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INFLUENCE OF ACADEMIC RESOURCE PROVIDER'S WORK ETHICS ON INSTITUTIONAL MANAGEMENT IN PUBLIC UNIVERSITY IN NYERI AND KIAMBU COUNTIES

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INFLUENCE OF ACADEMIC RESOURCE PROVIDER'S WORK ETHICS ON INSTITUTIONAL MANAGEMENT IN PUBLIC UNIVERSITY IN NYERI AND KIAMBU COUNTIES

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Abstract

Purpose: The purpose of this study was to investigate the influence of academic resource provider's work ethics on institutional management in public universities in Nyeri and Kiambu counties. The study was guided by the following research objective: to analyze the influence of the academic resource provider's work ethics on institutional management in public universities

Methodology: Purposive sampling was used to select three universities based on their magnitude of part-time lecturers from which cluster sampling was used to select a sample size of 335 respondents. The study made use of questionnaires for Heads of departments and lecturers. Interview schedules for Deans and Human resource managers. In the piloting phase lecturers (12), Heads of departments (5), deans (2) and human resource manager (1) representing 1% of the target population to ensure the validity of the instruments and rater inter rater method was used to establish reliability. Concurrent triangulation was used to ensure credibility.

Findings: The study confirmed that academic resource outsourcing influences institution management in public universities in Nyeri and Kiambu counties since selection satisfaction, quality of service, capability to handle and work ethics of the outsourced provider had significant influence on institution management.The investigation established that academic resource outsourcing was taking place in the public Universities in Kenya, and it had significant influence on institution management.

Unique contributions to Theory, Practice and Policy: It is crucial for institutions to select qualified providers who have interest in learners' achievements. The study recommended that the government should put in place academic resource outsourcing guidelines.

Keywords: *Work ethics, Outsourcing, Institution management*

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1.0 INTRODUCTION

Outsourcing of academic services is used as one option in a range of continuous improvement strategies in the delivery of education goals and general institution performance. According to Marcella (1995), one of the reasons that outsourcing has occurred in certain avenues is simply that outside suppliers have convinced management that they can perform the services more effectively. By letting operational functions get assumed by an outside expert, outsourcing lets an establishment focus on its core business. Thus, the institution can centre on customer satisfaction as it is freed from allocating resources to its non-expertise areas.

Public Universities in Kenya have embarked on outsourcing some of their activities such as academic services to achieve efficiency, economy and effectiveness. The education environment is rapidly changing meaning that public universities have to continuously develop capabilities to manage the emerging opportunities and threats. On a variety of campuses, there is a growing number of part-time and contract faculty that are taking the place of full-time, tenure-track faculty. This eventuality, however, is greatly viewed as one with complex dimensions and consequences (Giroux, 2002). Relying on the contract labour within the classrooms could bring forth a cadre of swappable instructors who hold no sustained responsibility for their students, as such scholars with no attachment to the intellectual life of the institution they are passing through

Outsourcing of academic resource in universities begun way back in 1990s and has received significant attention in the recent past, Wei (2011). It involves the delegation to an exterior provider of service management services or day-to day running of a business for functioning of a business. Outsourcing decisions are made based on the cost cutting goal of an organization. The business dictionary adopted outsourcing in the 1980s and defined it as entrusting the operations of an entity to an external specialist for efficiency and performance improvement (Overby, 2007).

World Bank report (2010), claims discrepancy that the African continent has to struggle with so as to align population of students in higher education and the investment required for efficient running of these institutions. For instance, 32, 611 students were admitted in universities in the year 2011/2012, reflecting an increase of 8,000 students previously admitted in 2010/2011 academic year (Daily Nation June 21, 2011). According to Kenya National Bureau of Statistics (2009), it was estimated that the country had a total of 122,874 students enrolled in the universities, about 80% of these students were in the public universities. There are several public middle level colleges offering diploma courses in various fields including engineering, computer science, medical studies and education.A number of these institutions were among those recently elevated to university college status. The conclusion in this report is that in most sub-Saharan African countries, higher education enrollment has surpassed financing, leading to critically weak institutions of higher learning with minimal or no resources leading to very low quality in students' capacity to innovate. Many of these public universities have resulted to outsourcing of various academic services including outsourcing of lectures especially those with doctorates in various fields (World Bank, 2010).

