

**INFLUENCE OF WORK ETHICS OF ADJUNCT FACULTY ON STUDENTS' SATISFACTION
IN PUBLIC UNIVERSITIES IN KENYA**

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ABSTRACT

This study aimed at establishing the influence of work ethics of adjunct faculties on students' satisfaction in Public Universities in Kenya. The study which targeted Students, Heads/chairpersons of Department (HoDs/CoDs) and Directors Quality Assurance in public universities in Kenya employed cross-sectional survey research design. A sample size of 258 respondents was drawn from the population using Calmorin and Calmorin formula. Simple random sampling was used to pick the selected public universities and individual respondents from the sampled universities. Questionnaires with open and closed-ended questions were used to collect data. Validity and reliability of the research instruments was determined using Cronbach alpha, factor analysis and KMO. The data was presented quantitatively and any qualitative data was first converted into quantitative data for ease of analysis using homogeneity index formula. The findings noted that there is a medium positive relationship between the work ethics of adjunct faculty ($r = 0.437$) on students' satisfaction. It was also noted that for every unit increase in adjunct faculties' work ethics, there is a 0.411 increase in students' satisfaction in Public Universities in Kenya. The study observed that adjunct faculties have numerous unprofessional behaviors common ones being; holding exams ransom for failure of payment by universities, pursue female students to get sexual favours and soliciting money from students. The study recommends that the universities management to supervise adjunct faculties so as to ensure that they carry out their roles professionally

Keyword: Adjunct Faculty, Work Ethics, Students' Satisfaction, Public Universities in Kenya.

INTRODUCTION

Ethic 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. Other institutions do not have any policy governing the conduct of adjunct faculties. This in consequent may affect students' satisfaction. A study by Bunoti (2009) noted that unprofessional behaviors are common among faculties and other staff resulting in rudeness and use of threatening abuse of students. These unethical behaviours could be due to the fact that adjunct faculties are hired in haste (Rhoades, 2012). For instance, these faculties are given a call in the morning to start teaching in the afternoon, essentially to fill in an emergency slot (Bergmann, 2011). This means that no real peer review practices that would involve quality considerations in hiring are considered.

Feldman and Turnley (2001) also noted that adjunct faculties are employees from other institutions and thus may treat their 'side hustle' (part-time teaching) as of secondary importance. In fact, these faculties are not loyal to one institution and they know little or nothing at all about an individual university's missions, policies, procedures and programs. A study by Okhato and Wanyoike (2015) noted 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 utilize their qualifications and experience.

Other Study by House Committee on Education and the Workforce Democratic Staff (2014) noted that many adjunct faculties have daunting workloads because they are paid based on courses taught. To make ends meet, they juggle multiple courses, often at multiple departments and schools and sometimes with additional non-academic jobs squeezed in between (Brown, 2014; The Coalition of Academic Workforce, 2012). This leaves them with unbearable fatigue and worn out barely in a position to up-date their lecture notes (Mageto, 2010; Theuri, 2013). Their aim is to make as much money as they can by teaching extra courses (Kilonzo (2015).

A survey by Commission for university Education-Kenya confirmed that adjunct faculties come to class late and often exhausted (Gudo, *et al.*, 2011). Lack of time to update their notes and prepare lead them to delivering courses according to a predetermined syllabus which make them less likely to be informed about the latest developments in an academic discipline. It also leads to repetition of content and shallow presentations (Kairu, 2011). A study by Bunoti (2009) noted that some lecturers do not prepare notes instead they download articles and assign text book chapters for students to make copies. Mwiria and Carey (2007) emphasized this by indicating that adjunct academic employees devote insufficient time to their involvement or lack adequate information about the courses they teach, and this disrupts the teaching program and leads to lack of continuity.

Good teaching, in many subject areas, is only good to the extent that it is informed by the latest research (Report to the European commission, 2013). However, part-time teaching has affected adjunct faculties research (Mageto, 2010). It has eaten into their preparation for the courses that they teach (Kilonzo, 2015). They no longer have time for self development in studies and in research (Report to the European commission, 2013). This is because they spend most of their time criss-crossing from one campus to another and driving an hour or longer to teach their next class in another campus (Brown, 2014). This lack of interaction with students has regularly been associated with less favourable undergraduate outcomes (Hearn and Deupree, 2013).

