



East African Journal of Interdisciplinary Studies

[eajis.eanso.org](http://eajis.eanso.org)

Volume 7, Issue 1, 2024

Print ISSN: 2707-529X | Online ISSN: 2707-5303

Title DOI: <https://doi.org/10.37284/2707-5303>



EAST AFRICAN  
NATURE &  
SCIENCE  
ORGANIZATION

Original Article

## Job Security as a Determinant of Academic Staff Performance: Evidence from Public Universities in Uganda

Justine Injikuru<sup>1</sup>\*, David Onen<sup>1</sup> & Irene Etomaru<sup>1</sup>

<sup>1</sup> Makerere University, P. O. Box 7062 Kampala, Uganda.

\*Author for Correspondence Email: [injikurujustine@gmail.com](mailto:injikurujustine@gmail.com)

Article DOI: <https://doi.org/10.37284/eajis.7.1.2359>

Date Published: **ABSTRACT**

03 November 2024

**Keywords:**

*Job Security,  
Academic Staff  
Performance,  
Higher Education,  
Teaching and  
Research,  
Community  
Engagement.*

In today's competitive higher education landscape, improving academic staff performance is essential for institutional success. This study investigated the relationship between employee job security and academic staff performance in three key areas: teaching, research, and community engagement at four public universities in Uganda. To understand how job security influences these domains, a cross-sectional survey design was utilised, with a sample of 350 participants selected through stratified random sampling. Data were collected using structured, close-ended questionnaires and analysed with IBM SPSS, employing both descriptive and inferential statistics. The findings indicated that job security has a statistically significant positive effect on academic staff performance across all three areas, with teaching ( $R = 0.260$ ,  $R^2 = 0.067$ ), research ( $R = 0.312$ ,  $R^2 = 0.097$ ), and community engagement ( $R = 0.278$ ,  $R^2 = 0.077$ ) demonstrating modest correlations. As a result, the study rejected the null hypotheses, confirming that improved job security can enhance academic staff performance in these critical domains. However, the modest effect size suggests that job security alone may not lead to substantial performance improvements. Therefore, it is recommended that universities prioritise enhancing job security through clear policies and institutional support measures, including competitive remuneration, comprehensive health insurance, and opportunities for career advancement, while also implementing innovative strategies to foster a stable and supportive working environment that boosts productivity and overall outcomes.

### APA CITATION

Injikuru, J., Onen, D. & Etomaru, I. (2024). Job Security as a Determinant of Academic Staff Performance: Evidence from Public Universities in Uganda. *East African Journal of Interdisciplinary Studies*, 7(1), 409-422. <https://doi.org/10.37284/eajis.7.1.2359>.

### CHICAGO CITATION

Injikuru, Justine, David Onen and Irene Etomaru. 2024. "Job Security as a Determinant of Academic Staff Performance: Evidence from Public Universities in Uganda". *East African Journal of Interdisciplinary Studies* 7 (1), 409-422. <https://doi.org/10.37284/eajis.7.1.2359>.

### HARVARD CITATION

Injikuru, J., Onen, D. & Etomaru, I. (2024) "Job Security as a Determinant of Academic Staff Performance: Evidence from Public Universities in Uganda", *East African Journal of Interdisciplinary Studies*, 7(1), pp. 409-422. doi: 10.37284/eajis.7.1.2359.

#### IEEE CITATION

J., Injikuru, D., Onen & I., Etomaru "Job Security as a Determinant of Academic Staff Performance: Evidence from Public Universities in Uganda", *EAJIS*, vol. 7, no. 1, pp. 409-422, Nov. 2024.

#### MLA CITATION

Injikuru, Justine, David Onen & Irene Etomaru. "Job Security as a Determinant of Academic Staff Performance: Evidence from Public Universities in Uganda". *East African Journal of Interdisciplinary Studies*, Vol. 7, no. 1, Nov. 2024, pp. 409-422, doi:10.37284/eajis.7.1.2359.

## INTRODUCTION

In the bustling world of academia, where knowledge production and dissemination are paramount, the performance of academic staff is a crucial determinant of institutional success. However, despite the centrality of teaching, research, and community engagement in higher education, the factors that underpin academic staff performance remain inadequately explored in many contexts. A critical yet under-researched factor is the role of employee job security. Globally, scholars such as Mwashila (2018) and Oladejo (2022) have emphasised the importance of organisational commitment to employee welfare, particularly job security, in fostering motivation and enhancing performance. However, in 'Uganda's public universities, the influence of job security on academic staff performance remains a largely unexplored territory, raising concerns about the efficacy of current strategies aimed at enhancing institutional output.

