). In some united states universities, part-time lecturers face job insecurity making their earning very uncertain, since they can terminated and courses hitherto allocated to them be cancelled and re-allocated without any notice, (Gaskell, 2019). Their earnings also vary from one university to another. In Pennsylvania, adjunct lecturers at community colleges are paid a semester average of $2,547 per course, (Teutsch & Reitwießner, 2017) the pay is $1,917 at Florida's St. Petersburg College, while in some colleges, it is less than $1,917 for teaching a bachelor's level class for the semester, (Contributors, 2017). Generally, according to American Association of University Professors, (2017) & (Leal Filho et al., 2017), adjuncts typically earn around $20,000 annually, which is not comparable to the average salary of $84,303 for full-time counterparts.

The Stakeholders Engagement Management Theory

Freeman (1984) defines an organization stakeholder as any entity, an individual or group of individuals, that either affects or is affected by an organization when the organization is meeting its mission or objectives. In relation to stakeholder, a firm is concerned about three major issues; the identity of the stakeholders, the needs of the stakeholders, and the wants of the stakeholders. The three aspects are jointly addressing the means that the organization should employ in reaching their objectives, which ultimately help in making effective

decisions associated with greater benefits for gaining sustainable competitiveness (Mogstad, Høiseth, & Pettersen, 2018). In relation to this theory, (Ayisi, Ndakala, Nyanga, Daniels, 2019) stated that the success of an organization depend on the firm's managers' ability to generate not only wealth, but also to create value and satisfaction to the firm's stakeholders.

Similarly, (Pham-Thai, McMurray, Muenjohn, & Muchiri, 2018) showed that the major objective of any university strategy is to bring beneficial results to stakeholders for the betterment of the relationship between the university and the stakeholders. In the university context, therefore, the competitiveness, affects the finances and hence quality of education. However, even though most universities engage part time lecturers towards cost reduction in academic services delivery to students, the universities are yet to identify key entities, apart from students, like part time lecturers as their major stake-holders. Consequently, the degree of importance the universities attach to the adjuncts is only minimal, yet the adjunct's voices are paramount in achieving the university mission and vision. Therefore, a significant gap exists, wherein the universities need to assist their ignore but major stakeholders, (Ali & Ainebyona, 2020).

On remuneration, the lectures are generally compensated timely, although most of them are not satisfied and feel the pay is not commensurate with their work loads, (Petersen, 2016). In some colleges in Asia, there are reported cases of delayed processing of payment, wherein adjuncts feel less inclined to express their honest opinions since they are not protected by tenure, and are not unionized, (Masa'deh, Shannak, Maqableh, & Tarhini, 2017). Lambrechts, Verhulst, and Rymenams, (2017) however, showed that the adjuncts express job insecurity, disrespect by full time colleagues, and upwards of 75 percent of the adjuncts feel under-paid and much exploited on labor.

In Kenya on the other hand, (McCowan, 2018) showed that due to influx of students in universities, the Commission for Universities Education (CUE), authorized universities to have a full-time to part-time academic lecturers' ratio of 2:1 per program. However, management of part-time lecturers is not adequate. On remuneration, low and delayed payments demoralize part-time lecturers and encourage them to seek multiple opportunities in several campuses, with hopes that the additional work places could pay in time. The over delayed payments accumulate in the various Kenyan universities for years and this has consigned part-time lecturers to poverty and hopelessness, (Calitz, Bosire, & Cullen, 2018). While the lecturers are supposed to be paid once they teach, examine and grade students at the end of the semester, processing payment for this cadre of teaching staff delay and in some cases, the payment is ignored altogether. The payment may take months, years or even forever, (Wangare Wambui et al., 2016).

In Europe, Asia and America, part-time lecturers are unionized and their payment process is well managed; wherein they get paid in time as per the agreement between the adjuncts and the various universities (Petersen, 2016). In Africa, the situation different, as most part-time lecturers get frustrated as a result of delayed payment, misplaced claim documents and in some cases, non-payment at all, (Zakayo, 2018). Sofie Masuku & Stella Muchemwa, (2015) points that some universities in Africa also lose finances from double payments made due to improper documentation of the part-time lecturers' information.