Efficient outsourcing strategy implementation has in the past been attributed with aiding to cut down costs (Gupta, 2007; Greer, Youngblood and Gray, 2006), improve organizational capacity, increase capacity, enhance quality (Lau and Hurley cited in Hassan *et al*., 2010; Kotabe, Murray

and Javalugi cited in Chumba, Chepkwony,& Tum 2015), escalate profitability and productivity (Casale and Sinderman cited in Elmuti,& Kathawala, 2000), improve the financial performance (Crane cited in Labatt & White,2003), lower the existing costs and risks of innovation (Quinn 2000), as well as improving organizational competitiveness (Steensma & Corley 2000). Regardless of this, the nature of outsourcing does present a variety of problems. It is believed that on the onset, outsourcing may lower a company's control over service delivery, which may raise its exposure to market liability. Institutions that seek to outsource should carry on in the process of monitoring the supplier's activities and the establishment of constant communication (Guterl, 1996).

Competitive pressures and increased urge for improved efficiencies and better profits are forcing public universities in Kenya to re-evaluate their strategies. The drive is now to save time, deliver efficient results, penetrate the market ahead of competitors, improve workforce flexibility and engages employees of better quality but who are difficult to engage permanently. It also represents a long-term, results-oriented relationship between two companies and as affirmed by Gay (2018) "vertical integration is being overtaken by outsourcing as the ideal tactic to establishing the provision of many goods, processes and services. According to Geer, Youngblood and Gary (2006) increased efficiency, productivity, speed, need for innovation and flexibility are at the centre of the current goal of outsourcing as compared to the traditional cost saving goal.

Statement of the Problem

Outsourcing of academic services is expected to bring about improvement in education academic performance. The current poor state of academic performance has affected both the learners and the industry. The stake holders, for example the parents and the government are rearing from the backlash of poor academic performance. The study is important because it will assist the government and the education sector to find solutions.

Key Question that Guided the Study

How does providers' work ethics influence institutional management in public universities?

2.0 LITERATURE REVIEW

The literature review created the theoretical framework for this study, and looked at the historical trends in academic resource outsourcing. Additionally, the section reviewed information on institutional management in public institutions in Kenya. The purpose of this study was to investigate the influence of providers' work ethics on institutional management in public universities in Kenya. Unlike most governmental entities, public universities operate in a highly competitive environment, where the impact on the market plays a significant role in institution business practices and decisions. Two theories pertaining to resources based and institutional management were discussed. The conceptual framework was discussed and finally, the gaps in research were identified in the process

Academic Resource Outsourcing

The idea of third party experts taking over the running of certain aspects of the time and resource intensive but still vital activities of educational institutions is one of the factors leading more of

them to consider outsourcing. Allowing third party experts to take over these services enables institutions to respond to variations in demand rapidly. However, this also comes with shortcomings, such as reductions in employees' confidence in the institution as the latter increases the level of outsourcing and introduces a feeling of trust violation among the institution's personnel (Pearce & Robinson, 2011).

According to Edmonds (2015) in the United States, the part-time college faculty constituted of 30% which had risen to 51% by 2011 while another 19% comprised of non-tenure full-time faculty members. In other words, the contingent faculty comprised of 70 %, that is, classification involving all non–tenure track faculty (NTTF), whether working on full-time or part-time basis. This shift has led to quality of education being affected on several levels. For instance, it has made more difficult hiring and retaining faculty members and has also led to job security issues and as a result, high quality candidates often opt out of employment as faculty members.

The importance of outsourcing in the modern business landscape is reflected in its growing popularity and uptake by disparate organizations (Gay & Essinger 2000). Establishments enter into outsourcing arrangements for various reasons that are exceptional to each organizational context. According to LeFort (Cited in Haldon 2016), the practice of outsourcing is important because it avails a wide range of knowledge resources to a company without requiring the development of these resources in the organization's internal environment. The motivating factors differ across organizations, meaning that some may outsource to improve their flexibility while others do so to avoid paying high costs inherent in their respective lines of business or even to protect their brands and avoid capital costs. While most organizations often have multiple goals directing their outsourcing decisions, the overall theme of competitive benefit and sustained survival in their respective markets evidences the similarity of motivations for outsourcing.