More research by Kyule *et al.*, (2014) and AAUP (2003) noted those adjunct faculties invest conscious energy into activities that would minimize the uncertainty of 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 experimenting with innovative strategies which will negatively influence teaching evaluations from their students (Baldwin and Wawrznski, 2011). They may less likely take risks in the classroom or in scholarly work and free exchange of ideas may be hampered by the fear of dismissal for unpopular utterances. Their students may be deprived of the debate essential to citizenship. 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 and Smith, 2016).

1 Statement of the Problem

The importance of quality service delivery and customer satisfaction has received considerable attention in the recent past (Wei, 2011). For the past 35 years and counting, service delivery and students' satisfaction has been an intensively discussed subject especially in the area of knowledge transfer. It has raised the questions of whether universities have been on the exact mark in terms of academic achievements especially after spending enormous investments on the higher learning activities (Zakaria, Ahmad and Norzaidi, 2009). In Kenya for instance, the massive increase of students' population has resulted in massive shortage of lecturers (Mengo, 2011; Yego, 2013; Wanzala, 2016). To address this shortage, universities are engaging adjunct faculty (Kaburu and Embeywa, 2014; Ngome, 2007). As the presence of adjunct faculty continues to soar, similarly issues of effectiveness, integrity and quality follows (Okhato and Wanyoike, 2015).. This is owing to an implied notion that adjunct faculty are giving substandard services to students. The faculty is also said to not being fully committed to the profession hence influencing students' satisfaction negatively. Although it has been noted that students' achievement is more heavily influenced by the quality of the faculty (Choi, Zaitoni and Tan, 2014; Zakaria, *et al.*, 2009), it is necessary to establish whether, for sure, adjunct faculties are the culprits behind this. It is in these regards that this study was undertaken.

2 METHODOLOGY

This study targeted Students, Heads/chairpersons of Department (HoDs/CoDs) and Directors Quality Assurance in public universities in Kenya employed cross-sectional survey research design. Cross-sectional survey research design make comparisons at a single point in time. This study took place in public universities in Kenya. The target population for the study was 237,004 students, HoDs and DQA in nine public universities in Kenya. A sample size of 258 respondents was drawn from the population using Calmorin and Calmorin formula. Simple random sampling was used to pick the selected public universities and individual respondents from the sampled universities. Questionnaires were used to collect data.

3 Research Findings

3.1 Response Rate

The response rate was 96.89% as shown in table 1

Table 1: Response rate

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

8	Cooperative University of Kenya	11	11	100
9	Garissa University	4	4	100
Total		258	250	96.89%

The response rate was far above 50% that is considered adequate for subsequent analysis in research study (Babbie, 2002). This was therefore considered adequate for further subsequent analysis.

3.2 Gender of the Respondent

The response rate of the male respondents was 150 (60%) and female 100 (40%) as shown in table 2.

Table 2: Gender

Gender	Frequency	Percentage
Male	150	60
Female	100	40

Since the respondents were randomly selected and each respondent had an equal chance of being selected, it therefore implies that female students, HoDs/CoDs and DQA are fewer than men in Public Universities in Kenya. These findings conform to Kamau, *et al.* (2013) study in Public Universities in Kenya which revealed similar results; male respondents were 165 (66.3%) and female respondents were 84 (33.7%). Kilungu (2015) study in Public Universities in Kenya also noted that 70.5% of the respondents were male and 29.5% were female. Abagi, Nzomo & Otieno (2005) associated this gender disparity in universities with unfavorable study settings for girls in secondary schools which make female participation in terms of access, persistence and achievement difficult. These disadvantages translate into inequitable selection and participation of females at the university level.

