

# **EFFECT OF PART-TIME LECTURERS ON EFFECTIVE UTILIZATION OF RESOURCES BY PUBLIC UNIVERSITIES IN NAKURU COUNTY**

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## **Abstract**

*An organization becomes more successful than its competitors after achieving and sustaining its competitive advantage through effective utilization of resources within its reach. Public Universities in Nakuru County, Kenya were faced with challenges of effectively utilizing their resources for competitive advantage. The study therefore sought to identify strategies of determining effective utilization of resources by Public Universities in Nakuru County through determining effect of part-time Lecturers. Descriptive survey research design was used. The location of the study was in Nakuru County. Targeted population was, Chairmen of Departments which totaled to 21 respondents. Questionnaire was used to collect data. Pilot testing on 3 respondents was conducted. The Cronbach Alpha Reliability Coefficient was computed and the threshold value was accepted was  $\geq 0.7$ . The data was subsequently subject to statistical treatment. Findings were expected to help the policy makers in institutional management in setting up reliable strategies that enhance effective utilization of public resources. Recommendations were: Public University Management to sensitize and provide guidelines to all stakeholders on strategies regarding effective utilization of resources for realization of*

*desired goals for competitive advantage, design interventions in creating emphasis on policies and procedures to be followed for successful outcome, RBV of the Public Universities be realized and embraced inspiring and also provide room for convincing strategies and tactics for enhancement of quality improvement.*

*Keywords: Resources, effective resource utilization, part-time lecturers, Resource Based View, Quality improvement, education management*

## **INTRODUCTION**

An organization is considered to be more successful than its competitors when it achieves and sustain its competitive advantage through effective of utilization of resources. Physical, human and financial resources invested in institutions influence not only the education provided to students but also aspects of teachers' motivation and consequently the educational outcomes. Effective utilization of resources is an essential task for organizations that co-ordinate different activities. It is important for them to efficiently organize and allocate personal as well as equipment for different activities, same time avoiding idle resources.

Having the information about the availability of the resource at the right time for the activities, plays a vital role in effectively reducing waste and smoothly executing the activities efficiently. The strategy as a tool of determining effective utilization of resources can be developed in order to optimally gain competitive advantage in many organizations. Barney (1991) explained that competitive advantage could be obtained as firms implement a value creating strategy not simultaneously being implemented by any current or potential competitors. Competitive advantage exists when a particular organization consistently outperforms other companies in the same industry. An organization is considered to be outperforming others if profits are higher than the competition's profits through effectiveness of utilization of resources. The competitive advantage is thought to be stronger when it lasts for a longer period of time. The organizations that are able to utilize its resources effectively for many years are thought to have a sustainable competitive advantage. In this case therefore, an organization is required to set out and develop a strategy that will both achieve effectiveness of utilization of resources and maintain competitive advantage.

Public institutions and particularly public universities in Africa have been experiencing some challenges in effective utilization of resources. Here in Kenya these challenges include lack of funds (cash straps), poor management of resources and appointment into positions of power men and women not well trained in leadership thus lacking in skills required to run those

institutions. At times these institutions are affected by strikes based on the staff or student unions' demands (Ekong, 1994). The elevation of various technical colleges into university status in the last few years coincided with a period of rapid expansion in the university education in Kenya due to demographic and political pressures that had developed from the years of colonial and previous regimes neglect. At colonial period Kenya had only King George Royal College now the University of Nairobi, while President Kenyatta and President Moi regimes created the University of Nairobi, Kenyatta, Egerton and Moi universities, respectively. The expansion has taken place at a time when drought, ethnic tension and overall decline in the macro-economic sector, have had negative effects even on the government to be able to finance these public institutions. These challenges have really affected the productivity level of public universities as some of their employees have resulted to moonlighting. One can easily observe that the impressive expansion of the student enrolments in these institutions has been achieved without a proportionate rise on teaching methods that the universities operate on and the provision of service delivery in improving the universities' efficiency. The student enrolment in large numbers is as a result of the current system where students have been assigned to courses they did not apply for. They later find the courses that were assigned to them beyond their scope, get overwhelmed, and keep on re-sitting for examinations (Joint Board, 2009). This may result in many opting to forgo those courses in favour of courses they preferred in the private universities both in Kenya and abroad or Self Sponsored Programmes (SSP) in Kenyan public universities for those who have finances.