Academic Resource Provider's Work Ethics and Institutional Management

According to Wambui (2018) ethics has to do with rules of behavior based on ideas about what is morally good or bad; what is considered right or wrong. Every institution has rules and regulations governing its employees, however, personnel policies governing adjunct faculties are as diverse as the institutions employing them. According to Bunoti (2009) improper behaviors are widespread among faculties and other staff resulting in disrespect and use of intimidating manipulation of leaners. These unethical behavior could be due to the fact that outsourced academic providers are engaged in hurry. (Rhoades, 2012). For example, these academic resource providers are invited to teach fundamentally to fill in an emergent space (Bergmann, 2011). This indicates that no actual induction is done to ascertain proper delivery of work load

According to Sands, cited in Senior (2012), public schools can engage in outsourcing to third party providers for a variety of reasons. One of the key factors is that outsourcing increases the emphasis that institutions place on hindrances to students' achievement. What this implies is that schools should focus on student accomplishment as their primary mission, with additional support directed towards activities that support this endeavour. In addition, schools can benefit from the collective knowledge and specialized capabilities of their third party partners, often allowing them access to resources that they could not afford to develop internally. On this, Sands cited in Senior (2012) asserts that public universities face resource limitations in handling a

majority of their tasks. In this regard, outsourcing or out-tasking allows institutions to focus on their core vision and mission while also redirecting resources and personnel to the institutions' core competencies. According to Fuller (2016), technological assets such as email, spreadsheets, computers, and other innovations introduced massive productivity gains at the personal level and increased the output potential of knowledge workers. However the outsourced provider has used the same to abuse his position. They spend a lot of time down loading hand outs that are not explained and therefore make little or no sense to the learners. On the other hand, ecological factors such as leisure, rest, and sleep have a major influence on received wages and work productivity.

Gibson, Matthew; Sharder and Jeffrey (2014) specify that factors influencing productivity progress positively for creative and knowledge workers incorporate intensified or increased exchange with workmates and peers, with the contact with high-performance peers helping to stimulate productivity among fellow personnel. Borowiecki (2013) assert that job satisfaction and effective supervision also have a measurable impact on productivity. However, in the case of the outsourced academic resource provider, most of the time they are crisscrossing between institution, sleeping very little to make ends meet. Their productivity is minimal, they even loose student marks or even mix them up. As a result, Thompson (2014) theorizes that effective supervision has a motivating effect that lends itself towards the development of job satisfaction, meaning that it counts as a vital driver for productivity. Nevertheless outsourced provider are hard to supervise because they are not easily available.

According to Feldman and Turnley (2001) outsourced academic providers are employees from different organizations and as such may treat their part-time teaching as of less importance. In fact, these faculties fail to devote themselves to one organization and also do not align with the missions and goals of universities that they teach and if they do it is of little impact to quality delivery. As Kyule *et al*., (2014) postulated, lack of part-time lecturers' devotion and possession of inadequate information on the units they teach leads to disruption of teaching and thus discontinuous learning. This inadvently affects the learning process and subsequently the students. According to a study by House Committee on Education and the Workforce Democratic Staff (2014), many outsourced academic resource providers have unnerving workloads because they are remunerated based on courses taught. To survive, they juggle multiple courses, often at multiple departments and schools and sometimes with additional non-academic jobs squeezed in between. Their aim is to make as much money as they can by teaching extra courses in different campuses because the country and university management do not regulate the workload per lecturer (Kilonzo, 2015).

According to Bunoti (2009) some rely too much on online notes and handouts that they rarely review before handing them over to students for copies. Further research by Kyule *et al.* (2014) and AAUP (2003) noted those adjunct faculties devote sensible energy into tasks whose aim is to secure their position. On the other hand, they have much lower expectations of their students compared to full time lecturers (Umbach, 2007). This is because, they fear to put into practice strategies that are innovative so that they don't attract negative evaluations from the students (Baldwin & Wawrznski, 2011). In addition, they rarely take risks in their duties either in the classroom or research as they fear from being dismissed for bringing in new ideas that may endanger the permanent faculty members. Their students may be underprivileged of the debate

vital to nationality. Hearn and Deupree (2013) pointed out that these faculties are reluctant to grade rigorously for fear of accumulating negative reviews from the student and thus shaky prospects for contract renewal. According to Cross and Goldenberg (2011), lack of long-term commitment by the institutions is very demoralizing for adjunct faculty who may have invested considerable time, energy and resources in an institution and its students. It may also undermine academic and intellectual freedom (Doughrty, Rhoades & Smith, 2016).