3.3 Age of the Respondents

The study sought to establish the age of the respondents based on various groups. As shown in table 3

Table 3: Age of the Respondents

Age	Frequency	Percentage
Below 20	28	11.2
21-30	138	55.2
31-40	37	14.8
41-50	31	12.4
Above 50	16	6.4

The study found out that 138 (55.2%) of the respondents were aged between 21-30 years of age. This implies that the majority of the respondents were young, most probably the students. This age group is very analytical and determined to build their future and therefore the best in giving the views about adjunct faculties.

3.4 Factor Analysis for Work Ethics

The variable had ten (10) items from the original questionnaire, these items were subjected to extraction and it is only two (2) items which did not meet the recommended threshold of 0.4 and above. The items were therefore dropped and were not considered for further subsequent analysis. The items were: *Adjunct faculty remain in class for sufficient time (0.167)* and *how often do their other workloads and profession affect their preparedness and class attendance (-0.212)*. The result of this variable are illustrated on table 4

Table 4: Rotated Factor Analysis for Work Ethics

Component matrix	Component
Adjunct faculty prioritize their teaching responsibilities	.531
They demonstrate commitment to the teaching profession	.673
They are punctual for lectures	.424
They come to class fully prepared	.658
<i>They remain in class for sufficient time</i>	<i>.167*</i>
They interact with students professionally	.645
They are reliable lecturers	.687
They mark the CATs and exams Professionally	.675
How can you rate their level of commitment to teaching	.658
<i>How often do their other workloads and profession affect their preparedness and class attendance</i>	<i>-.212*</i>

*** Item dropped**

3.5 Normality Test for Students' Satisfaction

A normality test is used to determine whether sample data has been drawn from a normally distributed population. A histogram was plotted to determine whether the population was normally distributed. For a normal distribution, the histogram should have the approximate shape of a normal curve. The findings are as shown in figure 1

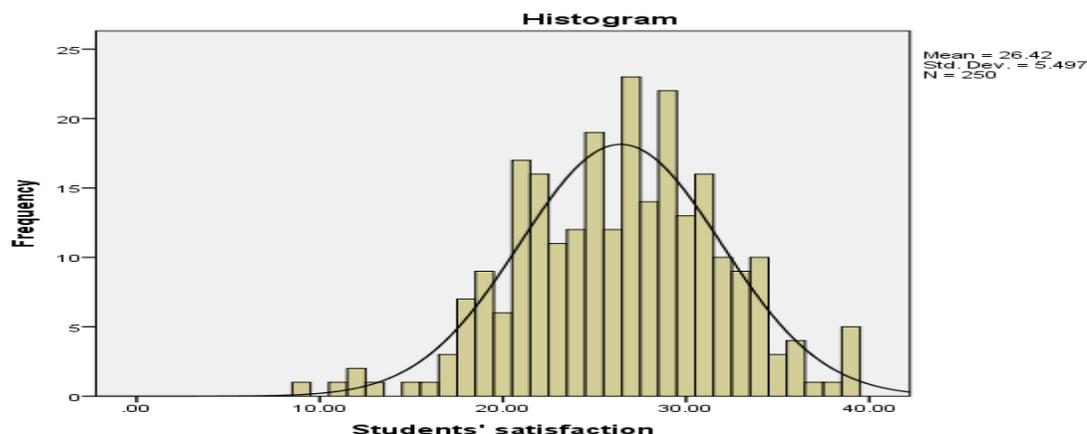


Fig 1: Histogram for Students' Satisfaction

The histogram for dependent variable shows a normal distribution with more scores occurring at

the centre. This implies that the data for dependent variable is normally distributed.