In Nigeria, Chinweuba et al., (2019), the fact that the federal government instituted a centralized e-finance system (Treasury Single Account documents) complicates the lectures' payment issue, leading to several months' delay in processing payments. All funds accrued to the central government is deposited into the e-finance system in the Central Bank of Nigeria, wherein all the higher education ministry and related agencies - the National, federal and state Universities Commissions, have a single account through which the monies ought to be paid, Amuji, Ugwuanyim, Ogbonna, Iwu and Okechukwu, (2017). However, the payment process

is reportedly cumbersome as it poorly processes the complicated salary differentials in the Nigerian university system, further delaying the adjuncts' payments.

In Kenya, the agony of delayed and non-payment of part-time lecturers is rampant in the universities in Kenya. On one hand, university managers assert the fact that there is money to pay the adjuncts, while on the other hand, the part-time lecturers suffer non-payment, over-delayed, belated and irregular payment, (Okebiro, 2017). Onywere and Waiganjo, (2016) showed that universities blame the part-time lecturers for failure to timely submit their claims for processing, while some of the lecturers lament about misplaced claim forms. while funds to pay part-time lectures in Kenya is available and is in budget for the universities in Kenya, the lecturers not only experience delayed payments, but also have no provisions to track their payment processing remotely, and have to constantly travel to the distant campuses to get any slight information regarding their payments (Ronoh et al., 2013). However, the payment processing system for the lectures still stand out as the major problem among the universities, as the adjuncts salaries' processing system is different from the one used for processing salaries for the full-time academics, and is poorly managed (Akelo & Ngari, 2018).

Universities Part-Time Payment management

There have been attempts to better manage the universities Part-Time Payment Processing in Kenya through various ways. These include: use of excel sheets to capture the part-time lecturers dues and bank information (Okebiro, 2017); creation of part time management systems which is a section of the national education payment system (Amuji et al., 2017) - which mostly only capture related databases; devolution of allocation of units to the departments so that they are managed by the academic heads of department, (Rotich & Onyancha, 2017); creation of part time lecturers management departments dedicated to part-time lecturers (Jacqueline Akelo & Gitonga Ngari, 2018); and standalone records kept in different offices (Zakayo, 2018). In addition, some enterprise resource planning (ERP) used in universities have modules for part-time lecturer management, (Kipyegon Alfred, 2018). However, the use of excel -sheet, management of part-time lecturers at the program-department and independent part-time offices only handle allocation of courses to part time lecturers and generation of their appointment letters.

A part time management system which is a section of the national education payment system is cumbersome and inefficient thus amounts to further delay in processing the lecturers' payments. Standalone part-time lectures' records kept in different offices make it difficult for part time lecturers to track their claims as they have to move from office to office, after travelling far distances from their residential counties. There is thus the need to create a model for strategic management of part-time lecturers' payment in Kenya universities, like Rondo University. The use of modules within university enterprise resource planning (ERP) systems in use manages mainly the part-time lectures attendance. The ERPs however, lacks payment claim and processing systems, lack remote tracking, with improper documentation, thus contributing in payment delay.

Quality of learning service

Quality of teaching and learning is one of the most important goals for universities. Institutions that fail to attain high quality education will dent their reputation and have very low future admissions, (McCowan, 2016). Students are said to be satisfied when the learning quality matches their expectations. When quality of learning is on the contrary, this tends to complaints among the students and other university stake holders. Quality of learning focuses on a number of factors including; content delivery, consultation opportunities and coverage of syllabus, (Rash Behari Bhattacharjee, 2018). On the same note, other scholars while agreeing with these elements on quality of learning, they add more factors like: subject relevance, currency of subject materials, lecture materials and relating the current industry practices while delivering lectures, (Musa, 2020).