Kyule *et al.,* (2014) labels the outsourced academic providers as problematic and brands them as "freeway flyers" due to their habit of juggling from one institution to another as they strive to make ends meet. Different from the permanent faculty members, outsourced academic providers possess less qualifications in terms of education, expertise and experience and thus is not dynamic to the ever changing academic environment and labour market and thus are more marginalized and may fail to command full status from students (Pankin & Weiss, 2011). As a result, extra resources are spent in their administration such as follow-up in addition to following up the quality of their work.

Institutional Management Theory

The theory looks into the various ways through which these elements emerge, evolve, and diffuse, as well as their adaptation and adoption over time and space, including considerations of the rise and decline of these elements. There exists an underlying requirement for students in the institutional space to not only conform to set standards but also adapt to changes in existing structural constructs even as this theory focuses on order and stability in the social context. This theory supports the study in that when outsourced employees are supported by the engaging institutions, they will reciprocate by being committed, having good attitude towards their work hence quality of service delivery. Outsourced adjunct faculty may be more committed towards their work if they feel that their engaging organization is paying them well and promptly and giving them conducive working environment.

3.0 RESEARCH METHODOLOGY AND DESIGN

In this segment, the researcher's method, plan, place of the research and the proposed population were dealt with. The sampling techniques and methods were underscored together with the sample size, construction and piloting of the research instruments. The study also defined the validity and reliability of the research. The dependability, credibility and the data collection instruments, proposed data analysis techniques were discussed together with the ethical considerations of the study. Both qualitative and quantitative data was collected from literature and a combination of primary sources; mainly from academics, administrators. The qualitative data and their analysis refine and explain those statistical results by exploring participants view in more depth, (Creswell, 2008). Although the study was largely quantitative, qualitative data was used to make analysis of data meaningful and help in arriving at certain conclusions and also suitable endorsements. The quantitative method was engaged to report the data in the study.

Research Design

The study utilized a "concurrent triangulation design. Triangulation combines several research methodologies to study the same phenomenon. Concurrent triangulation research design purposes to utilize both qualitative and quantitative data in defining relationships among

variables under study. Cresswell (2003) cites the single-phase timing of this design as the main reason why it is referred to as "concurrent triangulation design" as it entails simultaneous but distinct quantitative and qualitative data collection aiding the researcher in understanding the research problem better. After data collection, the two data sets are then merged together by triangulating the separate results together during interpretation and discussion.

The benefit of this model was that it ended up with more valid and well validated conclusions about the research problem. The data came from deans of schools, Heads of departments and lecturers of public universities in the study. Complementary data through interview schedules was obtained from human resource managers. Interview schedules captured the study objectives, produced useful data as the researcher made carefully planned interpretations during the visits.

Location of the Study

The study was conducted within the main campuses of the three public universities in Nyeri and Kiambu Counties. The influence of academic resource outsourcing on institution management problems cited in the literature review in public universities in Nyeri and Kiambu counties called for attention of this area to be researched deeply bearing in mind that no such study had been done so far in these study counties. For instance, a report by The Standard (2018) stated that Kenyatta University engaged part-time staff that was almost equivalent to the number of full-time academic staff while Dedan Kimathi University and Karatina University also engaged part-time staff that were above 40% the number of full-time staff. The magnitude of the problem at hand is worrying since it is treated as an emerging hazardous issue in learning institutions in the Republic of Kenya. It was therefore critical to do a study on the influence of academic resource outsourcing on institutional management because it contributed substantially to the education sector

Target Population

The target population for this study was teaching staff and managers of the three public universities in Nyeri and Kiambu counties, namely Kenyatta University, Dedan Kimathi University and Karatina University. Kenyatta University was considered because it has its main campuses in both Nairobi County and Kiambu County, however, managerially it is in Nairobi. Programme for Award of Charters-KUPAC (2014) these universities are among those with the highest student to lecturer ratio with Kenyatta University employing an equal number of part-timers to its full-time academic staff, Dedan Kimathi University employed part-time academic staff amounting to 43% of the full time staff while Karatina University engaged part-time academic staff that accounted to 41% of full-time academic staff. This according to a report by The Standard (2018) has affected the running of these three universities among others in Kenya as they struggle to remain afloat. The target population comprised of three (3) human resource managers, a hundred and two (102) heads of departments, thirty five (35) deans of schools and one thousand nine hundred and seven (1907) lecturers. Thus, the total target population was two thousand and fifty two (2052) from which the human resource managers, heads of departments' deans of schools and lecturers were sampled. However, due to the sensitivity of the research, the universities did not disclose the number of part-time staff to the researcher, and therefore the study used all the lecturers in the selected university. According to (Sekaran, 2010), population is the universe of units from which a sample is to be selected.). On the other hand, Schindler and Cooper (2006)

defined population element as the individual participant or object on which the measurement is taken. Table 1 provides a summary of the target population.