Public Universities need a strategy that would determine the utilization of resources effectively to curb these challenges. According to Ahlstrand et al. (2009) citing Mintzberg (1987) splits the key definitions of strategy into various categories, namely: strategies as plans and patterns, strategies as deliberate and emergent, strategies as positions and perspectives, and strategies as a ploy. A strategy provides the direction and scope of an organization over the long-term which will result to achieving advantage for the organization through its configuration of resources within a challenging environment. These resources thus, meet the needs of markets and to fulfill stakeholder expectations.

A resource is anything which could be thought of as strength or weakness of a given firm. More formally, a firm's resources at a given time could be defined as those tangible and intangible assets which are tied semi-permanently to the firm, (Wernerfelt, 1984). According to Barney, (1991a: 2002), firm resources include all assets, capabilities, organizational processes, firm attributes, information, knowledge among others controlled by a firm that enable the firm to conceive of and implement strategies that improve its efficiency and effectiveness. The firm's resources will be defined as stocks of available factors that are owned or controlled by the firm

within its environment, (Amit & Schoemaker, 1993). For a firm to effectively utilize its resources, it requires a conducive environment. According to Macmillan English Dictionary for Advanced Learners, International Student Edition, environment as a noun refers to the place in which people live and work, including all the physical conditions that affect them. The environment in which an organization exists could be broadly divided into two parts; The external environment, which includes all factors outside the organization, which provide opportunities or pose a threat to the organization. The internal environment, which refers to all factors within an organization, which impart strengths or cause weaknesses existing in the internal environment.

Effective Utilization of resources is where a firm is able to plan, organize, direct, coordinate and control the resources within its reach. Effective utilization of Resource based view (RBV) is an approach to achieving competitive advantage (CA) that emerged in the 1980s and 1990s, after the major works published by various authors who included Wernerfelt, (1984), among others. They argued that organizations should look inside the company to find the sources of competitive advantage instead of looking at the competitive environment for it. Further, Thompson et al. (2010) point out that RBV uses a company's value, rare, inimitable and organization's strengths and competitive capabilities to deliver value to customers in an approach that rivals find it difficult to imitate. It holds that firms can earn sustainable abnormal returns if and only they effectively utilize superior resources that are protected by an isolating mechanism preventing their diffusion throughout the industry. The resource based view (RBV) focuses on specific resources and highlights that competitive advantage is based on valuable, rare, inimitable resources and organization (VRIO), Barney (1997).

According to Fahy et al. (2009), he presented a review of ineffective utilization of resources facing Higher Education Institutions globally, and then drew on extant theory from the resource-based view of the firm to offer a number of propositions regarding the types of resources and capabilities needed to be effectively utilized for competitive advantage. Eastern and Southern Africa Management Institute based in Tanzania offers Masters Programmes that depict the effectiveness of utilization of resources through practicing unique experiences that the institute has acquired in management training, research and consulting in Africa, (ESAMI, 2013). It also gained competitive advantage through the ability to think critically, strategically and independently. It enhanced quest for practical innovations and creativity in business management along with the ability to manage diversity. The Government implemented the Basic Education Act 2013 that provides for Free and Compulsory Education covering the primary and secondary level of education with a major reason of improving people's status of life and imparting knowledge too. However, one question that has preoccupied researchers for decades is why some public schools consistently perform well in examinations while others consistently

perform poorly, (Hamaro, 2014). Again this confirmed that effective schools were characterized by strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, and opportunity to learn, Hamaro (2014). Successful schools have unique characteristics and processes, which help all children to learn at high levels.

Universities in many cases, attract many students who cannot travel far from home to the main campus because of family responsibilities, their jobs, financial limitations, or other factors through effectively utilizing their available resources like establishing satellite campuses and launching additional new programmes. They also attract the community surrounding them thus win competitive advantage against private universities and give challenge to their rivals. For example, Kenyatta launched Digital School of Virtual and Open Learning (DSVOL) which was established from the former Open Distance and e-Learning Institute as a strategy to win competitive advantage, (Digital School of Virtual and Open Learning (DSVOL) 2014).