Finally, a Q-Q plot was plotted. In the Q-Q plot, the scatters (dots) should lie as close to the line as possible with no obvious patterns coming away from the line for the data to be considered normally distributed. The Q-Q plot for dependent variable is as shown in figure 2

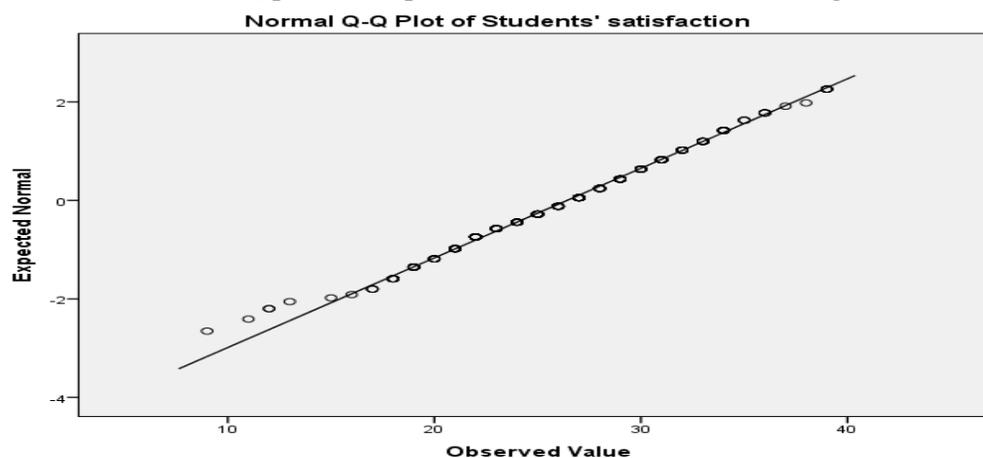


Fig 2: Q-Q Plot of Students' Satisfaction

The findings in figure 2 observed values versus the expected normal values are randomly distributed along the line of best fit indicating that the dependent variable is normally distributed and therefore fit for regression to be performed. The two determiners of normality distribution have shown the dependent variable-students' satisfaction is normally distributed and therefore fit for regression to be performed.

3.6 Descriptive Analysis Results on the Influence of Work Ethics on Students' Satisfaction

a. Priority

The study sought to establish whether adjunct faculty prioritize their teaching responsibilities, 81 (32.4%) disagreed, 38 (15.2%) strongly disagreed, 69 (27.6%) agreed, 24 (9.6%) strongly agreed and 38 (15.2%) neither agreed nor disagreed. Majority 119 (47.6%) disagreed that adjunct faculty prioritize teaching responsibilities as shown in table 5

These findings conform to Feldman and Turnley (2001) study which indicated that adjunct faculty have other means of employment and thus may treat their courses/part-time responsibility as of secondary importance. In fact, adjunct faculties are not loyal to one institution; they know little or nothing about an individual university's missions, policies, procedures and programs (Feldman and Turnley, 2001).

Adjunct faculties are attached to the universities because of university understaffing, however, these team have other places where they are permanently employed where their mind and prioritize are. Teaching responsibility will be taken as a secondary prioritize. This may influence students' satisfaction negatively because this team will not mind missing a class like they would care about losing their permanent employment.

b. Commitment Level

The research aimed to determine adjunct faculty commitment to the teaching profession, 80

(32%) disagreed, 39 (15.6%) strongly disagreed, 54 (21.6%) agreed, 15 (6%) strongly agreed and 62 (24.8%) neither agreed nor disagreed. Majority 119 (47.6%) of the respondents disagreed that adjunct faculty demonstrate commitment to the teaching profession. In fact, majority 127 (50.8%) respondents rated adjunct faculty commitment level as moderate as shown in table 5. These findings conform to Bryson study in (Okhato and Wanyoike, 2015) which had observed that employees on temporary contracts are more likely to be unable to apply their full range of commitment and skills in positions that do not fully utilize their qualifications and experience. Another study by Connelly and Gallagher (2004) had also observed that adjunct faculty are less committed to their employers and perform at lower levels than their more permanent workers. This is owing to the fact that adjunct faculties have part-time commitment to teaching (Okhato and Wanyoike, 2015).

The findings show that majority of adjunct faculties are not committed to their work. It means that they are unable to serve the students and the university effectively. This does not guarantee quality service to the students.

c. Punctuality

The study sought to assess whether adjunct faculties are punctual for lecturers, 82 (32.8%) disagreed, 32 (12.8%) strongly disagreed, 70 (28%) agreed, 29 (11.6%) strongly agreed and 37 (14.8%) neither agreed nor disagreed. Majority 114 (45.6%) disagreed that adjunct faculties are punctual for classes as shown in table 5.