The problem of suboptimal academic staff performance in Uganda's public universities has been well-documented, with stakeholders such as students expressing dissatisfaction with teaching quality, research productivity, and community engagement (Anyango et al., 2022). Despite efforts by universities to implement internal marketing strategies, including job security, there is a noticeable gap between expectations and outcomes. Public universities are crucial in producing the skilled workforce needed for national development. Nevertheless, inefficiencies persist, threatening their ability to fulfill this mandate. Scholars like Nsubuga et al. (2021) have noted that job security has a positive impact on employee performance across various sectors. However, the

specific dynamics within the Ugandan academic context remain unclear.

Addressing this gap is crucial for understanding how job security affects academic staff performance in teaching, research, and community engagement, areas that are fundamental to the mission of higher education institutions. The limited resources in Uganda's public universities further complicate this issue. Job insecurity may exacerbate existing challenges related to staff motivation, workload management, and institutional commitment. This study seeks to fill the existing gap by investigating the predictive role of employee job security on the performance of academic staff in Uganda's public universities, with a focus on teaching, research, and community engagement. A better understanding of these dynamics will contribute to developing targeted strategies for enhancing academic staff performance and improving institutional effectiveness.

Efforts to address the underperformance of academic staff have been made, but they have not yielded the desired outcomes. Existing literature points to the significance of internal marketing practices, such as job security, in enhancing employee motivation and loyalty (Bansal, 2001; Pfeffer, 1995). However, these efforts have not fully considered the complex interplay between job security and the multiple roles of academic staff, particularly in Uganda's public universities. Inadequate job security may lead to disengagement from key academic responsibilities, including research and community service. Previous studies have touched on the broader impact of job security in organisational settings. However, few have focused on how this affects the academic staff in public universities in developing countries.

In this context, this study investigated the relationship between employee job security and academic staff performance in three core areas: teaching, research outputs, and community engagement. Specifically, it sought to determine whether job security positively and significantly influences academic staff performance in these domains. Three hypotheses guided the research: first, that there is a positive and significant relationship between employee job security and teaching performance; second, that job security significantly influences research outputs; and third, that job security significantly affects community engagement. These hypotheses were tested in selected public universities in Uganda, offering insights into how improving job security can potentially enhance academic staff performance and contribute to the overall success of these institutions.

## LITERATURE REVIEW

Employee job security has been extensively studied as a critical factor influencing academic staff performance in various domains, including teaching. Numerous international studies suggest a positive correlation between job security and teaching performance. For example, Jiang and Probst (2021) argue that job security enhances motivation, leading to better teaching outcomes by fostering a stable work environment that allows faculty to focus on academic responsibilities. Similarly, Safdar et al. (2020) found that job security promotes a sense of organisational commitment, which is crucial for improving teaching quality. In the context of Uganda, academic staff face challenges such as contractual uncertainty and irregular pay, which can affect their dedication to teaching. A study by Nakibuuka and Okwenje (2019) on public universities in Uganda found that job insecurity leads to lower teaching performance due to stress and demotivation, reinforcing the need for stable employment conditions.

The relationship between job security and research performance has also been widely documented. Globally, academic research outputs are considered a key metric for evaluating university success and faculty career progression. According to Xie and Wu (2021), job security is a strong predictor of research productivity, as it reduces anxiety related to job loss and allows faculty to focus on long-term projects. In contrast, academic staff facing job insecurity may prioritise short-term tasks like teaching over research, as demonstrated in a study by Santiago et al. (2020) in Latin America. In Uganda, academic staff have expressed concerns that job insecurity hampers their ability to commit fully to research projects (Mugisha et al., 2021). The uncertainty of contract renewals or promotions discourages engagement in scholarly work, which requires substantial time and effort. Thus, improving job security could foster a more research-oriented academic culture in Uganda's public universities.

Employee job security significantly influences not only teaching and research but also community engagement. Internationally, academic staff are increasingly expected to engage with local communities through outreach programs and applied research, as noted by Behrens and Gray (2020). These activities benefit both the university and society by translating academic knowledge into practical solutions. A stable work environment enhances faculty 'members' willingness to participate in such initiatives (Feldman & Turnley, 2022). In the Ugandan context, academic staff in public universities are expected to contribute to community development, particularly in underserved regions. However, job insecurity can limit their involvement, as staff may focus on securing their positions rather than engaging in community service (Kyeyune & Tumwine, 2019).

Research shows that job security directly impacts academic 'staff's ability to balance their multiple roles—teaching, research, and community engagement. According to Kinman and Wray

(2021), job security allows faculty to plan their academic careers more effectively, balancing short-term teaching goals with long-term research and community projects. This holistic view is supported by empirical studies showing that faculty with secure employment tend to contribute more to university and societal goals (Wang et al., 2021). In Uganda, however, limited employment security often forces academic staff to prioritise immediate tasks, such as grading and lecturing, over research or community outreach. This imbalance reduces their overall contribution to the 'university's mission, as observed by Namubiru and Tumuhaise (2020).