### **Statement of the Problem**

Public Universities in Nakuru County are faced with challenges of effectively utilizing of their resources in order to gain competitive advantage. The Resource-Based View (RBV), suggests that competitiveness can be achieved by innovatively delivering superior value to customers. Studies carried out by Chuan, (2005) in Sarawak indicated that part-timers are less committed to their work. In the last ten years university education has rapidly expanded whereby Universities have been setting up campuses in major towns in the country (Joint Board, 2009). This expansion has not been supported by recruitment of full-time Lecturer instead Universities have resulted in using part-time lecturer who are recruited on semester basis (CUE, 2014). The over reliance on part-time lecturers is likely to create problems in teaching methods and communication. To accomplish this, the study focused on determining effect of part-time lecturers on effective utilization of resources by Public Universities of Nakuru County as one of the RBV significant resource.

### **Research Objective**

To analyze the effect of part-time-lecturers on effective utilization of resources in Public Universities in Nakuru County, Kenya in order to gain competitive advantage.

### **Research Question**

What is the effect of part-time lecturer on effective utilization of resources by Public Universities of Nakuru County

## LITERATURE REVIEW

In the RBV of the firm, resources are the sources of competitive advantage. In addition, RBV is based on the idea that a firm resources are heterogeneous, and therefore view competitive advantage from the perspective of the distinctive competencies and resources that give a firm an edge over its competitors, Korsaa Cand, Jensen Cand and Varnes (2010). Accordingly, competitive advantages stem from developing current capabilities that are highly effective in responding to the organization's environment; yet, some firms are not able to replicate those capabilities quickly, Korsaa et al. (2010). According to Mugure (2012) student learning outcomes in institutions is largely dependent on availability and appropriate utilization of resources, because the students acquire skills using these resources. These resources include buildings, furniture, play ground, compound, toilet facilities, lighting, books, teaching materials, among others. These facilities play a pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students.

It is noted that Mugure (2012) argued that resources in institutions are important in education because learning takes place best through discovery, exploration, and interaction with the internal and external environments. The research has consistently highlighted that appropriate utilization of resources in institutions as a key determinant of students' academic achievement. The research asserts that, in order for learning to be effective, students need an enabling environment that is both psychologically and physically friendly to the learners. Effective schools have rigorous systems of accountability, a focus on teaching and learning, stimulating and secure learning environments. Poor academic performance is connected with poor learning environment created by a poor state of resources. He further concluded that there is an explicit relationship between a institutions physical resources and educational outcomes. Good maintenance, modern systems, and flexible designs are important because the physical structure can limit the learning experience. Institutions' resources should be flexible enough to accommodate changing learning patterns and methods.

According to Johan (2004), he states that educational outcomes in institutions are closely linked to utilization and adequacy of teaching/learning resources in different ways; poor utilization, underutilization, unqualified educators brings forth low educational achievement and thus less competitive. The inadequacy of physical and material resources in schools is a major factor responsible for learning outcome of students. Institutions that do not have adequate resources such as workshops, laboratories, classrooms, teaching learning materials among other resources are unlikely to post good results. The principles of facilitating effective learning and teaching involves having the practical skills and putting the learners own experience into practice. They receive inputs from the external environment in form of human and material

resources, process them and empty the same into the society as finished products and services. The quality of the products bears a direct relationship with the qualities of the resources deployed in the process of production. The utilization of resources in education brings about fruitful learning outcomes since it stimulates and motivates students" (Mugure, 2012).

### **Effects of Part timing on Effective Utilization of Resources**

The term part-time faculty describes employees who teach less than a full load at higher education institutions. The expansion of university education in Kenya (Kipkebut, 2010) for example, coupled with reduced direct government funding for Universities (CHE, 2006) has left the local public universities with little choices but to resort to use of part-time academics. By 2012, public research universities and community colleges employed 16 fewer staff per 1,000 full-time equivalent (FTE) students compared with 2000, while the number of staff per student at public master's and bachelor's colleges remained unchanged (Desrochers; Kirshstein 2014). The overreliance part-time academics have created challenges with regard to management of such staff among Human Resource practitioners and line managers in charge of academic departments. The problem of lack of sufficient academic staff in Kenya is dated back to the 1990s (Kipkebut, 2010). Prior to this period, the trends in engagement of academic staff in Kenya since independence (1963) were geared towards "permanent and pensionable" terms of employment. However, with the managerialization of university education, the cost of having all academic staff on permanent basis would be overwhelming and beyond the affordability of most Universities. As a result, the numbers of part-time academics has grown steadily over the years and surpassed the numbers of full-time academics in Higher Education in Kenya (Kipkebut, 2010). This has in turn, raised uncertainties and fears among stakeholders as to the quality of delivery of part-time academics owing to an implied notion that part-time academics have part-time commitment to teaching. Such a notion and fear has created a new wave of debates in Kenya (CHE, 2010; Muindi, 2010).