These findings conform to a survey carried out by Commission for University Education which started that adjunct faculties come to class late and often exhausted (Gudo, *et al.*, 2011). This is owing to the fact that most of them lecture in more than five campuses in one semester and teach more than 36 hours in a week not counting other responsibilities squeezed in between (Okhato & Wanyoike, 2015; Brown, 2014). This makes them get late while travelling from one station to the other. Failure to arrive in class on time implies that adjunct faculty will steal on students study time which leads to not completing the syllabus hence half baked students.

d. Preparedness

The research sought to establish whether adjunct faculty come to class fully prepared, 79 (31.6%) agreed, 55 (22%) strongly agreed, 54 (21.6%) disagreed, 18 (7.2%) strongly disagreed and 44 (17.6%) neither agreed nor disagreed. Majority 134 (53.6%) of the respondents agreed that adjunct faculty come to class fully prepared as shown in table 5.

These findings contradict (Brown, 2014; Mageto, 2010) study which noted that adjunct faculty have daunting workloads which leaves them with unbearable fatigue and worn out barely in a position to up-date their lecture notes. Bunoti (2009) had also observed that some lecturers do not prepare notes instead they download articles and assign text book chapters for students to make copies.

Lecturer's preparation is part of his/her teaching load and when it is well done, students get the latest development in an academic discipline.

e. Professionalism

The research sought to determine whether adjunct faculty interact with students professionally, 102 (40.8%) disagreed, 47 (18.8%) strongly disagreed, 47 (18.8%) agreed and 16 (6.4%) strongly agreed and 38 (15.2%) neither agreed nor disagreed. Majority 149 (59.6%) respondents

disagreed that adjunct faculty interact with students’ professionally as shown in table 5
 These findings conforms to (Bunoti, 2009) study which noted that unprofessional behaviors are common among faculties and other staff resulting in rudeness and use of threatening abuse of students. The findings have noted that unprofessional behavior among adjunct faculties are there hampering good students’ – lecturers’ relationship in public universities in Kenya an implication that teaching and learning does not take place efficiently.

f. Reliability

The study sought to establish whether adjunct faculty are reliable lecturers, 71 (28.4%) agreed, 47 (18.8%) strongly agreed, 67 (26.8%) disagreed, 16 (6.4%) strongly disagreed and 49 (19.6%) neither agreed nor disagreed. Majority 118 (47.2%) were affirmative that adjunct faculties are reliable as shown in table 5

The findings noted that adjunct faculties are reliable and can utilize their full range of skills for the betterment of the students. These findings contradicts (Kyule *et al.*, 2014) study which observed that these employees on temporary contracts are more likely to be unable to utilize the full range of their skills. They are not reliable to give their all in all in classrooms.

g. Examine Professionally

The study sought to assess whether adjunct faculty mark the CATs and exams professionally, 72 (28.8%) agreed, 57 (22.8%) strongly agreed, 55 (22.0%) disagreed, 21 (8.4%) strongly disagreed and 45 (18%) neither agreed nor disagreed. Majority 129 (51.6%) respondents were in agreement that adjunct faculties mark CATs and Exams professionally as shown in table 5

These findings contradicts (Hearn and Deupree, 2013) study which observed that these faculties are reluctant to grade rigorously for fear of accumulating negative reviews from the student and thus shaky prospects for contract renewal. CATs and exams acts as feedback between students and lecturers. The lecturer is able to know if he/she is delivering and the students are able to gauge themselves. When it is poorly done, then the feedback will be ineffective. The finding shows those adjunct faculties mark professionally an implication that the correct feedback is given to students.

