

IMPACT OF LEADERSHIP STYLE ON ACADEMIC STAFF RETENTION IN PUBLIC UNIVERSITIES IN ADAMAWA STATE, NIGERIA



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Abstract

This study investigated how leadership, remuneration, organizational justice, and procedural justice influence academic-staff retention in Adamawa State's public universities over the period 2011–2021. The population comprised 1,336 tenure-track academics at Modibbo Adama University (1,084) and Adamawa State University (252), from which a stratified combination of simple-random and purposive sampling yielded 500 distributed questionnaires and 408 valid responses. Data were collected via an eight-item questionnaire on organizational and procedural justice and a seven-item questionnaire on remuneration perceptions, using a 5-point Likert scale with a 3.00 mean benchmark. Findings reveal pervasive dissatisfaction with remuneration: 69.6% disagreed that their salary met needs, and across all seven items adequacy, satisfaction, attractiveness of allowances, competitiveness, fairness, and bonus provision the overall mean was 2.34 (SDs 1.17–1.27), indicating that compensation is neither adequate nor competitive enough to retain staff. In contrast, perceptions of procedural justice at the departmental level were largely positive: although over half felt reward systems did not fairly reflect training or job value (means 2.70 and 2.86), they reported strong working relationships with heads of department (mean 3.43), clear decision explanations (mean 3.60), respectful treatment (mean 3.46), and adequate justification for decisions (mean 3.49). The overall procedural-justice mean of 3.13 (SDs 1.01–1.24) suggests that day-to-day fairness in communication and decision processes may bolster retention despite weaknesses in formal reward structures. In conclusion, while procedural fairness at the departmental level supports staff commitment, insufficient and non-competitive remuneration remains a critical barrier to retaining academic staff in Adamawa State's public universities.

Keywords: Leadership Style, Remuneration, Organisational Justice, Procedural Justice.

Introduction

The effectiveness and sustainability of higher education institutions largely depend on the quality and retention of academic staff. In Nigeria, particularly in public universities, the challenge of retaining qualified academic staff has become a pressing concern due to various institutional and systemic factors. This study focused on public universities in Adamawa State from 2011 to 2021, a period marked by dynamic changes in leadership and increased demands for improved academic outcomes. The broad objective of this study is to assess the impact of leadership on academic staff retention in these institutions. Specifically, the study aims to examine how leadership practices influence staff retention, evaluate the role of remuneration, assess the effect of organisational culture, and analyse the impact of procedural justice on academic staff retention.

Understanding these factors is crucial for formulating effective policies that can enhance staff stability and improve the overall performance of public universities in the state.

Statement of the Problem

Academic staff retention remains a persistent challenge in Nigeria's public university system, with frequent reports of brain drain, poor motivation, and declining morale among lecturers. In Adamawa State, public universities have faced significant issues related to leadership inefficiencies, inadequate remuneration, weak organisational structures, and perceptions of injustice in institutional procedures. These factors have contributed to the high turnover of academic staff, adversely affecting teaching quality, research output, and institutional stability. Despite various interventions and policy reforms, staff retention continues to deteriorate, raising concerns about the sustainability of academic excellence in the state. There is, therefore, a need for an in-depth assessment of how leadership, remuneration, organisational dynamics, and procedural justice influence academic staff retention. This study seeks to address this gap by providing empirical insights into these determinants, with a focus on the decade between 2011 and 2021.

Objectives of the Study

The broad objective of this study assessed the impact of leadership style and academic staff retention in public universities in Adamawa State, Nigeria, 2011-2021. The specific objectives were to:

- i. Examine the influence of leadership on academic staff retention in public universities in Adamawa State, Nigeria.
- ii. Evaluate the impact of remuneration on academic staff retention in public universities in Adamawa State, Nigeria.
- iii. Assess the impact of organisational justice on academic staff retention in public universities in Adamawa State, Nigeria.
- iv. Evaluate the impact of procedural justice on academic staff retention in public universities in Adamawa State, Nigeria.