Some studies indicate that full-time faculty members teach more effectively than part-time faculty (Pankin and Weiss, 2011). Bryson (2004) raises the point that employees on temporary contracts are more likely to be unable to apply the full range of their skills and work in positions that do not fully utilise their qualifications and experience. AAUP (2003) who identify that temporary staff invest conscious energy into activities that would minimise the uncertainty of their position. This is of concern to this study given the competitive environment of education provision and that reliance on part-time contracts may affect a core output of the university, namely research. It is becoming apparent that an over-reliance on labour flexibility can diminish

staff productivity, morale and commitment. Part timers have little contact with the wider university. The argument continues that they have limited contact with students outside class and may or may not hold office hours (Pankin and Weiss, 2011). They may also be less likely to know institutional policies and programs and thus cannot advise students about them. More challenging is the fact that part-time faculty are the faculty most apt to be teaching an institution's part-time students, as those students tend to take evening and weekend courses, which are most frequently assigned to part-time faculty (AAUP, 2003).

On the other hand, when part-time lecturers devote insufficient time to their involvement or lack adequate information about the courses they teach, the teaching programme suffers disruption and a lack of continuity. This is clearly confirmed by a research conducted by Mwiria and Carey (2007) among public and private universities in Kenya by observing that, Public and private universities in Kenya influence and complement each other in several ways. In Kenya's education sector, the use of part-time teachers to achieve the Free Primary Education has been explored. The public and private universities in Kenya are also in record as having a large number of casual academic staff (CHE, 2006). The academic staff shortages in universities in Kenya has been worsened by a rapid expansion stimulated by a desire to improved access to higher education as spelt out in Kenya's Vision 2030 (GOK, 2009).

One of the effects of the restrictions imposed by the World Bank was that of poor terms of service for academic staff that led to great difficulties in the attraction and retention levels, and in some cases leading to significant emigration from the universities, and indeed, from the affected countries to other places in search of 'greener pastures'. The emigration or flight of high level and skilled human capital, commonly referred to as brain drain, led to loss to the local economy: loss of their potential contribution to local capacity; loss of locally trained human resources; and loss of human capital investment by the state. Further, levels of performance for staff that remained in the universities significantly dropped as they sought additional or supplemented sources of income (Kiamba 2005). According to Kilonzo (2011) our universities are forced to work under adverse conditions; poor salaries, lack of resources for non-salary academic expenditure, such as textbooks, journals, teaching and research equipment and maintenance of such equipment. He asserts that the situation has resulted in a lowering of academic standards and of quality of graduates. Graduates are deficient in written communication and technical proficiency which make them unfit for the market. Studies in other African countries (see Cosser 2010) have also exhibited the same traits.

As for the lecturers, there is no time for self-development in studies and research. Some of the lecturers who have not taken up part timing as a way of making extra money are involved in consultancy work. The fact is, consultancy can be a rich source of research and those

involved in the practice can exploit it as a wealthy arena for research, writing and publishing. However this has not been the case. Kinyanjui (2007) refers to “other issues which require rethinking”. These include the way staff are recruited, utilized and rewarded and their teaching and research environment is catered for; how the universities are funded and account for their resources, and how they are governed; and how the sector can drive socio-economic development. There is therefore limited public funding available academics are increasingly expected to spend time on acquiring external research funding if they want to continue their research activities. In their search for external funding academics face conditions that are new to a large extent. Increasingly research grants must be obtained on a competitive basis (Leisyte, Enders & Boer 2009:626). For some, applying for such funding is time consuming and that there is no guarantee that their applications would be approved. When they try once and fail they give up. To them research becomes next to impossible without funding. This not only affects their outcome in teaching but also stagnates the possibilities of their promotion.