Table 5 Work Ethics of Adjunct Faculty

	SD	D	NA/D	A	SA	Summary Statistics	
	%	%	%	%	%	Median	Mode
Adjunct faculty prioritize their teaching responsibilities	15.2	32.4	15.2	27.6	9.6	3	2
They demonstrate commitment to the teaching profession	32.0	15.6	24.8	6.0	21.6	3	4
They are punctual for lectures	12.8	32.8	14.8	28.0	11.6	3	2
They come to class fully prepared	7.2	21.6	17.6	31.6	22.0	4	4
They interact with students professionally	40.8	18.8	15.2	6.4	18.8	4	4
They are reliable lecturers	6.4	26.8	19.6	28.4	18.8	3	4
They mark the CATs and exams Professionally	8.4	22.0	18.0	28.8	22.8	4	4

h. The drive behind part-time teaching

The study sought to establish what drives adjunct faculties to teaching and the majority 112 (44.8%) said it is money. Sixty seven (26.8%) said it is to gain experience, 33 (13.2%) university understaffing, 14 (5.6%) love teaching profession and 24 (9.6%) students’ satisfaction as shown in table 6

Table 6: The drive behind Adjunct Faculties’ part-timing

Drives	Frequency	Percent
Monetary Gains	112	44.8
To gain experience	67	26.8
University understaffing	33	13.2
Love teaching profession	14	5.6
Students' Satisfaction	24	9.6
Total	250	100.0

Adjunct faculties in Kenyan public universities are driven to moonlighting by money. This implies that the adjunct faculties do not have the success desire of the students’ at heart. This in consequent affects students’ satisfaction and lead to poor quality of graduates. These findings agrees with Kilonzo (2015) study which observed that the aim of many adjunct faculties 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.

I Unethical Behaviours

The study sought to establish any unethical behaviours that the respondents have ever encountered with adjunct faculties that can influence students’ satisfaction. The unethical behaviors that were highly observed were, failure to attend classes and substituting teaching with the handouts (25 (10%) respondents), holding exams as ransom for failure of payment by universities (15 respondents), coming to class late & leave before the stipulated time (14 (5.6%) respondents), arrogance, pride and being rude when asked questions (13 (5.2% respondents) and Wooing girls that they teach/pursue female students (11 (4.4%) respondents) and many others as shown in table 7

Table 7: Unethical Behaviours with Adjunct Faculty

Unethical behaviors common with Adjunct Faculty	Freq	%
Teaching Exams to students	2	0.8
Failure to submit CAT marks	10	4.0
Delaying to return the scripts	6	2.4
Failure to attend classes and substituting teaching with the handouts/ minimal interaction with students	25	10.0
Receiving of phone calls in the lecture rooms	3	1.2
Hold exams as ransom for failure of payment by universities	15	6.0
They miss most of the classes and do not make up	5	2.0

Failing students because of a disagreement	1	0.4
Setting substandard examinations	1	0.4
Don't care attitude and lack of commitment	8	3.2
Failure to attend classes as timetabled	3	1.2
Soliciting money from students to reveal information of non-payment	1	0.4
Come to class late & leave before the stipulated time	14	5.6
Their emphasis is on payment not teaching/ Being money minded	3	2.0
Giving assignments that will never be collected	1	0.4
Wooring girls that they teach/they pursue female university students for sexual favours	11	4.4
They lose temper easily	2	0.8
Awarding higher marks to ladies who do not even attend classes	2	0.8
Unfair handling of cases such as absence of students	3	1.2
Arrogance/full of pride/being rude when asked questions	13	5.2
Missing lectures because of not understanding the unit	1	0.4
Unfair in marking of CATs/ Not marking exams to the standard	3	1.2
Giving too many take-away CATs than sitting-in CATs	1	0.4
Handling students suspiciously (fear that they can report them to the management)	1	0.4
Lack of time consciousness	1	0.4
Inappropriate language to slow learner students	2	0.8
Indecent dressing	2	0.8
Total	141	56.4%

These findings conform with (Bunoti, 2009) study which noted that unprofessional behaviors are common among faculties and other staff. Some of these unethical behaviours are rudeness and use of threatening abuse to students (Bunoti, 2009); difficulties in accessing adjunct faculty for consultation and course advising (Mageto, 2010); being money minded (Kilonzo, 2015); not being committed (Okhato and Wanyoike, 2015) and not prioritizing their adjunct responsibility (Feldman and Turnley 2001) among many more.