Scope of the Study

This study focuses on examining the impact of leadership on academic staff retention in public universities in Adamawa State, Nigeria, covering the period from 2011 to 2021. It specifically investigates how leadership practices, remuneration, organizational climate, and procedural justice have influenced the decision of academic staff to remain in their institutions. The scope is limited to public universities within the state, with particular attention to the socio-economic and security challenges that characterized the period, including the prolonged Academic Staff Union of Universities (ASUU) strikes, the COVID-19 pandemic, rampant inflation, and the Boko Haram insurgency that disrupted academic activities and threatened the safety of staff. These contextual factors provide a critical backdrop for understanding leadership effectiveness and institutional responses to retention challenges in the higher education sector during a decade of instability.

Literature Review

Leadership Style and Academic Staff Retention

Leadership style plays a crucial role in determining the success of any institution, particularly in the academic sector where staff retention is vital to institutional stability and productivity. Leadership style refers to the specific behaviour a leader adopts to motivate subordinates to achieve institutional goals. It encompasses decision-making involvement, communication skills, fairness, responsiveness to staff needs, and concern for their personal welfare. A leader's approach significantly influences staff morale and commitment. Positive leadership fosters a supportive environment that encourages staff to stay, while poor leadership often results in dissatisfaction and high turnover.

Literature suggests that employees often leave managers, not institutions. When staff perceive leadership as unfair, unresponsive, or authoritarian, they are likely to seek employment elsewhere. For instance, authoritarian (autocratic) leadership, which centralizes decision-making and limits staff input, often leads to resentment and demotivation, especially among academics who value autonomy and creativity. Conversely, laissez-faire leadership characterized by minimal supervision and abdication of responsibilities may frustrate staff when guidance and accountability are lacking, despite offering freedom in work processes. While this style may be suitable for highly skilled and independent academic staff, it risks creating disconnection and dissatisfaction if not managed effectively.

Democratic or participative leadership, which promotes shared decision-making and staff involvement, has been shown to enhance motivation and reduce turnover. Staff who feel recognized and included in institutional decisions are more committed and likely to remain with the institution. Effective leadership in universities, therefore, requires adaptability, emotional intelligence, and the capacity to lead diverse faculty members while maintaining institutional goals in a constantly evolving educational landscape.

Scholars such as Chacha (2004) and Rosser (2004) highlight that today's university leaders must navigate changing demographics, technological advancements, and evolving government-institution relations. Effective leadership must include critical thinking, transparency, and the ability to lead by example. Moreover, building strong relationships between management and staff characterized by mutual respect, recognition, and open communication is a key factor in retention. Studies such as those by Michael (2008) and Pienaar and Bester (2008) reinforce that poor leadership leads to low job satisfaction and increased turnover, making leadership style the most prominent retention factor in many academic institutions.

Unfortunately, many academic leaders receive little to no formal leadership training, having risen through academic ranks without preparation for administrative roles. This lack of training, as noted by Thrush (2012), hampers their ability to lead effectively, further exacerbating staff retention issues. Therefore, developing leadership competencies in higher education is essential for fostering institutional growth and retaining valuable academic personnel.

Remuneration and Academic Staff Retention

Remuneration is about reward that a staff receives from the employer on the job. Rewards encompass financial and non-financial motivators such as promotion, recognition, responsibility and pay associated with the job. None financial rewards are rewards that do not involve any direct payments and often arise from the work itself. On the other hand, financial rewards commonly known as remuneration are extrinsic monetary rewards that institutions pay to their staff for services delivered by them (Dockel, 2013). Remuneration is the distinct type of financial rewards which include salary, direct financial benefits such as house allowance, transportation allowance and medical allowance, as well as utility allowance, etcetera, performance related pay such as bonus and profit sharing.

Dockel (2013), maintain that competitive and fair remuneration is an indication that employers place on their staff. Attractive remuneration packages are one of the very important factors of retention because it fulfils the financial and material desires as well as enhances staff status. According to Matimba and Ochumbo (2019), remuneration is at the heart of any employment relationship. A well designed remuneration plan gives an institution a competitive advantage. It helps to attract the best job candidates, motivates them to perform to their maximum potential and retain them for a long term. To encourage valuable staff members to remain, the remuneration system must necessary offer competitive rewards for staff to feel contented when they compare their rewards with those received by individuals performing similar jobs in other institutions. Kotachachu (2010) argued that if remuneration policies are below market level, there will be a problem retaining staff because their remuneration needs will not be met. This is consistent with Okeke (2019), who observed that remuneration constitutes the largest part of staff retention process. Staff always has high expectations regarding their compensation packages, an attractive compensation package plays a critical role in staff retention.