The challenge is also complicated by the fact that these part timers have extra work load in an effort to get extra pay. Related research elsewhere shows that the imbalance between teaching loads and research significance puts the system under pressure and contributes to work intensification. This is reinforced by contradictory signals from institutional management, sanctioning bad research performance with higher teaching loads.

## **METHODS**

### **Research Design**

The study adopted a descriptive survey research design in order to identify strategies of determining effectiveness of utilization of resources by public universities in Nakuru County. According to Orodho, (2004) survey research describes the nature of existing conditions, identifies the standards against which existing conditions could be compared, determine the relationship that exists between specific events (variables). Descriptive studies relates to characteristics related with the subject population. Saunders et al. (2003) assert that a descriptive research portrays an accurate profile of persons, events or situations. Good descriptive study research also aims to improve on organization’s resources and effective performance that leads to competitive advantage.

### **Target Population**

According to Cooper and Schindler (2003), a population is the total collection of elements about which the study wish to make inferences. Mugenda and Mugenda (2003), defines target population as that population the study studies, and whose findings are used to generalize to

the entire population. The population of interest in this study was drawn from staff in public universities in Nakuru County. The targeted population comprised the chairperson of departments since they interact with part-time lecturers and students directly. The statistics of the Chairperson of departments for the three public universities were: Egerton University – 17, Jomo Kenyatta University of Agriculture and Technology – 2 and Kenyatta University – 2; totaling to 21 respondents. The study used census as advocated by (Israel<sup>2</sup>, 1992), that a census is attractive for small population for example, 200 or less. A census eliminates error and provides data on all the individuals in the population. Finally, the entire population was sampled to achieve a desirable level of precision.

### **Data Collection Instrument**

The study used a questionnaire. This tool has the ability to collect a large amount of information in a reasonable quick span of time, (Orodho, 2004). Questionnaires also allow for anonymity and confidentiality of information. Primary data was collected through an interviewer administered questionnaires which contained closed ended questions. The researcher used close-ended questions so as to give opportunity to the respondents to give replies as required. According to Kombo and Tropmp (2006), questionnaires are useful in gathering data over a large sample and diverse regions. Each respondent was requested to fill the questionnaire and the researcher to collect within seven (7) days from the date of issue. The consistency of the instrument contents with the study objective determined the validity of the research. Thus, to ensure validity, use of study objectives in development of the questionnaire was considered.

### **Data Collection Procedure**

Data collection involves contacting the respondents in the sample in order to collect the required information about the study (Cooper & Schindler, 2003). The technique used for data collection was primary data collection. Prior to embarking on data collection for the study, the researcher sought permission from the three public universities in Nakuru County. Once permission was granted the researcher delivered the questionnaires at the reception desk of the identified universities for circulation. An introductory letter was attached on each questionnaire. The questionnaires was issued by hand delivery to the sampled population identified and the responses were noted. A final date was the seventh day from the date of issue. The researcher collected the questionnaires from the reception desks after the respondents were through and they returned them. The researcher also went an extra mile looking for the respondent who were not able to deposit their questionnaires to the central place.

### **Pilot Test**

A pilot study as observed by (Polit, Beck & Hungler, 2001), is a small scale version or trial run in preparation for a major study. Thus, a pilot study was conducted from Egerton University, Njoro Main Campus on 3 respondents to test the reliability and validity of the research. According to Orodho (2003), a pilot study helps to improve the items of data collection instruments. Baker also found that a sample size 10-20% of the sample for the actual study is a reasonable number of participants to consider enrolling a pilot. Although a pilot study does not guarantee success in the main study, it generally increases the likelihood. The researcher sought assistance from research experts, experienced graduates and lecturers to help improve the validity of the instrument.

### **Validity Test**

According to (Joppe 2000), validity refers to the extent to which an instrument measures what is supposed to measure, that data need not only to be reliable but also true and accurate. The researcher developed a questionnaire as an instrument to measure determinants of effective utilization of resources. In this study, the researcher went through the instrument and also sought views of the supervisor and other experts from the department of Business Administration in the School of Entrepreneurship, Procurement and Management in relationship with the determinant of effect of part-time lecturer on effective utilization of resources to measure validity. Further, a pilot testing was carried out to support the content in the questionnaire as true and accurate. The reliability of questionnaire was found to be above 0.7.