The many unethical behaviours that were identified by 141 (56.4%) respondents shows that adjunct faculties are not very upright. These unethical behaviors do not adhere to Deontological moral theory which holds that some acts are always wrong, even if the act leads to an admirable outcome. An adjunct faculty may hold students marks ransom to be paid his due. This act is wrong even if it may lead to favourable outcome. The challenge however is that adjunct faculties are temporary employees and in case of any disciplinary issue or unprofessional behaviours, the university may not be able to follow them. In the end, the students are on the loss.

3.9 Correlation Analysis for Work Ethics

A correlation coefficient analysis was done between variables to check if there was a relationship between the variables. The aim was to eliminate multicollinearity. Multicollinearity is a phenomenon in which two or more predictor variables in a multiple regression model are highly correlated, meaning that one can be linearly predicted from the other with a substantial degree of

accuracy (Carter and Adkins, 2001). Some experts argue that the problem of multicollinearity occurs in the case of correlation coefficients greater than 0.9 (Hair, Tatham, Anderson and Black, 2004).

In finding out the correlation coefficient of work ethics on students' satisfaction, Pearson correlation coefficient was performed and the $r = 0.437$, $n = 250$ and $p < 0.05$ as shown in table 8

Table 8: Correlation Analysis for Work Ethics

		Work ethics	Students' satisfaction
Work ethics	Pearson Correlation	1	.437**
	Sig. (2-tailed)		.000
	N	250	250
Students' Satisfaction	Pearson Correlation	.437**	1
	Sig. (2-tailed)	.000	
	N	250	250

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

There was a moderate positive correlation 0.437 between work ethics and students' satisfaction. This implies that an increase in the work ethics of adjunct faculty will lead to an increase in students' satisfaction and vice-versa.

3.10 Regression Analysis Results for Work Ethics and Students' Satisfaction

The regression analysis was done to establish whether there is a relationship between work ethics and students' satisfaction. To determine how well work ethics predicts students' satisfaction, a regression equation was devised as follows:-

$$y = \alpha_3 + \beta_3 X_3 + \varepsilon$$

Whereby β_3 is the coefficient of correlation of work ethics, X_3 is work ethics and y is students' satisfaction. A scatter plot was plotted to establish if there is a linear relationship between work ethics and students' satisfaction as shown in figure 3

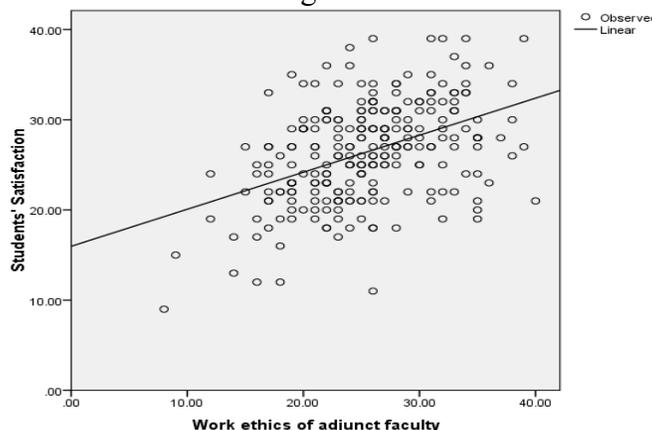


Fig 3: Regression Analysis for Work Ethics

Figure 3 shows a linear relationship between work ethics and students’ satisfaction hence satisfying the assumption of linearity in a simple regression model. The line is diagonal-moving from left to right; a reflection of positive linear relationship between work ethics and students’ satisfaction. This therefore means that there is a positively sloped regression.

Table 9: Goodness of Fit of Work Ethics

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.437	.191	.188	4.95487	2.094

In this study, 19.1% of the total variation can be explained by linear relationship between work ethics and students’ satisfaction but since the use of adjusted R square is recommended, then 18.8% explains the relationship between work ethics on students’ satisfaction. This therefore implies that 18.8% explains the relationship between work ethics on students’ satisfaction and the remaining 81.2% can be explained by other variables.

