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Job Insecurity and Discharge of Core Mandate in Universities by Academic Staff

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Abstract
This study sought to investigate the influence of job insecurity on discharge of core mandate of universities of teaching and research. The target population was the academic staff in public universities in Kenya on whom stratified random sampling was used to pick a sample of 389. The population size was 14,013 comprising of assistant lecturers, lecturers, senior lecturers and professors. The Social Exchange Theory (SET) was used to explain job insecurity- teaching and research performance relationships. A realist positivist research philosophy was adopted with research design being descriptive cross-sectional survey. Primary data was collected using a self-administered questionnaire whose reliability was found to have a Cronbach's Alpha Coefficient (α) value of 0.805. Data was analyzed using descriptive and inferential techniques and presented in tables. Hypothesis testing was done at 95% level of confidence. Upon analysis, it was established that job insecurity had a statistically significant negative influence on teaching performance as well as research performance. This study therefore recommends that academic staff be granted job security for the institutions of higher learning to better fulfill their core mandate of teaching and research.

Keywords: *Job insecurity, Academic staff, Teaching performance, Research performance.*

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I. Background

The core mandate of universities is teaching and research (Mukhwana et al., 2016). Therefore, members of academic staff are expected to teach and carry out research in the institutions of higher learning, the author adds. Sousa et al. (2022) note that higher education has little regulation by authorities and most university academic staff have to define their professional tasks, duties and responsibilities. However, Odhiambo (2018) argues that in Kenya, job performance of those responsible for discharging university core mandate has not been satisfactory. Therefore, much of the innovation that has been done, or not done in the global scene, as of today can be seen as a direct result of teaching, learning research processes that happens in universities (Hoehn, 2018). The sub-optimal performance can thus be logically attributed to the factors that may influence performance of the employees who discharge those core mandates. Therefore, factors that influence job performance of academic staff need close scrutiny if performance of core mandate of universities is to be addressed.

There has been a lot of literature on interventions to improve job performance but hardly has any been able to focus on job insecurity (Ahmed & Jaaffar, 2017). Hence, it was imperative that this study be conducted. Job security is the assurance given to an employee by their employer about their continued employment, promotion and remuneration (Wahyuni, Musnadi & Nurdin, 2020). But today's global economic realities have led to an increase in the risk of losing one's job or experiencing job insecurity in workplaces (Lee et al., 2018). Job insecurity is a psychosocial occupational stressor which influences employees' health and well-being (De Witte et al., 2016).

On the other hand, job security prevents the employee from worrying about their future incomes which leads to more employee commitment and ultimately results to higher levels of job performance. In addition, job security not only provides the assurance of stable income streams but also enables an employee to organize their out-of-work lives and cater for their family needs. The absence of job security (job insecurity) therefore leads to an employee feeling threatened with regard to livelihood and source of income which causes anxiety and low job performance levels (Mcleod, 2007). When a job is insecure, an employee may feel threatened which hinders

their free self-driven creativity, problem solving and innovation in their workplace. In a university, supervision of academic staff is minimal and therefore self-drive is key to good performance.

According Patfield et al. (2023) and Mukhwana et al., (2016), teaching and research form the core mandates of universities. These mandates are discharged by the academic staff of the institutions of higher learning. Other functions of academic staff are administration and responsibilities at various levels of the university as well as community service obligations. This paper pays attention to the core mandate as they form key job tasks in academic staff hiring and employment. Teaching involves direct instruction and is done through lecturers, tutorials and seminars. Research on the other hand is the systematic process through which new knowledge is created as well as existing knowledge being verified. However, Sousa, Pinto and Sinde (2022) note that higher education is less regulated and academic staff have to chart their own professional tasks and obligations. In that regard, Ahmed et al. (2017) argue that job security makes employees enthusiastic about their job which enhances their performance. It was therefore imperative that this study be carried out to ascertain the influence of job insecurity on the discharge of core university mandates.

Research Objectives

This study was guided by the following objectives;

i. To investigate the influence of Job insecurity on Teaching Performance of academic staff in public universities

ii. To evaluate the influence of Job insecurity on Research Performance of academic staff in public universities.