Organisational studies remuneration shows that equity is a crucial theme. Equity in remuneration relates to the perception of distribution of rewards. There are different types of equity; external and internal equity, Suleiman, Hanafi and Taslikhan (2017), posited that external equity involves comparisons of rewards across similar jobs in the labour market. Where the reward is comparable, then, there is external equity. Internal equity deals with comparisons of rewards across different jobs within the same institution. Internal equity has a related concept of individual or procedural equity. Individual or procedural equity is concerned with the extent to a staff's compensation is reflective of his or her contribution and the fairness with which pay changes (increases) are made (Korantwi-Barimah, 2017). Institutions and managers and administrators of many companies are aware that financial reward is an important means to retain highly skilled staff. However, there is a growing realisation that higher pay cannot be enough to retain staff and hence schemes such as profit sharing, other perks as well as a secure career and better communication are often offered to retain staff in sectors with highly skilled staff. Armstrong (2010) argued that money in form of pay or some other sort of remuneration is the most obvious extrinsic reward and provides the carrot that most staff needed for intrinsic motivation. That means that people who work just for money may find their tasks less pleasurable. Notwithstanding, salary has been shown to be an important personal issue that may affect the satisfaction of academic staff in universities. Rosser (2004), observed that although much of the research on faculty members suggests that salary is not the most important aspect of their work life and satisfaction, salary is one of the primary reasons why academic staff members leave their institutions.

It is needless to state that salaries in public universities in Nigeria are based on a structured salary scale with a predetermined yearly increment. However, the lower salaries, in the public universities relative to what the private sector offers has negatively affected staff motivation and therefore, resulted in highly-qualified academic staff preferring to join the private sector where they expect to be suitably remunerated. Public universities in Nigeria have almost exclusively depended on the government for remunerating their staff. The little income generated internally goes to subsidize staff salaries as the government funding is not enough to sustain the payroll as well as provide for operation and maintenance of the university facilities. This situation may not be unique to public universities in Adamawa State, Nigeria, but to other universities as well, particularly state universities. The salaries and house allowance for academic staff are standard across universities except for compensation from other sources such as consultancy and part-time teaching.

According to Tettey (2006), some universities in Africa, Nigeria included, offer various allowances as a way of supplementing the staff base salaries which include house allowance, transport allowance, book allowance and professional allowance. However, while these allowances provide useful supplements to staff income, these allowances are not sufficient enough on a comparative basis and due to the inflation in the cost of living erodes much of the cushion provided by the allowances. Some universities have creative ways of rewarding the academic staff by giving salary top-ups from funds raised from self-sponsored programmes and other income generating activities but this has often raised conflicts because the income generating activities vary across faculties, hence, creating disparities in terms of benefits. In addition, these revenue generating schemes are not always guaranteed to yield consistent and desired levels of funding therefore, can hardly or rarely be relied upon.

Organisational Justice and Academic Staff retention

Greenberg (1990), defined organisational justice as a term used to refer to the treatment of staff by the organisation in a just and fair manner. The popular Oxford Advanced Learners dictionary defined the word justice as, “the quality of being just or fair, fairness”. In daily life, the word justice refers to righteousness. However, in organisational research, justice is a social construction, meaning that a process is considered to be just if perceived by the staff to also be, (Gwavuya, 2011). Every organisation formulated their own rules and implemented same on their staff. Organisational justice study has its genesis on equity theory of Adams’ (1963, 1965). According to the equity theory, staff compare their input (effort and time) versus output (status, reward and pay) ratio with others staff and judge whether they are treated fairly or unfairly. The result of favour ratio is remorse, guilt, or create embarrassment situation, whereas the more favourable ratio leads to resentment and anger. Accordingly, staff respond to this fair or unfair organisational distribution of outcome (reward) with satisfaction or dissatisfaction attitudes. This satisfaction or dissatisfaction of staff with their work or job leads to behavioural decision and intentions of staff whether to stay or leave the organisation.

Distributive Justice and Academic Staff Retention

Distributive justice is related to outcomes when staff are treated unfairly regarding any particular outcome. Prior to 1975, research on organisational justice was only concerned with distributive justice, which was based on equity theory of Adams’ (1965). According to equity theory staff fairness perception is the outcomes receive versus their contributions comparison with the contributions and outcomes of others staff. The main focus of Adams was on individual fairness concerned to their outcomes such as reward, performance appraisal or pay (Deutsch, 1975). When staff are treated with inequity, they change their effort or perceptions of inputs and outcomes. A frame work of social exchange theory was used by Adams to evaluate fairness. According to Adams (1965), the staff were not much worried about the supreme level of their outcome as much as they were worried about the fairness of these outcomes.