The lecture contents should be delivered effectively by incorporating the various teaching methods, systems and technologies.
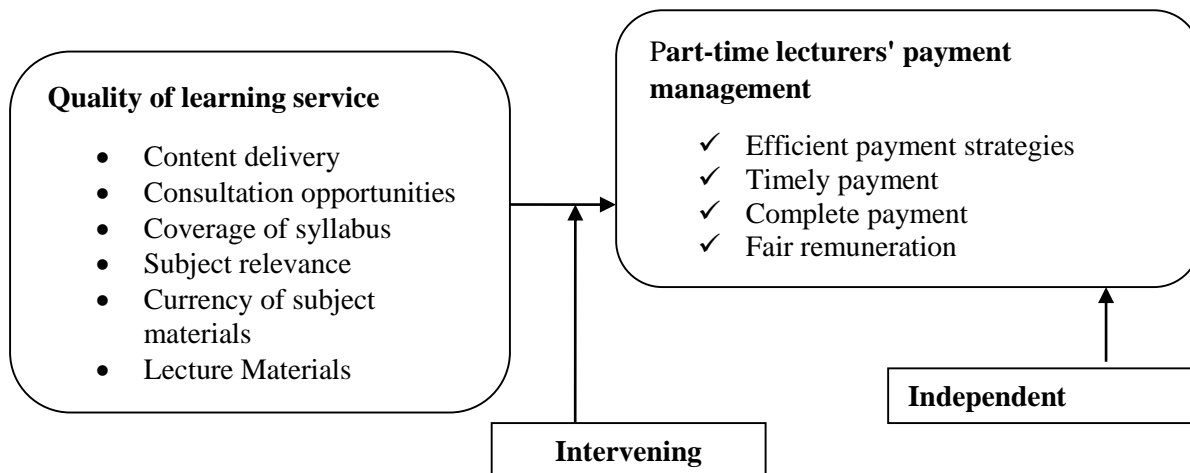
Conceptual Framework

Figure 1: Conceptual Frameworks:

Source, Researchers

METHODOLOGY

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 par 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 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 int the given population, (Sakyi, Musona, & Mweshi, 2020)

Sample Size

Sample size implies the selected portion of the entities or individuals representatinge 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 polulation was applied as:

$$n_O = \frac{Z^2 \, \sigma^2}{e^2}$$

……………………..Smith

Where:

n_0 represents the sample size,

z represents the abscissa of the normal curve that cuts off an area a at the tails given by 1.64

e represents the desired level of precision given by 0.05

$\sigma\sigma$ represents the variance of an attribute in the population given by 0.291.

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

Therefore, a sample size of 91 students was used.

Sample Size for part time lecturers

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

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

Where

N represents sample size

N represents population size

e represents the error of five percentage points

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

n = 139.3 approximately 140.

Table 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.

Sampling Technique

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 distict strata, purposive sampling to collect data mainly from student representatives and finally simple random sampling to collect data from par 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 o fall 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.

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.

$$Q_M = \beta_0 + \beta_1 QL + E:$$ **Regression equation,**

Whereby:

$\beta_1,$ is coefficient 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.

QL = Quality of Learning

E = Error term

Demographic information the Respondents

This section presents the background information of the respondents in this study, mainly focusing on gender, category and age of the respondents.

Table 3: Gender, Age and Strata of the Respondents

Strata / strata	Age 15-20	Age 21-25	Age 26-30	Age 31-35	Age 36-40	Age 41-46	Female	Male
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 with regards to the three objectives, wherein the relationships between the dependent variable and independent variable were analyzed. The analyses were guided by five points' scale, wherein the respondents were expected to indicate their levels of agreement or disagreement with the contents in the table presented in the questionnaire. Further, regression analysis for the various elements were conducted and the result present in this section.