The study also sought to establish whether the study has positive, negative or non autocorrelation. The findings noted Durbin-Watson of 2.094 an indication that there is no autocorrelation. Durbin-Watson statistics tests for autocorrelation residual from an ordinary least square regression (Durbin and Watson, 1950). It is always between 0 and 4 (Gujarati and Porter, 2009). A value of two (2) implies that there is no autocorrelation (Durbin and Watson, 1951). Values approaching 0 indicate positive autocorrelation and values towards 4 indicate negative correlation (Gujarati and Porter, 2009).

To test the hypothesis work ethics of adjunct faculty has no significant influence on students’ satisfaction in Public Universities in Kenya, an F-test was done as shown in table 10

Table 10 ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1436.478	1	1436.478	58.511	.000
Residual	6088.578	248	24.551		
Total	7525.056	249			

The Table 14 indicates the test of significance of the model in predicting the outcome variables. The regression model was significant at $p < 0.05$ with an $F = 58.511$ to predict the outcome variable. The hypothesis tested was, work ethics in regression model is not statistically fit to predict the outcome, students’ satisfaction. Considering the findings, the F-test is statistically significant at $p < 0.05$. This therefore indicates that work ethics predict the outcome (students’ satisfaction) hence we reject the null hypothesis and conclude that work ethics has a positive significant influence on students’ satisfaction.

To determine the regression equation, t-test was performed as shown in table 11

Table 11 Determining the Regression Equation

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	15.972	1.402		11.394	.000
Work ethics	.411	.054	.437	7.649	.000

Table 15, provides information needed to predict students satisfaction from work ethics of adjunct faculty. Both the constant and work ethics contribute significantly to the model at $p < 0.05$. Using the simple linear regression equation:-

$$y = \alpha_3 + \beta_3 X_3$$

Then α is the constant represented by 15.972 and β is represented by 0.411

Students' satisfaction = 15.972 + 0.411 work ethics

$$Y = 15.972 + 0.411 X_3$$

This means that for every unit increase in work ethics, there is a 0.411 increase in students' satisfaction.

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

$H_0: \beta_1 = 0$; regression coefficient of work ethics was equal to zero

$H_1: \beta_1 \neq 0$; regression coefficient of work ethics was not equal to zero

β_1 is the regression coefficient of work ethics

The coefficient in table 11 indicate that the calculated t-value for work ethics = 7.649 and is statistically significant at p value 0.000. This therefore indicates that the null hypothesis should be rejected and the conclusion to be work ethics of adjunct faculty has significant positive influence on students' satisfaction. This findings conforms to (Mageto, 2010; Theuri, 2010) whose study noted that adjunct faculties have daunting workloads which leave them with unbearable fatigue and worn out barely in a position to update their lecture notes. programs and leads to lack of continuity. Kyule *et al.*, (2014) also observed that adjunct faculties invest conscious energy into activities that would minimize the uncertainty of their position. This and many more unethical and unprofessional behaviors influence the students' satisfaction negatively.

CONCLUSION

The study established that adjunct faculties are not committed; they do not prioritize their teaching responsibilities and are never punctual for their classes. The study also noted that adjunct faculties' drive for teaching is purely monetary gains. There were numerous unethical behaviors found with adjunct faculties that may influence students' satisfaction; some of them being failure to attend classes and substituting teaching with the handouts, holding exams as ransom for failure of payment by universities, coming to class late & leave before the stipulated time, arrogance, pride and being rude when asked questions, pursuing female students to get sexual favours, soliciting money from students to reveal information of non-payment and many more.

RECOMMENDATIONS

Based on the findings, adjunct faculties are not efficient players. However, if they must be retained, universities should come up with clear policies and procedures on how to recruit and select adjunct faculties. Selection vetting should be put in place during the appointment of adjunct faculties.

The university management should also come up with clear disciplinary procedures and guidelines to follow when dealing with unprofessional behaviors from adjunct faculties. Line supervisors should supervise adjunct faculties to ensure they carry out their teaching roles professionally, that is, attending classes and not substituting teaching with the handouts.

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