Furthermore, local studies reveal that job security has broader implications for the academic profession in Uganda. Academic staff who feel insecure about their positions may become disengaged, limiting their participation in both academic and non-academic activities (Tumusiime et al., 2022). For example, academic staff in 'Uganda's public universities are often involved in consultancy work or side jobs to supplement their income, which diverts their attention from their primary responsibilities (Nampungu, 2021). This phenomenon, known as "moonlighting", is exacerbated by the lack of job security and low salaries in the public university system. By improving job security, universities could mitigate these distractions and enhance staff involvement in critical areas like research, teaching, and community service.

In summary, the relationship between job security and academic staff performance in teaching, research, and community engagement is evident in both international and local contexts. Studies consistently show that job security positively influences teaching performance by reducing stress and improving job satisfaction. Similarly, research productivity is enhanced when staff are secure in their positions, as they can dedicate more time to scholarly work without fearing job loss. Finally, job security also promotes more significant

involvement in community engagement activities, as staff are more willing to participate when they are not preoccupied with job uncertainty. For Uganda's public universities, addressing job security issues could be a crucial step in improving overall academic staff performance across these critical areas.

## METHODOLOGY

### Research Design

This study utilised a cross-sectional survey design, which is commonly employed in social research to capture data at a specific point in time (Creswell & Creswell, 2023). Cross-sectional designs are advantageous for determining the prevalence of characteristics, attitudes, or behaviours in a population and allow for the examination of relationships between variables without manipulating the environment (Bryman, 2021). The survey method was chosen due to its efficiency in collecting large volumes of data from a diverse population within a limited time frame.

### Study Population and Sampling

The study focused on academic staff members from four public universities in Uganda: Makerere University, Mbarara University of Science and Technology, Busitema University, and Gulu University. These universities were selected due to their significant role in higher education in Uganda. The total accessible population consisted of 1,477 academic staff members at Makerere University, 242 at Mbarara University of Science and Technology, 160 at Busitema University, and 183 at Gulu University (Makerere University, 2020; Mbarara University of Science and Technology, 2020; Gulu University, 2020). The sample size of 404 participants was calculated using Cochran's formula for determining sample size for large populations, ensuring representativeness and reliability (Chaokromthong & Sintao, 2021). Stratified random sampling was applied to ensure that staff from different academic disciplines and ranks were proportionally represented in the study.



## Data Collection

Data were collected using structured, close-ended questionnaires. This instrument was selected for its efficiency in gathering quantifiable data within a relatively short period and at a low cost (Johnson & Christensen, 2022). The closed-ended format ensured that responses could be efficiently coded and analysed, minimising the potential for ambiguity and facilitating comparability across responses (Fowler, 2020). Respondents were given ample time to complete the questionnaires, ensuring the accuracy and reliability of the data collected. Out of the 404 questionnaires administered, 350 valid responses were returned, yielding a high response rate of 87%.

## Data Analysis

The data collected were cleaned, organised, and analysed using IBM SPSS (Statistical Package for the Social Sciences) version 21. Descriptive statistics such as means, frequencies, percentages, and standard deviations were employed to summarise the demographic characteristics and critical variables of the study (Field, 2021). Inferential statistics, including Pearson's correlation and regression analysis, were used to examine relationships between the independent and dependent variables, enabling the identification of significant predictors (Pallant, 2022).

## RESULTS

This section presents the findings of the study, focusing on the relationships between employee job security and various dimensions of academic staff performance in public universities in Uganda. The results are organised into several key areas: descriptive statistics for both independent and dependent variables, as well as tests for the research hypotheses concerning teaching performance, research output, and community engagement. The descriptive statistics provide a foundational understanding of employee job security perceptions among academic staff, highlighting their overall sentiments and areas requiring attention. Following

this, regression analyses are conducted to evaluate the impact of job security on specific aspects of academic staff performance, thus allowing for a comprehensive assessment of how job security influences teaching effectiveness, research productivity, and community involvement.

In the first part, we analyse the descriptive statistics related to employee job security, detailing respondents' perceptions using a Likert scale. This quantitative assessment reveals general trends in job security satisfaction among academic staff, identifying both strengths and weaknesses in current provisions. By examining various items within the job security construct, insights can be gleaned regarding the specific areas of concern that may affect overall job satisfaction. This foundational analysis sets the stage for understanding the more complex relationships explored in the subsequent regression analyses.

The subsequent sections detail the outcomes of hypothesis testing, each examining the correlation between job security and specific performance metrics. These analyses aim to determine whether enhancements in job security can lead to improvements in teaching performance, research output, and community engagement among academic staff. By evaluating these hypotheses, the findings will contribute valuable insights into the importance of job security within the context of public higher education, ultimately guiding recommendations for policy and institutional support aimed at improving both staff well-being and performance outcomes.