Table 1: Target Population

Category	Kenyatta University	Dedan Kimathi University	Karatina University	Total population	Proportion (%)
Deans of Schools	19	11	5	**35**	2%
Human Resource Managers	1	1	1	**3**	0%
Heads of Departments	72	13	22	**107**	5%
Lecturers	1500	252	155	**1907**	93%
Total	**1587**	**277**	**179**	**2052**	100%

Source: KUPAC (2014)

Purposive random sampling was used to select the three universities. Simple random sampling was used to select individual respondents. Simple random sampling is a method used to cull a smaller sample size from a larger population and use it to research and make generalizations about the larger group. With simple random sampling, every member of the target population has an equal chance of being selected, thus this sampling technique is useful in obtaining a representative sample. Accordingly, the sample size was calculated as follows;

$S = \frac{P}{1+P(0.05)^2}$, where

S = Sample size

P = Population

0.05 = Level of significance

$$S = \frac{2052}{1+2052(0.05)^2} = \frac{2052}{1+2052(0.0025)} = \frac{2052}{1+5.13} = \frac{2052}{6.13} \approx 335$$

Thus according to this formula a population of 2052 is adequately represented by a sample of three hundred and thirty five (335) proportionately allocated among the three clusters.

Total sample 335 exclusive of the fixed Human resources managers (3) equated to a total of 332 lecturers, deans and HODs. The 332 sample is then divide into the ratio of 93:5:2; lecturers, deans and HODs.

Lecturers = 332*0.93 = 309 $\qquad Lecturers = \frac{University's\ Lecturers'population}{Total\ Lecturers'population} \times 309$

HODs = 332*0.05 = 17 $\qquad HODs = \frac{University's\ HODs'population}{Total\ HODs'population} \times 17$

Deans $=332*0.02 = 6$ $Deans = \dfrac{University's\ Deans'population}{Total\ Deans'population} \times 6$

Therefore the sample constituted three (3) human resource managers, six (6) deans of schools, seventeen (17) heads of departments and three hundred and nine (309) lecturers were randomly picked, as illustrated in Table 2. The study used a sample size of 335 respondents which translates to 16.4% of the target population.

Construction of Research Instruments

The research instruments were questionnaires for Heads of departments and Lecturers. An interview schedule for human resource managers and deans of schools were used because they allowed for more spontaneity of responses and provided the opportunity for self-expression both qualitative and quantitative data was collected concurrently. Questionnaires represent ideal method of data collection in this type of research (Mugenda & Mugenda, 2009). The investigation tools items were developed to arrest information based on the objectives of the study.

Data Analysis Techniques and Procedures

Collected data from the field was analysed through descriptive, correlation analysis as well as thematic analysis and is presented, analysed, described and interpreted in a systematic manner. Captured data was also scrutinized as per the study objectives to verify the study questions. The research objectives dealt with academic resource outsourcing issues influencing institutional management each objective was treated as a sub topic under which data was analysed for interpretation.

4.0 RESEARCH FINDINGS AND DISCUSSIONS

4.1 Questionnaire Return Rate

The results on Table 2 represents the questionnaire response rate. The response rate is the percentage of people who complete your survey out of the number of potential participants contacted

Table 1: Questionnaire Return Rate

Universities	University Respondents	Returned Questionnaires	Achieved Return Rate
Kenyatta University	255	170	66.7%
Dedan Kimathi University	43	40	93%
Karatina University	28	20	71.4%
Total	**326**	**230**	**70.6%**

A high (or "acceptable") study response rate is important to ensure that the study results are representative of the target sample and that the study questionnaire is performing as intended. The study obtained 70.6% response rate. Finchman (2008) opined that response rates approximating 60% for most research should be the goal of researchers.

4.2 Experience of Heads of Department and Lecturers

The teaching experience of Deans, Heads of department and lecturers was of significance to the study because knowledge was thought to influence the attitudes and the insights of the individuals and also their appointments. Table 4 represented the work experience of Heads of department and lecturers in years.