II. Literature Review

The Social Exchange Theory (SET) provided theoretical basis for this study. The SET emerged in the late 1950s and early 1960s and has since developed into a large body of research on social behaviour (Cook & Rice 2014). The development of the theory is largely attributed to the works of Thibaut, Homans, Blau and Kelley (Davlembayeva & Alamanos, 2023). This theory suggests that employees and employers engage in a reciprocal relationship, where positive exchanges like job security and satisfactory remuneration which leads to positive behaviours from employees such as increased commitment and acceptable job performance levels (Davlembayeva & Alamanos, 2023). Conversely, job insecurity can erode this positive relationship, resulting in decreased commitment and potentially negative workplace behaviours. According to this theory, employees expect that in exchange for expertise and academic achievement, they would be assured of their jobs and stable income streams, and that the process of being terminated from a job should be rigorous and difficult.

Therefore, the employees should get assurance of stable incomes that they can confidently, predictably and reliably plan for. In an organization where there is job security, the employee is committed to their job which would lead to improved job performance. Additionally, previous studies have revealed that job insecurity can affect employees' attitudes and behaviours at work negatively and hence their ultimate output. In this regard, when employees are uncertain and unsure about the future of their jobs, they tend to withdraw emotionally and behaviorally (Karatepe et al., 2020). Furthermore, job insecurity increases organizational strain which damages their health and well-being and finally creates stress, anxiety and depression (Chirumbolo & Arena, 2010). These psychosocial conditions affects job performance.

Ahmed & Jaaffar (2017) argue that an organization may have enough resources but without meeting the needs of its employees, all the other resources may not produce the desired outcomes. This would also imply that the organizational goals and objectives would not be achieved. Among the identified human needs, as argued in Maslow's Hierarchy of Needs theory, are safety and security in their varied forms (Mcleod, 2007). However, the author (Mcleod, 2007) alludes to the fact that security for a person extends to an assurance of permanence of employment. Therefore, job security is a human need that requires to be met for an employee for enhanced job performance. In their study, Ofre and Andow (2023) found out that job security had a statistically significant positive effect on job performance. It can be argued from this finding that job insecurity may affect job performance negatively.

A similar conclusion was arrived at by Abouelenien et al. (2024) as well as Nikolova et al. (2022) who established that employee's relative job insecurity within a team was associated with reduced self- appraised job performance in terms of both adaptiveness and task performance. However, Nikolova et al. (2022) acknowledges that in some situations job insecurity has been observed to lead to increased job performance. It is however not clear whether it could be due to an employee engaging in behaviours that are intended to impress their supervisors and therefore improving their perceived job performance, the authors add.

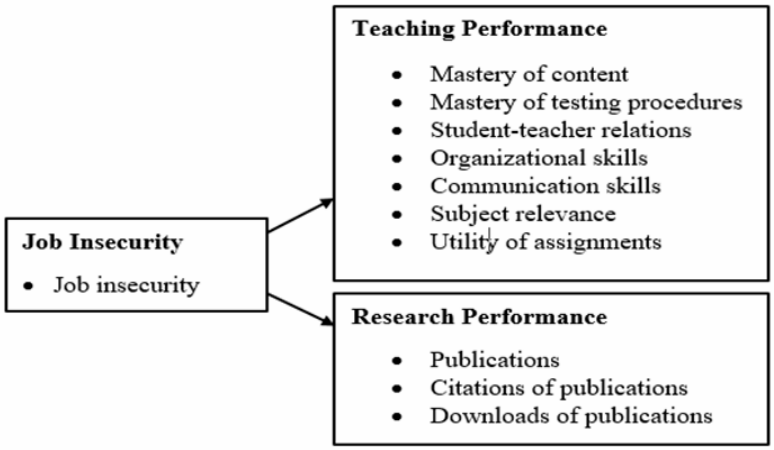

Figure 1: Conceptual framework

Due to the foregoing findings from the literature reviewed, a conceptual framework for job insecurity vis-à-vis teaching and research performances was as presented in Figure 1. From the figure, job insecurity is the independent variable and has an influence on the dependent variables which are teaching and research performances of academic staff of universities. The variables were measured using the parameters indicated in the conceptual framework.

Research Hypothesis

In line with the objectives of this study and literature reviewed, the following hypotheses were formulated;

H_{01}: Job insecurity does not have a statistically significant influence on Teaching Performance of academic staff of public universities.

H_{02}: Job insecurity does not have a statistically significant influence on Research Performance of academic staff of public universities.