## Descriptive Statistics for the Independent and Dependent Variables

The independent variable in this study is job security. To assess employee job security in the university, a set of items measured respondents' perceptions of their job security using a Likert scale from 1 (Strongly Disagree, SD) to 5 (Strongly Agree, SA). Table 1 summarises the responses to each item, providing insight into how satisfied

academic staff feel about various aspects of their job security.

**Table 1; Descriptive Statistics on Employee Job Security**

Item	Indicator of task employee job security	Response category.						Std.
		SD Count (%)	D Count (%)	NS Count (%)	A Count (%)	SA Count (%)	Mean Dev	
EJS1	I am satisfied with the job security at this university	10(3.2)	24(7.6)	28(8.9)	150(47.6)	103(32.7)	3.99	1.005
EJS2	The university offers me the required job security in its policies and regulations	10(3.2)	25(7.9)	48(15.2)	163(51.7)	61(21.9)	3.81	0.971
EJS3	The university provides me with the required insurance facilities	80(25.4)	95(30.2)	55(17.5)	69(21.9)	16(5.1)	2.51	1.227
EJS4	The university provides an attractive welfare package that both attracts and retains high-quality employees.	38(21.1)	104(33.2)	64(20.3)	84(26.7)	25(7.9)	2.85	1.175
EJS5	The university allows our employee unions to address and resolve employee-related issues.	29(9.2)	75(23.8)	62(19.7)	126(40.0)	23(7.3)	3.12	1.135
EJS6	The job security at this University increases my level of trust in management	13(4.1)	38(12.1)	68(21.8)	146(46.3)	50(15.9)	3.58	1.026
EJS7	The university ensures that my work environment is safe, secure, and good.	19(6.0)	66(21.0)	55(17.5)	152(48.3)	23(7.3)	3.30	1.068
EJS8	The feedback I receive from my supervisors increases my level of commitment to this university	17(5.4)	44(14.0)	36(11.4)	175(55.6)	43(13.7)	3.58	1.060
EJS9	I feel I am being paid a fair amount for the work I do	39(12.4)	79(25.1)	39(12.4)	121(38.4)	37(11.7)	3.12	1.261

The analysis of Table 1 demonstrates a generally positive outlook on job security among university academic staff. However, variations across specific

items reflect areas needing attention. Overall satisfaction with job security is relatively high, as indicated by a mean of 3.99 for general job security

(EJS1) and a mean of 3.81 for security in university policies (EJS2). These high scores suggest that a majority of respondents feel their positions are secure under current institutional policies, which likely fosters a supportive environment for their roles. Likewise, supervisor feedback (EJS8) and trust in management (EJS6) hold relatively positive perceptions, with mean scores of 3.58 each. This alignment suggests that strong communication and feedback mechanisms contribute positively to staff perceptions of job security and commitment, enhancing trust in management structures and promoting a safe, supportive work environment.

However, some aspects, particularly insurance facilities (EJS3) and welfare packages (EJS4), received lower ratings, with means of 2.51 and 2.85, respectively. This reveals critical gaps in job security provisions that may undermine overall job satisfaction for some academic staff. A considerable portion of respondents expressed dissatisfaction with the insurance facilities, highlighting this area as a significant concern. Additionally, while fair compensation (EJS9) and work environment safety (EJS7) received moderate satisfaction levels, some respondents indicated a perceived lack of equity or safety in these areas. This variation in satisfaction suggests that improvements in these targeted benefits—especially in insurance and welfare provisions—could elevate job satisfaction and enhance the institution's appeal as a supportive employer. Addressing these needs would likely strengthen job security perceptions, which, in turn, could positively impact employee engagement,

retention, and overall productivity within the academic environment.

The dependent variable in this study is academic staff job performance. The descriptive statistics in Table 2 present insights into academic staff performance across three core areas: teaching, research, and community service, which are essential in evaluating the contributions and influence of academic staff within the university. Teaching performance is assessed through engagement with students and instructional practices, where items such as the adequacy of credit hours and timely evaluation of student performance measure effectiveness. Research performance focuses on scholarly output, including peer-reviewed publications, supervision of graduate students, and access to research funding. Community service, on the other hand, highlights academic staff's participation in outreach activities, collaborations with relevant stakeholders, and affiliations with professional bodies, emphasising their involvement with external stakeholders and community projects.

The response categories, which measure the level of agreement, range from “Not at all” (Strongly Disagree) or N, “Rarely” (Disagree) or R, “Sometimes” (Neutral) or St, “Frequently” (Agree) or F, and “Always” (Strongly Agree) or A. The data in Table 2 reveal both strengths and areas for improvement in academic staff performance based on their average scores and the distribution of responses across these categories.