Table 2: Distribution of the respondents by Experience

			EXPERIENCE				Total
			UNDER 5 YEARS	5-10 YEARS	11-15 YEARS	OVER 15 YEARS	
POSITION DCRIPTION	HOD	Count	6	7	0	4	17
		% within POSITION DESCRIPTION	35.3%	41.2%	0.0%	23.5%	100.0%
	LECTURER	Count	47	72	44	50	213
		% within POSITION DESCRIPTION	22.1%	33.8%	20.7%	23.5%	100.0%
Total		Count	53	79	44	54	230
		% within POSITION DCRIPTION	23.0%	34.3%	19.1%	23.5%	100.0%

Table 2 demonstrates that 34.3% university staff were of work experience of between 5-10 years with the exception of Dedan Kimathi University HODs and Lecturers who had a slightly less experienced staff of under 5 years. On the other hand, Karatina University HODs and Lecturers were mainly split between those with 5-10 years and over 15 years' experience. Nyangosia (2011), opined that Deans, Heads of department, and lecturers who had served long had an in-depth understanding of issues affecting universities and could provide information on school based factors be it academic or administrative issues.

4.3 Hods and Lecturers' Response on Nature of Relationship between Full Time Lecturers a Part time lectures

The respondents were also required to indicate the nature of relationship between full time lecturers and outsourced academic providers and the results are as shown in Table 3

Table 3 Lecturers Responses on Relationship between Permanent Lecturers and Outsourced Academic Providers

	Very Poor	Poor	Good	Excellent	Total
Kenyatta University	4 (1.7%)	11 (4.8%)	119 (51.7%)	36 (15.6%)	170 (73.9%)
Dedan Kimathi University	1 (0.4%)	4 (1.7%)	29 (12.6%)	6 (2.6%)	40 (17.4%)
Karatina University	0 (0.0%)	1 (0.4%)	13 (5.6%)	6 (2.6%)	20 (8.7%)
Total	5 (2.2%)	16 (6.9%)	**161 (70.0%)**	48 (20.9%)	230 (100.0%)

Source: Field Data (2017)

Table 3 shows that majority of the respondents as shown by 70.0% (161) believed that the relationship between full time lecturers and outsourced academic providers was good, 20.9% (48) believed it was excellent, 6.9% (16) believe it was poor while 2.2% (5) believed that the relationship was very poor. The implication of this was that work relations went on well and this was beneficial to the students. According to Haldon (2016), full-time lecturers and outsourced academic resource providers relate well as outsourcing is done through referrals and how well known one is at the departmental level.

The respondents as shown by 72.2% (166) believed that the nature of the relationship between full time lecturers with outsourced academic providers greatly affected institution management, 24.8% (57) believed that it moderately affected the relationship while 3.0% (7) this then implied that the nature of the relationship between the believe that it does not affect institution management at all. According to Wang (2006) good relations among outsourced and permanently employed workers ensures that there is co-ordination in all spheres and this influences institutional management and performance.

4.4 Influence of Outsourced Providers Work Ethics on Institutional Management in Public Universities

The objective was to determine how work ethics influenced institutional management in public universities. The research findings were presented in three levels. These were descriptive, inferential, thematic and then the triangulation and interpretation of the data. To achieve the overall objective the researcher used tables, frequencies and percentages and examined the data according to the indicators of work ethics as discussed.

The Hods and lecturers were required to indicate the duration that the university has outsourced for academic resource providers and the results are as shown below.

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Table 4: Responses of Hods and Lecturers on Years of Outsourcing Practice

	Period For Outsourcing Academic Resources In order To Survive In Competitive Markets			Total
	Over 5 Years	2-5 Years	Less Than 2 Years	
Kenyatta University	**123 (53.5%)**	41 (17.8%)	6 (2.6%)	170 (73.9%)
Dedan Kimathi University	**26 (11.3%)**	10 (4.3%)	4 (1.7%)	40 (17.4%)
Karatina University	**12 (5.2%)**	6 (2.6%)	2 (0.9%)	20 (8.7%)
Total	**161 (70.0%)**	57 (24.8%)	12 (5.2%)	230 (100.0%)

Source: Field Data (2017)

Table 4 shows that, majority of the universities have been outsourcing for over five years as shown by an overall response of 70.0% (161), 24.8% (57) have been outsourcing for 2-5 years while 5.2% (12) have been outsourcing for less than 2 years. This had been occasioned by the rising no of students admitted to the public universities the lectures have been overwhelmed by the work load that has become labour intensive. The findings are in line with Pearce and Robinson (2011) who found that the idea of outsourcing has been in existence in academic institutions for many years so that third party experts can be sought to take over the running of certain aspects that are labour intensive but still vital activities of educational institutions. Allowing third party experts to take over these services enables institutions to respond to variations in demand rapidly.