### **Reliability Test**

Reliability, which is a measure of the extent to which results are consistent over-time and an accurate representation of the total population under study and which also tests if the results can be reproduced under similar methodology indicating that the instrument is reliable (Joppe, 2000) was evaluated. Cronbach alpha was used to measure reliability and ranges from 0 to 1. The acceptable value of Cronbach alpha is between 0.7 and 0.9 (Kline, 1999). Table 1 illustrates the findings of the reliability test.

Table 1: Reliability Statistics

	<b>Cronbach's Alpha</b>	<b>No. of Items</b>
Popularity	.761	5
Commitment	.782	5
Communication	.721	5

## **Data Processing and Analysis**

The study generated both qualitative and quantitative data. Quantitative analysis involved use of descriptive statistics such as the mean, frequencies and percentages. Data obtained from the questionnaires was processed through editing and coding and then entered into a computer for analysis using descriptive statistics with the help of Statistical Package for Social Sciences (SPSS), which offered extensive data handling capabilities and numerous statistical analysis procedures that analysed small to very large data statistics (Bell,2007). Descriptive statistics helps to compute measures of central tendencies and measures of variability (Bell, 2007). Descriptive analyses are important since they provide the foundation upon which correlation and experimental studies emerge; they also provide clues regarding the issues that should be focused on leading to further studies (Mugenda & Mugenda, 2003). The analyzed findings was then be presented in form of frequency tables since they were user friendly and gave clear representation of the different responses given by the respondents.

## **EMPIRICAL RESULTS AND DISCUSSION**

This chapter presents research findings, interpretation and discussion of the data analysed. The study sought to identify strategies of determining effective utilization of resources by Public Universities on part-time lecturers in Nakuru County. The instrument used was a questionnaire which entailed demographic data and guiding questions derived from the part-time lecturer objectives were analyzed descriptively and inferentially using SPSS descriptive statistics.

### **Response Rate**

Questionnaires were circulated to 21 respondents who were Chairmen of Departments of the three Public Universities in Nakuru County. 18 questionnaires were successfully completed and received while 3 questionnaires were not returned. The percentage of the responses received rated 100.

### **Demographic Information**

The study gathered information on the respondents' personal attributes. This included the departments the respondents headed, gender, designation, years of experience they served in the departments and information relating to strategies determining effective utilization of resources by Public Universities in Nakuru County. The information is illustrated in the following tables simultaneously.

Table 2. Gender of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	6	38.9	38.9	38.9
	Male	12	66.7	66.7	100.0
	Total	18	100.0	100.0	

Gender of respondents was necessary to be determined in this research as it made possible to identify characteristics of the respondents. The results were as shown in Table 2 indicating that 6 (38.9%) of the respondents represents female, 12 (66.7%) represents male. It is clear that the number for male supersedes the number for female respondents. The valid and cumulative percentage totals to 100%. From the study, it is clear that female need to be encouraged to advance in their career development so that they would balance with male in those administrative positions.

Table 3. Designation of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Senior Lecturer	6	38.9	38.9	38.9
	Lecturer	12	66.7	66.7	100
	Total	18	100.0	100.0	

Table 3 indicates that 6 (38.9%) of the respondents hold the position of Senior Lecturer while 12 (66.7%) hold the position of Lecturer. The analysis indicates that for one to be a chairman of a department he/she must hold a position of Lecturer and above. Therefore it is evident that to head a department one must be a PhD holder whose title is either Doctor or Professor. Senior Lecturer and Lecturer have a cumulative percentage of 100%.

Table 4. Respondents' Year of Experience in the Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 – 5	2	11.1	11.1	11.1
	6 -10	8	44.4	44.4	55.6
	11 - 15	4	22.2	22.2	66.7
	above 15	4	22.2	22.2	100
	Total	18	100.0	100.0	

Table 4 indicates the respondents' year of experience in the Department respectively. The frequency and percentage of 2 (11.1%) represent years 0 -5, 8 (44.4%) represent years 6 – 10,

4 (22.2%) represent years 11 – 15 and 4 (22.2%) represent those who are above 15. The total percentage add up to 100%. The presentation clearly indicates that most of chairmen of departments have experience of between 6 and above number of years of experience thus they are conversant with the matters regarding part-time lecturers, teaching methods and effective communication among other operations for smooth running of the departments.