III. Materials and Methods

A positivist epistemology was adopted. This research philosophy adopts the stance of physical sciences as it involves studying an observable social construct objectively and law-like generalizations, similar to those of the physical sciences are developed (Sheppard, 2020). Ontologically, a realist position was taken. This view is based on the belief that reality exists in the world, and that this reality is independent of human thoughts and beliefs (Ababneh, 2020). For that reason, a tool in the form of a questionnaire, was developed to measure the existing reality (constructs) about the target population. Logically, descriptive survey research design was adopted. According to Sheppard (2020), in a descriptive research design, the researcher seeks to describe a phenomenon of choice as it naturally exists without any manipulation of the variables as would be the case in an experimental design. The design was also survey in nature as a sample was picked to represent the target population by application of the Taro Yamane formula for finite population. In terms of duration, the design was cross-sectional. In a cross-sectional research design, only one measurement is made for each group of respondents in the study and should be carried out within a short period (Mohajan, 2018). For that reason, data was collected within a period of one month.

Primary data collection was done by use of an online self-administered questionnaire. The questionnaire had Likert scales for each parameter which made it easy for respondents to give their responses. But before use, the research tool was piloted to ascertain its reliability. The validity of the tool was discussed with experts. In terms of measurements, independent variable was measured using a ratio Likert scale on which the respondents gave their level of agreement to statement about their perception of existence of job insecurity. The teaching performance (first dependent variable) had items on various teaching dimensions as identified by Molefe (2012), to which the respondent answered on a five-point ratio Likert scale. The dimensions used to measure teaching performance were mastery of content, mastery of testing procedures, student-teacher relations, organizational skills, communication skills, subject relevance and utility of assignments. The points used on the Likert scale for both job insecurity and teaching performance were; strongly disagree, disagree, neutral, agree and strongly agree. Lastly, research performance (second independent variable) had three dimensions which were number of publications, number of citation and number of downloads of the papers published by the academic staff in the previous three years. The ranges of performance were 0-5, 6-10, 11-15, 16-20, and 21 and above for each of the dimensions.

The target population was 14,013 academic staff of public universities which was made of professors, senior lecturers, lecturers and assistant lecturers in public universities in Kenya as provided by Mukhwana et al.

(2016). Stratified random sampling was thus used to pick a sample of 389. Data was analyzed using SPSS version 29 and presented in tables. Descriptive analysis was carried to appraise the general nature of the target population. The descriptive statistics included minimum and maximum values that the variables assumed, the ranges, the means, the standard deviations and the coefficients of variation. Data was then tested for fulfillment of linear regression assumptions which were the existence of a linear relationship between the independent variable and dependent variables, as well as homoscedasticity of the independent variable data. Analysis of variance (ANOVA) was conducted to establish the statistical significance of the relationship between job insecurity vis-à-vis teaching and research performances. Hypothesis testing was done at 95% level of confidence.

To achieve the research objectives, multivariate data analysis was conducted to establish the influence of job insecurity on teaching performance and research performance. Regression coefficients were computed and their significance determined by use of their corresponding p-values. The regression model for the first research objective was;

Teaching Performance=$\beta_{01}+\beta_1$Job Insecurity+ε_1

Where β_{01}= Level of Teaching Performance that is independent of Job Insecurity.

β_1 = Rate of change of job insecurity with respect to Teaching Performance

ε_1 =the error term Teaching Performance-Job insecurity relationship

On the other hand, the regression model for the second research objective was;

Research Performance=$\beta_{02}+\beta_2$Job Insecurity+ε_2

β_{02}= Level of Research Performance that is independent of Job Insecurity

β_2 = Rate of change of Job insecurity with respect to Research Performance

ε_2 =the error term of Research Performance-Job insecurity relationship

All ethical aspects of academic research were given due consideration.

IV. Results and Discussion

The data collection tool was piloted before use and results from that study indicated that the tool had a Cronbach's Alpha Coefficient (α) of 0.805 which was acceptable according to George and Mallery (2003). In the main study, the returned questionnaires were 299 out of the 389 which were distributed. This represented a response rate of 76.86% which was more than adequate for analysis to proceed according to Ali et al., 2021. The sample was therefore deemed adequately representative of the target population and study findings were generalizable to the target population. Out of the 299 respondents who filled the questionnaire, 91 (30.4%) of them had Masters degrees while the remaining 208 (69.6%) were PhD holders. According to Mukhwana et al. (2016), one requires a PhD to competently teach at the university level. Therefore, from the randomly selected sample of academic staff, having close to 70% of them being PhD holders was an indicator that public universities in Kenya are adequately staffed with the right proportion of duly qualified human resource to deliver the core mandate of teaching and research. Hence, solutions to poor job performance in the core mandates of teaching and research have to be deveoped from other perspectives and not from the perspective of qualifications of academic staff.