The Hods and lecturers were required to rate the preparedness of outsourced academic providers. The ratings of the outsourced academic providers is as shown in Table 5

Table 5: Responses of Hods and Lecturers on Preparedness of Academic Resource Providers

	Frequency	Percent
Highly	89	38.7
Fair	105	45.7
Poor	36	15.7
Total	230	100.0

Source: Field Data (2017)

According to Table 5, 45.7% (105) of the respondents are fairly prepared, 38.7% (89) are highly prepared and 15.7% (36) are poorly prepared. The study established that the outsourced providers are not as prepared as is expected because they are hired by several universities on part time basis. Feldman and Turnley (2001) study showed that part time academic providers have other means of employment and lack enough time to prepare for part-time duties with the seriousness they deserve.

To assess the influence of academic resource providers' work ethics on institution management, several statements acting as indicators of work ethics were presented to the respondents and they were required to indicate the extent to which they influence institution management and the results tabulated in Table 6

Table 6: Responses of Deans on influence of Work ethics on institutional management

	Greatly	Moderately	Not at all	Mean
Punctuality attendance of class influences management	80 (34.8%)	112 (48.7%)	38 (16.5%)	2.18
Preparedness of the outsourced academic resource provider for instance knowing the content well	65 (28.3%)	115 (50.0%)	50 (21.7%)	2.07
Priority of the resource provider influences institution management	71 (30.9%)	123 (53.5%)	36 (15.6%)	2.15
Enthusiasm of the academic resource providers	111 (48.3%)	97 (42.2%)	22 (9.6%)	2.39

Table 6 shows that 48.7% (112), 34.8% (80) and 16.5% (38) of the respondents indicate that punctuality attendance of class influences institution management moderately, greatly and not all respectively. Also, 50.0% (115), 28.3% (65) and 21.7% (50) of the respondents indicate that preparedness of the outsourced resource provider influences institution management moderately, greatly and not at all respectively. In addition, 53.5% (123), 30.9% (71) and 15.6% (36) of the respondents state that priority of the resource provider influences institution management moderately, greatly and not at all respectively. Finally, 48.3% (111), 42.2% (97) and 9.6% (22) of the respondents state that enthusiasm of the academic resource providers influence management of institutions greatly, moderately and not at all respectively.

According to Feldman and Turnley (2001) the outsourced provider spent a lot of their time moving from one institution to the next in search of lessons. This was supported by Gudo *et al.,* (2011) who opined that the adjunct faculty teaches in more than five institutions. These findings fit in with Feldman and Turnley (2001) study which showed that part time providers have other means of employment and hence may possibly not give part-time obligation with the seriousness it deserves. They are actually disloyal to one organization; and they know little about a single university's undertakings, strategies, and programs (Feldman & Turnley, 2001). To them, teaching responsibility is a secondary priority. This implication of this is that student are left Unattended.

A study by Lau (2006) stated that it is crucial to gauge the choice of outsourcing providers based on experiences, specialization and needs. It is critical that institutions build a positive first image to employees by concentrating on the reputation and quality of the provider, as this seems to influence the development of the outsourcing guidelines. The implication of punctuality is that performance of both learner and provider is affected and consequently institution management is affected. Syllabuses are therefore not completed, the right and full knowledge is thus not delivered and the end results are half baked graduates. This was in line with Gudo *et al.*,(2011).who in a survey carried out by Commission for University Education postulates that outsourced providers come to class late and more often than not fatigued.

The research objective also sought to determine the influence of work ethics on institution management in public universities in Nyeri and Kiambu counties. To achieve this the study computed Pearson correlation coefficient between work ethics and institution management, after ensuring that no violation of the assumptions of linearity, normality and homoscedasticity were violated. The findings are provided on Table 7

Table 7: Pearson correlation between work ethics and institutional management

		Institution Management	Competitive Environment
Institution Management	Pearson Correlation	1	.091
	Sig. (2-tailed)		.201
	N	230	230
Work Ethics	Pearson Correlation	.091	1
	Sig. (2-tailed)	.201	
	N	230	230

Source: Field Data (2017)

Analysed data presented in Table 9 indicates that there was a correlation between the independent and dependent variables ($r = + .019$, $n = 230$, $p < .201$). According to Noun (2006) states that when the value of "r" ranges between ($-.02 \leq r \leq +.02$) the correlation coefficient indicates that there is no association between the two variables. Consequently, this study established that work ethics had a mild influence on institution management. The study concluded that variations in the outsourced academic resource providers' work ethics had a slight effect on institution management.