Table 5. Effects of Part-time Lecturers on Effective Utilization of Resources by Public Universities of Nakuru County

	SA	A	N	D	SD	Total
Part-time Lecturers are popular in our University in Nakuru County.	55.6	33.3	5.6	5.6	-	100
Part-time Lecturers accomplish their lectures promptly every academic semester.	11.1	33.3	-	50.0	5.6	100
Part-time Lecturers attend lessons regularly and consistently according to teaching attendance sheet.	-	50.0	11.1	38.9	-	100
Part-time Lecturers are committed in preparing quality lesson plans.	-	50.0	11.1	38.9	-	100
Students taught by Part-time Lecturers perform above average.	11.1	27.8	27.8	33.0	-	100
Part-time Lecturers provide students marks within the stipulated period.	11.1	27.8	16.3	38.9	5.6	100
Part-time Lecturers set standard questions for end of semester examinations.	-	16.7	44.4	11.1	27.8	100

The results of the study as shown in the Table 5 indicated that majority of the Chairmen of the Departments in Public Universities in Nakuru County agreed that Part-time Lecturers were commonly utilized with a percentage of 88.9%. A portion of 5.6% respondents were indecisive while the other 5.6% stood for disagreed respondents. The study implied that 5.6% for the indecisive respondents, which could be as a result of those departments whose units are taught by full-time lecturers and rarely do they experience pressure that would opt for search of part-time lecturers. Both percentages for indecisive and disagree added to 11.2% which still was a small percentage compared to 88.9% for agreed respondents. However, (Joint Board, 2009)

advocated that in the last ten years Universities had set up campuses in major towns in the country which had not been supported by recruitment of full-time lecturers, thus, universities opted to use part-time lecturers.

The results of the study, as witnessed in table 5 showed that 44.4% of Part-time Lecturers accomplish their lectures promptly every academic semester. The remaining percentage fell in the categories of disagree and strongly disagree. The results then show that as much as part-time lecturers are popular in Public Universities in Nakuru County, they are either not serious or overwhelmed with lectures.

In the idea of Neal and Hesketh (2002), financial resources and technological resources are less important than human capital resources and social capital resources, thus, Part-time Lecturers are conceptualized as RBV direct predictors of university's performance for competitive advantage. To support the idea by this study, it was vital for Part-time Lecturers to attend lessons regularly and consistently according to teaching attendance sheet for effectiveness of utilization of resources. As shown in Table 5, the study revealed that 50.0% agreed, 11.1% are indecisive, while 38.9% disagreed. It was clear then that a cumulative percentage of those who were indecisive and those who disagreed cover 50% , which was balancing and it was seen as a huge portion that needed to be addressed.

The results of the study as shown in Table 5 on Part-time Lecturers being committed in preparing quality lesson plans revealed that 50% of the respondents concurred with the study. The percentage of 38.9% of the respondents disagreed that there was no commitment in preparing quality lesson plans while 11.1% of the respondents were indecisive. This was an indication that some effort should be engaged to reduce the indecisive and disagree percentage of 11.1% and 38.9% respectively in order for the three public universities be effective.

The results of the study as displayed in the table 5 revealed the level of denial that Students taught by Part-time Lecturers perform above average. Minority of the respondents that is, a percentage of 11.1% agreed while a percentage of 38.9% disagreed. The percentage for the respondents who were indecisive and disagreed added up to 61.4%. This was evident that once Part-time Lecturers were unable to accomplish their lectures promptly every academic semester, students then could not perform above average.

The study established that Part-time Lecturers were in capable of providing students' marks within the stipulated period. As captured in the table 5, the percentage of 44.5% covered those respondents who disagreed and strongly disagreed that Part-time Lecturers were capable. A portion of the respondents which constituted a percentage of 38.9% agreed that Part-time Lecturer were capable while a percentage of 16.3% still had difficulties in judging the situation.