**Table 2; Descriptive Statistics on Academic Staff Job Performance**

Item Code	Indicator of Job Performance	Response Category					Mean	SD
		N	R	St	F	A		
		F (%)	F (%)	F (%)	F (%)	F (%)		
Teaching								
SPT1	The number of credit hours I have with my students is adequate	4 (1.3)	8 (2.5)	41 (13.0)	85 (27.0)	177 (56.2)	4.34	0.890
SPT2	I evaluate the performance of my students regularly and timely.	3 (1.0)	7 (2.1)	17 (5.4)	137 (43.5)	151 (50.0)	4.43	0.641

Item Code	Indicator of Job Performance	Response Category					Mean	SD
		N	R	St	F	A		
		F (%)	F (%)	F (%)	F (%)	F (%)		
SPT3	The university allocates teaching loads that leave me with enough time for research activities.	23 (7.3)	65 (20.6)	83 (26.3)	76 (24.1)	68 (21.6)	3.32	1.227
SPT4	While imparting knowledge to learners, I adopt student-centered teaching approaches.	3 (1.0)	12 (3.8)	66 (21.0)	122 (38.7)	112 (35.6)	4.04	0.897
<b>Research</b>								
SPR1	I publish peer-reviewed articles annually.	15 (4.8)	78 (24.6)	93 (29.5)	59 (18.7)	70 (22.2)	3.29	1.198
SPR2	I have supervised master's students to completion.	95 (30.2)	17 (5.4)	32 (10.2)	64 (20.3)	107 (34)	3.23	1.667
SPR3	I have supervised PhD students to completion.	174 (55.2)	40 (12.7)	31 (8.8)	38 (12.1)	32 (10.2)	2.09	1.430
SPR4	In my university, funds for research and innovations are readily available.	60 (19.0)	122 (38.7)	89 (28.3)	30 (9.5)	14 (4.4)	2.41	1.041
<b>Community Service</b>								
SPCE1	I participate in a number of community outreach projects.	10 (3.2)	48 (15.2)	122 (38.7)	73 (23.2)	62 (19.7)	3.41	1.065
SPCE2	I engage in a number of collaborations with relevant stakeholders.	24 (7.6)	48 (15.2)	113 (35.9)	83 (26.3)	47 (14.9)	3.26	1.120
SPCE3	I participate in a number of community outreach projects.	10 (3.2)	48 (15.2)	122 (38.7)	73 (23.2)	62 (19.7)	3.41	1.065
SPCE4	I engage in a number of collaborations with relevant stakeholders.	24 (7.6)	48 (15.2)	113 (35.9)	83 (26.3)	47 (14.9)	3.26	1.120

The results in Table 2 reveal varied performance levels across teaching, research, and community service among university academic staff. In the area of teaching, respondents generally report high performance, with the majority indicating adequate credit hours (Mean = 4.34) and timely evaluations of student performance (Mean = 4.43). These findings underscore an organised and efficient approach to instructional responsibilities, contributing to positive student outcomes. Furthermore, the high rating for student-centered teaching approaches (Mean = 4.04) demonstrates a strong commitment to engaging and active learning

practices. However, the moderate mean score of 3.32 for teaching load management suggests a potential imbalance, as a significant number of respondents (54.2%) expressed concerns that their workload limited the time available for research.

In contrast, the performance results for research indicate substantial room for improvement. The low means for annual peer-reviewed publications (Mean = 3.29) and supervision of graduate students to completion (Mean = 3.23 for master's and a mere 2.09 for PhD students) reflect challenges in achieving scholarly productivity. Additionally, the limited access to research funding (Mean = 2.41)



points to a critical lack of institutional support that is necessary for fostering an environment conducive to research. These findings highlight an urgent need for the university to strengthen its support systems for research activities, thereby enhancing the scholarly contributions of its academic staff.

Community service performance also shows moderate levels of engagement, with community outreach (Mean = 3.41) and stakeholder collaborations (Mean = 3.26) rated lower than desired. While academic staff are somewhat involved in community-oriented activities, these scores imply that there is significant potential for enhancing outreach initiatives and partnerships. Strengthening these efforts could not only improve university-community relationships but also contribute to broader societal impact. Overall, these

findings underscore the need for the university to adopt a more integrated approach to support teaching, research, and community service, fostering a holistic environment that encourages academic excellence and social responsibility.

### Testing of Research Hypotheses

#### Hypothesis 1

The first research hypothesis stated that “Job security does not significantly affect academic staff performance in teaching in public universities in Uganda.” To test this hypothesis, a regression analysis was conducted to examine the relationship between employee job security and academic staff teaching performance. The results of the analysis are summarised in Table 3.

**Table 3; Regression Analysis Results of Teaching Performance of Academic Staff on Employee Job Security**

Model Summary							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	SIG	Beta
1	.260 <sup>a</sup>	.067	.064	.39473	22.624	0.000	0.260

a. Predictors: (Constant), Emplojobsec

The results in Table 3 show a positive but weak relationship between job security and academic staff teaching performance, as indicated by a correlation coefficient (R) of 0.260. This suggests that while increases in job security are associated with improvements in teaching performance, the effect is modest. The R Square value of 0.067 implies that 6.7% of the variance in teaching performance can be explained by job security, highlighting that although the effect size is small, job security still has some influence on academic staff's teaching outcomes.