Responses to item on job insecurity were as summarized in table 1. It can be observed that their distribution was relatively normal but skewed towards the right.

Table 1: Responses to the statements on Job Insecurity

Job Insecurity		
I am stressed out because I can lose my job in the organization any time.		Frequency and %
Valid	Strongly disagree (1)	23 (7.7%)
	Disagree (2)	113 (37.8%)
	Neutral (3)	96 (32.1%)
	Agree (4)	54 (18.1%)
	Strongly agree (5)	13 (4.3%)
	Total	299 (100%)

It could also be seen that there were those that felt secure in their jobs (4.3%) and also those that felt quite insecure (7.7%). Those divergent perceptions of job insecurity warrant further attention and action from university management. The academic staff population, being relatively homogeneous, should have comparable perceptions of job insecurity.

A summary of responses to various statements on teaching performance, each statement addressing a dimension of the construct was done and was as presented in table 2. From the table, it could be seen that most of respondents felt that they were competent to discharge the core mandate of teaching as they shunned the performance levels of strongly disagree. Most of the responses were in the neutral, agree and strongly agree.

Table 2: Responses to the statements on Teaching Performance

Teaching Performance						
Response to teaching performance statements on a scale of 1 (SD) to 5 (SA)	SD (1)	D (2)	N (3)	A (4)	SA (5)	Total
I feel confident when teaching the units allocated to me. (Mastery of content)	2 (0.7%)	6 (2.0%)	42 (14.0%)	147 (49.2%)	102 (34.1%)	299 (100%)
I can comfortably handle the lecture hours allocated to me per week. (Workload management)	2 (0.7%)	5 (1.7%)	40 (13.4%)	145 (48.5%)	107 (35.8%)	299 (100%)
I effectively teach the classes that are assigned to me in spite of their sizes. (Organizational skills)	1 (0.3%)	4 (1.3%)	45 (15.1%)	170 (56.9%)	79 (26.4%)	299 (100%)
My assignments to students help me to achieve a given unit's expected learning outcomes. (Utility of assignments)	0 (0%)	0 (0%)	48 (16.7%)	165 (55.2%)	86 (28.2%)	299 (100%)
I relate the content that I teach to the real life situations of my students.(Subject relevance)	0 (0%)	0 (0%)	48 (16.1%)	158 (52.8%)	93 (31.1%)	299 (100%)
I have a healthy lecturer/student relationship with my students. (Lecturer-student relationship)	0 (0%)	2 (0.7%)	40 (13.4%)	156 (52.2%)	101 (33.8%)	299 (100%)

Lastly, responses to research performance items were as summarized in table 3. From the table, it was clear that the academic staff of public universities were also, and to a good extent, discharging the core mandate of research and especially so the publishing aspect. For example, 139 (46.5%) of those sampled had done between 6 to 10 publications. Other details on the responses from subjects of this study can be gotten from the table.

Table 3: Responses to Statements on Research Performance

Research Performance						
Indicate your level of performance on a scale of 1 to 5 in the given dimensions.	1 (0-5)	2 (6-10)	3 (11-15)	4 (16-20)	5 (>21)	Total
My publications	100 (33.4%)	139 (46.5%)	31 (10.4%)	28 (9.4%)	1 (0.3%)	299 (100%)
Citations of my publications	1 (0.3%)	23 (7.7%)	143 (47.8%)	124 (41.5%)	8 (2.7%)	299 (100%)
Downloads of my publications	2 (0.7%)	9 (3.0%)	26 (8.7%)	144 (48.2%)	118 (39.5%)	299 (100%)

Then descriptive analysis was done on the variables of study. A summary was as provided in Table 4.

Table 4: Descriptive statistics of the study variables

Descriptive Statistics							
Variable	Type	Min.	Max.	Range	Mean	Std. Dev.	CV
Job Insecurity	Independent	1	5	4	2.740	.987	0.360
Research Performance	Dependent	1.333	4.676	3.333	3.193	.540	0.169
Teaching Performance	Dependent	2.667	5.000	2.333	4.159	.566	0.136

The independent variable (job insecurity) had a minimum and maximum values of 1 and 5 respectively. It was also found to have a mean of 2.740 and a standard deviation of 0.987. These statistics gave a Coefficient of Variation (CV) of 0.360 which is relatively high and which indicates a high level of disagreement among the respondents on the construct of job insecurity. This further implied that some academic staff felt quite job insecure while others were on the other extreme. The first dependent variable of research performance had minimum and maximum values of 1.333 and 4.667 respectively. It had a mean of 3.193 with a standard deviation of 0.540. It was also observed that the deviation was quite small and therefore there was a good level of agreement among the respondents on fulfillment of various aspects of research mandate. Teaching performance data had a mean of 4.159 with a standard deviation of 0.566 and therefore a Coefficient of Variation (CV) of 0.136 which was quite acceptable. With that high mean and relatively a small standard deviation, the target population was seen to be competent to discharge the teaching mandate and also relatively homogeneous. Therefore, findings of this study could be generalized to the entire target population.