According to Thomson et al. (2010), the level of Part-time Lecturers setting standard questions for end of semester examinations by pointing out that a company's RBV must be of value, rare, inimitable and organization's strengths and competitive capabilities with a purpose of delivering value to customers in an approach that rivals find it difficult to imitate. The study revealed that a large percent of 61.1% agreed that Part-time Lecturers do not set standard questions for end of semester examinations, but still, a percentage of 38.9% is on the higher side for opposition. This then was an indication that there was ineffective utilization of resources, which made universities produce ineffective students and resulted to losing competitive edge to their rivals.

Chairmen of Departments who are indecisive in most of the variables would be as a result that they were acting in the capacity of the substantial chairmen thus, they were not sure. Secondly, they would be arguing that they are sure of those Part-time Lecturers who are experienced in their area of specialization unlike those who are apprentice that is, just fresh from class and they were given classes to lecture.

## Inferential Analysis

Table 6. Relationship between Part-time Lecturers for Effective Utilization of Resources

		Effective Utilization of Resources
<b>Part-time lecturer</b>	Pearson Correlation	.611**
	Sig. (1-tailed)	.002
	N	18

\*\* . Correlation is significant at the 0.05 level (1-tailed).

Based on the results the study revealed that there was a strong statistically significant positive relationship of ( $r = 0.611$ ,  $p < 0.05$ ) between part-time lecturer and teaching method. This implies that part-time lecturers should opt to choose the appropriate and effective teaching method that the students can grasp and understand lessons easily. The results of the findings are consistent with views of Thompson et al. (2010) who point out that RBV uses a company's value, rare, inimitable and organization's strengths and competitive capabilities to deliver value to customers in an approach that rivals find it difficult to imitate.

## SUMMARY

A summary of the findings are done and some recommendation for those who might be interested in the undertaking further research in future in the same area was made. The study was to seek determinants of effective utilization of resources on part-time lecturers by Public

Universities in Nakuru County. Basing on the findings of this study it was established that Public Universities in Nakuru County are faced with challenges of effectively utilizing of their resources in order to gain competitive advantage, especially in handling its specific RBV on part-time lecturers. Nevertheless the research outcome established that there have been some indecisive respondents who presented a reasonable percentage that ought to be looked at. In addition, plans of introducing new strategies should be considered in order to convince and satisfy the indecisive respondents in joining the respondents who have positive ideas for effectiveness.

It is noted that the findings of this study agree with previous researchers that part-time lecturers are less committed. The respondents also were in indecisive proving that the few part-timers who were committed had their own reasons to support their commitment. However, frequent analysis supported the points guiding to this study but the element of part-time lecturers being less committed was noticed.

## **CONCLUSION**

The study was to seek determinants of effective utilization of resources by Public Universities in Nakuru County. From the topic of the study it can be concluded that even though the Public Universities in Nakuru County utilize its available resources within its reach, they have not yet fully exploited the strategies around them which would be effective and relevant for positive results. This can be deduced by the fact that once organizations are tend to be considered more successful than its competitors when it achieves and sustains its competitive through effective of utilization of resources.

From the results of the study it was noted that the expansion of university education in Kenya (Kipkebut, 2010) resulted to the local public universities with little choices but to resort to use of part-time academics because of reduced government funding for Universities (CHE, 2006) by then. Although the aim of engaging part-time lecturers in Public Universities in Nakuru County was to manage the large numbers of students' enrolment in the Public Universities, part-time Lecturers viewed the concept in terms of pay and put less effort in their work.

## **RECOMMENDATIONS**

The following recommendations are made to provide a guideline to Public Universities' Stakeholders and further researchers in sub-sections. Public University management should consider providing guidelines to all stakeholders on strategies regarding effective utilization of resources and realization of desired goals for competitive advantage. Various interventions should also be designed to create emphasis on policies and procedures to be followed without

fail for successful outcome. All RBV of the public universities should be made known and should be embraced inspiringly. Persuasion strategies and tactics should be given room where applicable for enhancement of quality improvement.

The study concentrated on determinants of effective utilization of resources. In this study, resources being referred the internal resources which factored tangible and intangible resources. However, the study did not factor in the aspect of time, space, and uncertainty resolutions in its framework since they are not considered part of RBV. Future research should be conducted to factor in the time, space and uncertainty resolutions as RBV for effectiveness and success of an organization.

There is need to undertake a similar study using a different methodology and probably consider a qualitative study to give a more in-depth understanding of when and how the implementation tactics are applicable.

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