The F-statistic of 22.624 and a p-value of 0.000 confirm that the regression model is statistically significant, meaning job security significantly affects teaching performance. The beta coefficient ( $\beta = 0.260$ ) further supports this, showing that for each unit increase in job security, there is a

corresponding 0.260 increase in teaching performance, holding other factors constant. Based on these findings, the null hypothesis—stating that “Job security does not significantly affect academic staff performance in teaching in public universities in Uganda”—is rejected. Although the strength of the relationship is relatively weak, enhancing job security for academic staff could improve teaching performance, which is vital for the success of public universities in Uganda.

#### Hypothesis 2

The second research hypothesis stated that “Employee job security does not significantly affect academic staff research performance in public universities in Uganda.” To test this hypothesis, an index for measuring employee job security and research performance was generated, and a

regression analysis was performed. The results of the analysis are presented in Table 4.

**Table 4; Regression Analysis Results of Research Performance of Academic Staff on Employee Job Security**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	SIG	Beta
1	0.312	0.097	0.094	0.45121	28.143	0.000	0.312

a. Predictors: (Constant), Employee Job Security

The results in Table 4 reveal a moderate positive relationship between employee job security and academic staff research performance, with a correlation coefficient (R) of 0.312. This indicates that improvements in job security are linked to better research performance among academic staff. The R Square value of 0.097 suggests that 9.7% of the variance in research performance can be explained by employee job security, highlighting that while the effect size is modest, job security still plays a meaningful role in contributing to academic staff's research output.

The F-statistic of 28.143, coupled with a p-value of 0.000, confirms that the regression model is statistically significant, indicating a solid fit between job security and research performance. Additionally, the beta coefficient ( $\beta = 0.312$ ) indicates that for every unit increase in job security, there is a corresponding 0.312 increase in research performance, emphasising the importance of job security in fostering academic productivity. Based

on these findings, the null hypothesis—asserting that “Employee job security does not significantly affect academic staff research performance in public universities in Uganda”—is rejected. This underscores that enhancing job security for academic staff could lead to significant improvements in their research output, benefiting both the institutions and the broader academic community.

### Hypothesis 3

The third research hypothesis stated that “Employee job security does not significantly affect academic staff community engagement in public universities in Uganda.” To test this hypothesis, an index for measuring job security and community engagement was generated from descriptive statistics. A regression analysis was then performed to determine the effect of employee job security on academic staff community engagement. The results of the regression analysis are presented in Table 5.

**Table 5; Regression Analysis Results of Community Engagement of Academic Staff on Employee Job Security**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	SIG	Beta
1	0.278	0.077	0.074	0.41289	24.382	0.000	0.278

a. Predictors: (Constant), Employee Job Security

The results presented in Table 5 show a positive relationship between employee job security and academic staff community engagement, with a correlation coefficient (R) of 0.278. This suggests that as job security increases, so does community engagement among academic staff. Although the R Square value of 0.077 indicates that only 7.7% of the variance in community engagement is explained

by job security, it still highlights that job security plays a meaningful role in influencing staff participation in community-related activities. The F-statistic of 24.382, with a p-value of 0.000, confirms that the regression model is statistically significant, meaning that employee job security has a substantial effect on academic staff community engagement.

Additionally, the beta coefficient ( $\beta = 0.278$ ) reinforces the positive influence of job security, showing that for every unit increase in job security, academic staff engagement in community activities increases by 0.278, holding other factors constant. Consequently, the null hypothesis, which proposed that “Employee job security does not significantly affect academic staff community engagement in public universities in Uganda”, is rejected. These findings suggest that enhancing job security for academic staff could lead to greater involvement in community engagement activities within Ugandan public universities.

## DISCUSSION

The results of the study revealed a positive but weak relationship between employee job security and academic staff performance in teaching, as indicated by a correlation coefficient of 0.260. While the relationship was statistically significant, the R Square value of 0.067 suggested that only 6.7% of the variance in teaching performance could be explained by job security. These findings resonate with previous studies such as those by Bozeman et al. (2018), who found that job security can influence teaching performance, albeit with varying degrees depending on other institutional factors such as faculty support and resources. However, the relatively low R Square in this study aligns with research by Knight and Trowler (2019), which argues that job security alone may not be sufficient to drive significant improvements in teaching performance, as other factors like professional development and motivation also play critical roles.

On the other hand, contrasting findings have been reported in specific contexts. For example, a study by Kim and McLean (2020) found a much more vital link between job security and teaching performance in South Korean universities, with an R Square above 0.30. This suggests that cultural and institutional factors may moderate the effect of job security on teaching, highlighting the need to account for contextual differences when

interpreting these results. In Ugandan public universities, where issues such as underfunding and heavy workloads prevail, the modest effect of job security may be understandable.