Regression Analysis

$Q_M = \beta_0 + \beta_1 LP +$

Table 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**	
Quality of Learning Service						
Content delivery	1.425	0.996	0.778	1.431	0.004	1.285
Consultation opportunities	1.280	0.786	0.889	1.62	0.050	1.266
Coverage of syllabus	1.444	0.686	0.815	2.105	0.006	1.277
Subject relevance	*1.225*	*0.894*	*0.924*	*1.370*	*0.0652*	*1.445**
Currency of subject materials	*0.885*	*0.996*	*1.042*	*0.886*	*0.142*	*1.322**
Lecture Materials	1.399	1.096	1.008	1.274	0.025	1.295

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, quality of learning, and competitive advantage throug cosst leadership. In the regression analyses, major factors like; the significance (sig), Beta values (**β**) and Variance inflation factor (VIF) was 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, quality of learning and the resultant competitive advantage derived from any quantifiable unit of improvement in part time lecturers' payment management. The *t*-test assesses the levels to which the beta

coefficient is any 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, quality learning and competitive advantage. The associated coefficients' p – values in the table above indicate statistically significant relationship 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 that 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)

$Q_M = 1.240 + \beta_2 QL + E$: Regression equation,

For the quality of learning (QL), the coefficients where the p – values ware less than 0.05 were summed up and averaged as (i.e. 1.425+1.280+1.444+1.399)/5 = 1.387, implying that payment management is as well statistically significant in predicting quality of learning at an associated factor of (1.387) per unit improvement. Therefore, the equation now becomes:

$Q_M = \mathbf{1.240} + \mathbf{1.154} LP + \mathbf{1.387} QL + \beta_3 CL + E$:

Contribution to the Quality of Learning

The coefficient for quality of learning is (1.387) is significantly different from 0 since its p-value is less than 0.05. Therefore, for every unit increase in part time lecturers' payment, a 1.387 unit increase in quality of learning is predicted, holding all other variables constant. This study finding resonates with Rash, (2018) which elucidated that when part time lectures are enumerated well and in a timely manner, the quality of learning in their subjects increases.

Hypotheses Test Results

H_E: Part-time lecturers' payment management has no significant affect on the quality of teaching and learning in Rondo University. In this case, the regression analysis indicated that part-time lecturers' payment management has positive significant relationship with the quality of learning and teaching. The p value associated with this relationship is less than 0.05, and the coefficient value was found to be 1.088. On the basis of these values, the study rejected the hypothesis that Part-time lecturers' payment management has no significant affect on the quality of learning. This study findings agrees with (Gaskell, 2019), which showed that quality of learning among university students is affected by their payment management in the universities where they teach.

Summary of the Study Findings

Part -Time Lecturers' Payment Management and Quality Learning

In this case, the regression analysis indicated that part-time lecturers' payment management has positive significant relationship with the quality of learning and teaching. This is because the p value associated with this relationship is less than 0.05, while the coefficient value was found to be 1.088. This study findings agrees with (Gaskell, 2019), which showed that quality of learning among university students is affected by their lecturers' payment management in the universities where they teach.

Part -Time Lecturers' Payment Management and Quality Learning

In this research, the regression analysis indicated that part-time lecturers' payment management has positive significant relationship with the competitive advantages as based on cost leadership in the university. The p-value associated with this relationship is less than 0.05, and the coefficient value was found to be 1.387. This study findings agree with (Pham-Thai et al., 2018), which showed that due to lower cost for hiring and maintaining part time lecturers, universities can greatly benefit by levering on the low cost human resources to reduce their cost of delivering learner services to university students .

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. On quality of learning, the study found that improvement of management of part time lecturers' payment system can lead to improvement of: lecture content delivery, consultation opportunities, and coverage of syllabus and provision of quality lecture materials. Further, on competitive advantage, the study found that improvement of management of part time lecturers' payment system can lead to improvement of the universities' competitive advantage on cost leadership. This will the university to save cost since most part time lecturers contend with lower pay, without any medical cover, fringe benefits, house and commuter allowance or retirement packages

Recommendations of the Study

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

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