Then data was tested for fulfillment of linear regression assumptions. The first assumption was the existence of a linear relationship between the independent variable and the dependent variables.

Table 5: Table for Correlation Analysis among Study Variables

Correlations				
		Job Insecurity	Teaching Performance	Research Performance
Job Insecurity	Pearson Correlation	1	-.134*	-.146*
	Sig. (2-tailed)		.021	.012
	N	299	299	299
Teaching Performance	Pearson Correlation	-.134*	1	.410**
	Sig. (2-tailed)	.021		.000
	N	299	299	299
Research Performance	Pearson Correlation	-.146*	.410**	1
	Sig. (2-tailed)	.012	.000	
	N	299	299	299
*. Correlation is significant at the 0.05 level (2-tailed).				
**. Correlation is significant at the 0.01 level (2-tailed).				

As summarized in Table 4, it was established that a statistically significant negative linear relationship existed between job insecurity and teaching performance with Pearson Correlation Coefficient (r)= -0.134, p-value= 0.021< 0.05. It was also established that a statistically significant linear negative relationship existed between job insecurity and research performance with Pearson Correlation Coefficient (r)= -0.146, p-value=0.012< 0.05. It was also prudent to test for absence of a perfect correlation between the two dependent variables. The existence of such a perfect correlation would actually mean that one can be represented by the other and therefore effectively redundant. In that regard, Pearson correlation Coefficient (r) between teaching performance and research performance was 0.410<1.00 which implies that their correlation was not perfect. Therefore, data of the two dependent variables could be subjected to further analysis as per the research objectives. Test for homoscedasticity was conducted after doing linear regression analysis as that is the most logical stage. Since the data had fulfilled all the other linear regression assumptions, inferential analysis was conducted.

Job Insecurity and Teaching Performance

In the first objective, this study sought to establish the influence of job insecurity on teaching performance. To that end, simple linear regression analysis was conducted on job insecurity and teaching performance data. The outcome of that process was as presented in Table 6, Table 7 and Table 9.

Table 6: Model summary of Job Insecurity-Teaching Performance model

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.134[a]	.018	.015	.561
a. Predictors: (Constant), Job Insecurity.				

The job insecurity-teaching performance linear regression model had coefficient of determination (R^2) =0.018 (Table 5). This meant that job security accounted for 1.8% of variation in teaching performance of the academic staff. The remaining percentage (98.2%) is explained by other factors within and without the institutions of higher learning.

Table 7: ANOVA for Job Security-Teaching Performance Model

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.705	1	1.705	5.410	.021[b]
	Residual	93.585	297	.315		
	Total	95.290	298			
a. Dependent Variable: Teaching Performance						
b. Predictors: (Constant), Job Insecurity.						

The regression model of job insecurity and Teaching Performance was F (1,297) = 5.410 with a p-value=0.021<0.05 and was therefore statistically significant. This meant that the relationship between the variables was not a chance occurrence but an actual representation of the reality. The null hypothesis that job insecurity does not have a statistically significant influence on teaching performance of academic staff in public universities in Kenya was rejected. That actually implied that indeed job insecurity had a statistically significant influence on teaching performance. But before linear regression model could be formulated it was prudent for

job insecurity data to be tested for fulfillment of homoscedasticity assumption to avoid biased estimates of the parameters. Results of that process were as presented in Table 8.

Table 8: Results of Test for Homoscedasticity of Job Insecurity Data

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.077	1	.077	.079	.780[b]
	Residual	290.050	297	.977		
	Total	290.127	298			
a. Dependent Variable: Job insecurity.						
b. Predictors: (Constant), Squared job insecurity residuals						

The linear regression model between squared job insecurity residuals and actual values of job insecurity had the statistics, F (1, 297) = 0.079, p-value=0.780>0.05 and was therefore not statistically significant. The default null hypothesis, in Breusch-Pagan-Godfrey test, that the data was heteroscedastic was therefore rejected and thus data was confirmed to be homoscedastic. Hence, interpretation of the regression coefficients between job insecurity and teaching performance could be done with no biases.