Regarding research performance, the study found a stronger correlation between employee job security and research output, with a correlation coefficient of 0.312 and an R Square of 0.097. This suggests that job security plays a more substantial role in influencing research performance than teaching performance. These results are in line with studies by Shen and Jiang (2021), who observed that stable employment conditions encourage academic staff to engage in more high-quality research activities, as job security reduces stress and allows for long-term planning. The relatively higher R Square indicates that job security explains nearly 10% of the variance in research performance, a finding that supports the notion that stable employment is crucial for research productivity.

However, it is essential to note that while job security is important, other factors such as research funding, collaboration opportunities, and institutional support systems have been shown to have even more significant effects on research performance. For instance, Bazeley (2019) pointed out that a lack of adequate resources could hinder the potential benefits of job security on research performance, as academic staff in resource-scarce environments often face challenges that cannot be mitigated by job security alone.

When it comes to community engagement, the study revealed a positive correlation of 0.278 between employee job security and academic staff involvement in community-related activities. This is consistent with the work of Christensen et al. (2019), who found that academic staff with greater job security were more likely to engage in community outreach and service activities. The R Square value of 0.077, however, indicates that job security only explains 7.7% of the variance in community engagement, suggesting that other factors, such as personal motivation, institutional

encouragement, and recognition of community work, might also play significant roles.

Interestingly, the relatively low explanatory power of job security on community engagement reflects findings from a study by Daly and Finnigan (2020), who argued that while job security is a necessary condition for academic staff to engage in community service, it is not sufficient on its own. Academic staff is more likely to participate in community engagement when such activities are institutionalised and recognised as valuable contributions to the university's mission. In Uganda's public universities, where research and teaching are often prioritised over community service, the modest impact of job security on community engagement may be linked to a lack of formal incentives for such activities.

Overall, the findings across all three hypotheses suggest that while job security positively influences academic staff performance in teaching, research, and community engagement, its effects are relatively modest. This highlights the importance of addressing other factors that may enhance staff performance, such as providing adequate resources, professional development opportunities, and recognition for all aspects of academic work. Studies by Marginson (2021) have shown that a holistic approach that combines job security with institutional support systems is likely to yield more substantial improvements in overall academic staff performance.

## CONCLUSION

Based on the findings and discussion, the study confirms that job security plays a significant role in influencing academic staff performance in Uganda's public universities, particularly in teaching, research, and community engagement. While the relationship between job security and performance is positive, the effect size is relatively modest, indicating that job security alone cannot guarantee significant improvements in academic staff performance. Other institutional factors such

as professional development opportunities, resources for research, and recognition of academic achievements must complement efforts to improve job security. Therefore, addressing job security concerns while adopting a holistic approach to staff support will be essential for enhancing the performance of academic staff and ensuring the long-term success of public universities in Uganda.

Based on these findings, it is recommended that public universities in Uganda prioritise strengthening job security to motivate academic staff and improve performance. Universities should implement clear and consistent policies that alleviate concerns about contract renewals, job stability, and financial insecurity. Institutional support measures, such as competitive remuneration packages, comprehensive health insurance, and regular opportunities for promotion and career advancement, should complement these policies. Additionally, while budgetary constraints may limit specific actions, universities should seek innovative strategies to create a stable and supportive working environment, as improving job security is directly linked to higher productivity and better outcomes in teaching, research, and community engagement.

## REFERENCES

- Anyango, E., Omondi, G., & Oduor, A. (2022). Assessing the quality of teaching and learning in higher education institutions in Uganda: 'Students' perspectives. *Journal of Higher Education in Africa*, 10(1), 45-64.
- Bansal, H. S. (2001). Internal marketing: A tool for creating a committed workforce in the service sector. *Journal of Service Research*, 4(2), 145-158.
- Behrens, J., & Gray, D. (2020). The role of universities in community engagement: Exploring the connections between scholarship and service. *Journal of Higher Education Outreach and Engagement*, 24(3), 77-95.