The key informants were also interviewed on the influence of outsourced academic resource providers' work ethics on institutional management. Dean 2 (D2) while commenting on punctuality opined that:

> *"The outsourced academic resource providers often frustrate us by their lateness, absenteeism, and even switching of their telephones.* (D2, 51/Female)

In addition, D2 noted that:

> *"The academic resource providers do not prioritise institutional needs and this influences institution management"* (D2, 51/Female)

While being interviewed D3 noted on the enthusiasm of the academic resource providers that:

> *"Challenges of payment influences academic providers' enthusiasm and this influences institution management"* (D3, 46/Male)

Looking at the three levels of analysis again, it was seen that work ethics of the outsourced provider affected institution management significantly and was the driving force towards academic resource outsourcing. The implications of the facts found in the three levels of data analysis indicated that banking on the contract labour within the universities could bring forth a

cadre of swappable instructors who hold no sustained responsibility for their students, as such scholars with no attachment to the intellectual life of the institution they are passing through. It is not known as to when this vice will end and stop hurting learners in institutions and the country at large. According to (Ispat 2017), time should be spent on developing a relationship between the organisation's employees and the providers.

It was established that work ethics of the outsourced provider significantly influence institution management in public universities in Kiambu and Nyeri Counties in Kenya. The outsourced provider failed to prioritize their instruction duties and attended classes' frivolity. Failure to attend classes and replacing teaching with the handouts, holding examinations as ransom for failure of payment by universities, coming to class late and leave early were some of the ills of the adjunct faculty. The correlation coefficient analysis revealed that there was a significant correlation between work ethics of the outsourced academic provider and institution management in public universities in Nyeri and Kiambu counties. A study by Feldman and Turnley (2001) showed that most part time providers have other means of employment and hence do not in most cases give part-time obligations with the seriousness they deserve. In addition, most part-timers are engaged with more than institution of higher learning and are actually disloyal to one organization; and they know little about a single university's undertakings, strategies, and programs.
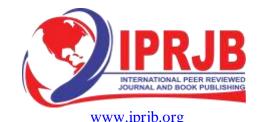
Since they devote very little time to the courses they teach, Kyule *et al.,* (2014) states that the teaching programs suffer disruption and lacks continuity, thus affecting the learning process and subsequently the students. A survey by House Committee on Education and the Workforce Democratic Staff (2014) stated that many outsourced academic resource providers have unnerving workloads caused by peace work remuneration based on courses taught. Therefore, for them to survive and make sufficient income, they juggle multiple courses, often at multiple departments and schools and sometimes with additional non-academic jobs squeezed in between. With the major aim being making an extra coin, they take extra courses in different institutions without being regulated by the university or country's laws (Kilonzo, 2015).

Institutional theory informs these findings in that it attends to the deeper and more resilient aspects of social structure. It considers the processes by which structures, including, rules, norms, and routines, become established as authoritative guidelines for social behaviour-what is being referred to as work ethics in this study. Through institutional theory, work ethics should be created, diffused, adopted, and adapted over space and time; and how they fall into decline and disuse should be considered. Established work ethics ensure stability and order in social life and this has an influence on quality (Scott, 2004b).

5.0 CONCLUSIONS ANDRECOMMENDATIONS

Conclusions

The information obtained from the study led to the conclusion that despite the fact that universities in Kenya outsourced academic resource providers as a stop gap, the use of the outsourced academic providers in most cases had moderate influence on institution management in public universities' in Kenya. The computed value of Pearson correlation coefficient between academic resource provider's quality of service and institutional management indicated that there

was an effect on institution management associated with provider selection. Reasons for this ranged from the fact that majority of outsourced academic resource provider held other jobs, had negligible work experience, and their level of commitment and understanding of institutions policies was negligible. They were ill prepared for lessons and their availability for further consultations was trivial.

Recommendations

Since the study was significant in that it provided information on new educational areas that could be exploited to expand the boundaries of knowledge, this study recommends that: Policies should be generally adopted by a governance body within the public universities to ensure the balance in ratio between full time lecturers to part time to boost institutional management efficiency. An examination of the relationship between outsourced academic resource provider and work ethics and enhancement of institutional management in public universities.

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