Table 9: Regression Coefficient for Job Security-Teaching Performance Model

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.369	.096		45.594	.000
	Job Insecurity	-.077	.033	-.134	-2.326	.021
a. Dependent Variable: Teaching Performance						

From Table 9, β_0=4.369, p-value=0.000<0.05 and therefore statistically significant. Also, β_1= -0.077, p-value=0.021<0.05 and therefore also statistically significant. Hence, the regression equation between Job Insecurity and Teaching Performance was;

Teaching Performance= 4.369-0.077 Job Insecurity+ε_1

This regression equation implies that in the absence of Job insecurity (idem est, Job Insecurity=0 on an arbitrary scale of 1 to 5), there would be a 4.369 level of teaching performance. The regression equation also means that a unit increase in job insecurity would lead to a 0.077 decline in teaching performance. This finding is consistent with that of Ofre & Andow (2023), Abouelenien et al. (2024) and also Nikolova et al. (2022) that job insecurity has a statistically significant negative influence on job performance.

Job Insecurity and Research Performance

In the second objective, this study sought to evaluate the influence of job insecurity on research performance of academic staff in public universities in Kenya. To do that, simple linear regression analysis was conducted on job insecurity and research performance data. The outcomes of that process were as presented in Tables 10, Table 11 and Table 12.

Table 10: Model summary of Job Insecurity-Research Performance relationship

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.146[a]	.021	.018	.535
a. Predictors: (Constant), Job Insecurity.				

From table 10, the linear regression model between job insecurity and research performance had coefficient of determination (R^2) = 0.021. This implies that 2.1% of the variation in research performance could be explained by job insecurity. By extension, the remaining 97.9% of the variation in research performance can be accounted for by other factors within and without the public universities.

Table 11: ANOVA for Job Insecurity-Research Performance regression model

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.839	1	1.839	6.430	.012[b]
	Residual	84.928	297	.286		
	Total	86.767	298			
a. Dependent Variable: Research Performance						
b. Predictors: (Constant), Job Insecurity						

The linear regression model between Job Insecurity and research performance, F (1, 297) = 6.430 had a p-value=0.012<0.05 (Table 11) which means that it was statistically significant. The null hypothesis that job insecurity does not have a statistically significant influence on research performance of academic staff of public universities in Kenya was rejected in favour of the alternative hypothesis. This means that job insecurity indeed has a statistically significant influence on research performance. Test of homoscedasticity has already been done om the independent variable data and ascertained (Table 8). Interpretation of the regression coefficients between job insecurity and research performance could therefore be done with no biases.

Table 12: Regression coefficients of job insecurity-research performance model

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.411	.091		37.362	.000
	Job Insecurity	-.080	.031	-.146	-2.536	.012
a. Dependent Variable: Research Performance						

From Table 12, β_{02}=3.411, p-value=0.000< 0.05 and therefore statistically significant and β_2= -0.080, p-value=0.012< 0.05 and hence statistically significant as well. The regression equation for Job Insecurity-Research Performance relationship therefore was;

Research Performance= 3.411-0.080 Job Insecurity+ε_2

This regression equation implies that there is a 3.411 level of research performance, on a scale of 1 to 5, that was independent of job insecurity. The regression equation also means that a unit increase in job insecurity would lead to a 0.080 decline in research performance on the same scale. This finding is found to be consistent with that of Ofre and Andow (2023), Abouelenien et al. (2024) and Nikolova et al. (2022), that job insecurity has a statistically significant negative influence on job performance.

V. Conclusions and Recommendations

This study has established that job insecurity has a statistically significant negative influence on both teaching and research performances of academic staff in public universities. It therefore recommends that decisions, policies and legislations be done so that job security is provided for the staff who discharge the core mandate of the institutions of higher learning. This would entail appointment on permanent and pensionable terms which would assure the staff of stability of their incomes. The threshold for sacking of members of academic staff should be raised so that they are able to settle well in their jobs. Clear career progression paths should be provided to academic staff, budgeted for and implemented, for the sake of their professional growth. All these interventions would lead to a decline in job insecurity which would result to universities performing well in both teaching and research for overall higher education sector performance. In future, this study recommends that investigation be done on influence of job insecurity on discharge of job roles that support smooth running of the institutions of higher learning and are performed by the academic staff. These roles are administration and other responsibilities as well as community engagement and other contributions.

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