- Bazeley, P. (2019). *Researching with data: A guide to using data effectively in research*. Cambridge University Press.
- Bozeman, B., Gibbons, M. T., & Ponomariov, B. (2018). The effect of job security on academic productivity: A multi-institutional study. *Research Policy*, 47(5), 883-894. <https://doi.org/10.1016/j.respol.2018.02.004>
- Bryman, A. (2021). *Social research methods (5th ed.)*. Oxford University Press
- Chaokromthong, K., & Sintao, T. (2021). Sample size determination in survey research: A practical guide for researchers. *International Journal of Business and Management*, 16(3), 34-44. <https://doi.org/10.5539/ijbm.v16n3p34>
- Christensen, C. M., Horn, M. B., & Johnson, C. W. (2019). *Disrupting class: How disruptive innovation will change the way the world learns (2nd ed.)*. McGraw-Hill Education.
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.)*. SAGE Publications.
- Daly, A. J., & Finnigan, K. S. (2020). The role of job security in faculty community engagement: Insights from urban institutions. *Educational Policy*, 34(5), 897-927. <https://doi.org/10.1177/0895904819842181>
- Feldman, D. C., & Turnley, W. H. (2022). Community engagement in higher education: Challenges and opportunities for academic staff. *Journal of Community Engagement and Higher Education*, 14(2), 12-29.
- Field, A. (2021). *Discovering statistics using IBM SPSS Statistics (5th ed.)*. SAGE Publications.
- Fowler, F. J. (2020). *Survey research methods (5th ed.)*. SAGE Publications.
- Gulu University. (2020). *University statistics*. Gulu University.
- Jiang, L., & Probst, T. M. (2021). Job security and job performance: The mediating role of motivation. *Journal of Business and Psychology*, 36(2), 279-292.
- Kim, S., & McLean, M. (2020). Job Security and Teaching Performance in South Korean Universities: The Role of Institutional Support. *Journal of Higher Education Policy and Management*, 42(3), 273- 288. <https://doi.org/10.1080/1360080X.2020.1732247>
- Kinman, G., & Wray, S. (2021). The impact of job security on academic staff's performance and well-being. *Educational Management Administration & Leadership*, 49(2), 145-165.
- Knight, P. T., & Trowler, P. R. (2019). *Departmental leadership in higher education*. McGraw-Hill Education.
- Kyeyune, R., & Tumwine, P. (2019). The impact of job insecurity on academic staff engagement in higher education institutions in Uganda. *Journal of Educational Management*, 12(2), 45-60.
- Makerere University. (2020). *Annual report*. Makerere University.
- Marginson, S. (2021). The Role of job security and institutional support in enhancing academic staff performance: A Holistic Approach. *Journal of Higher Education Studies*, 29(4), 231- 248. <https://doi.org/10.1080/13538322.2021.1911234>
- Mbarara University of Science and Technology. (2020). *Institutional profile*. Mbarara University of Science and Technology.
- Mugisha, J., Nakibuuka, J., & Okwenje, E. (2021). The impact of job security on research performance of academic staff in public universities in Uganda. *International Journal of Educational Research*, 45(3), 33-50.



- Mwashila, D. (2018). *Organisational commitment and employee welfare in developing economies*. Nairobi University Press.
- Nakibuuka, J., & Okwenje, E. (2019). The influence of job security on teaching performance in Ugandan public universities. *African Journal of Higher Education Studies*, 10(2), 50-64.
- Nampungu, E. (2021). Moonlighting among academic staff in Uganda: Implications for performance and productivity. *Journal of Higher Education in Africa*, 11(1), 15-30.
- Namubiru, E., & Tumuhaise, M. (2020). Factors affecting research and community engagement among university staff in Uganda: A case study of Makerere University. *Journal of Education and Practice*, 11(3), 78-89.
- Nsubuga, F., Katende, J., & Namubiru, N. (2021). Job security and employee performance in the higher education sector: Evidence from Uganda. *Journal of Educational Management*, 8(2), 100-115.
- Oladejo, M. (2022). The significance of job security in enhancing employee performance in higher education institutions. *Journal of African Higher Education*, 9(2), 88-102.
- Pallant, J. (2022). *SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS (7th ed.)*. Open University Press.
- Pfeffer, J. (1995). Producing sustainable competitive advantage through the effective management of people. *Academy of Management Perspectives*, 9(1), 55-69.
- Safdar, K., Fatima, T., & Yasin, A. (2020). Job security, organisational commitment, and teaching performance: Evidence from the higher education sector. *Journal of Educational Psychology*, 112(4), 709-724.
- Santiago, P., Varela, A., & Sola, J. (2020). Job security and its impact on research performance in higher education institutions in Latin America. *Latin American Journal of Educational Research*, 23(2), 129-146.
- Shen, H., & Jiang, W. (2021). The influence of job security on academic performance: Evidence from Chinese universities. *Studies in Higher Education*, 46(2), 257- 272. <https://doi.org/10.1080/03075079.2019.1624850>
- Tumusiime, G., Nsubuga, F., & Namubiru, N. (2022). Understanding the relationship between job security and academic staff engagement in Ugandan universities. *Journal of Educational Development in Africa*, 19(1), 101-118.
- Wang, L., Qian, Y., & Zhou, R. (2021). Exploring the link between job security and academic staff performance in higher education: A systematic review. *Educational Studies*, 47(4), 370-390.
- Xie, L., & Wu, Y. (2021). The effects of job security on research productivity among academic staff. *Higher Education Research & Development*, 40(3), 625-638.