Distributive justice has effects on academic staff emotions and intentions such as guilt, happiness, pride or anger. The commonly held believe is that when an academic staff is treated fairly regarding his/her input versus outcome, the staff feel satisfied in all respects and the loyalty is increased and would want to stay with the organisation.

Theoretical Framework

The Systems Theory provides a comprehensive framework for understanding the complex and interdependent nature of leadership and academic staff retention in public universities. According to systems theory, an organization is viewed as a system composed of interrelated subsystems including leadership, remuneration structures, organizational culture, and justice procedures that collectively influence outcomes such as employee retention (Skyttner, 2021). In the context of public universities in Adamawa State, Nigeria, leadership operates not in isolation but as a part of a larger organizational system where disruptions in one component (e.g., inadequate remuneration or procedural injustice) can affect the overall system's ability to retain staff. The theory emphasizes feedback mechanisms and adaptability, suggesting that effective leadership should continuously respond to both internal institutional dynamics and external pressures such as insecurity, economic instability, and national labor actions (Kast & Rosenzweig, 2020).

Applying systems theory to this study enables a holistic analysis of how various institutional factors interact to influence academic staff retention during the turbulent period of 2011 to 2021. This decade was marked by systemic shocks such as the Boko Haram insurgency, frequent ASUU strikes, and the COVID-19 pandemic and rising inflation all of which placed stress on the university system. Leadership, as a subsystem, must function adaptively within this broader context, ensuring fair procedures, adequate compensation, and a supportive organizational environment to maintain staff commitment and reduce turnover. By adopting a systems perspective, this study recognizes that enhancing retention is not solely a function of leadership style but a coordinated effort across all

organizational subsystems responding to both systemic vulnerabilities and environmental uncertainties (Meadows, 2008).

Result and Discussion

leadership style factors were examined in this study as factors capable of influencing academic staff retention in the university system. This factors were examined from the dimensions of leadership style, remuneration, and organisational/procedural justice. The responses generated from the field survey and corresponding descriptive statistics are presented in Tables below:

Descriptive Statistics on Leadership style in Public Universities in Adamawa State, Nigeria

Item				A		Mean	SD
SD	D	N	SA				
There is an effective leadership in my institution	26(6.4)	66(16.2)	101(24.8)	188(46.1)	27(6.6)	3.30	1.026
Management treats everyone fairly with altruism	56(13.7)	73(17.9)	111(27.2)	133(32.6)	35(8.6)	3.04	1.183
Management style represents my needs, ideas, and orientations	34(8.3)	118(28.9)	86(21.1)	154(37.7)	16(3.9)	3.00	1.077
Leaders often involve academic staff in decision making, problem solving, and policy making	48(11.8)	107(26.2)	81(19.9)	154(37.7)	18(4.4)	2.97	1.135
Management is concerned about academic staff personal problem(s)	53(13.0)	169(41.4)	79(19.4)	78(19.1)	29(7.1)	2.66	1.139
I have the opportunity to interact with those at the leadership position	41(10.0)	114(27.9)	74(18.1)	156(38.2)	23(5.6)	3.01	1.137
Leadership of the university listens to and addresses academic staff welfare promptly	54(13.2)	138(33.8)	96(23.5)	99(24.3)	21(5.1)	2.74	1.119
The leaders communicate to academic staff regularly on matters that are important/related to them	42(10.3)	103(25.2)	68(16.7)	171(41.9)	24(5.9)	3.08	1.147
I am satisfied with the leadership style of the University	67(16.4)	119(29.2)	75(18.4)	111(27.2)	36(8.8)	2.83	1.244
Overall Mean						2.96	1.134

Note: (1) Values in parenthesis represent percentage (%). (2) Acceptance (χ is 3 and above); Rejection ($\bar{\chi}$ is less than 3)

Source: Field Survey 2023

The leadership style of the universities under study was examined using nine (9) statements. The Table shows with respect to the first statement that 92 (26 and 66) respondents representing 22.6% (6.4% and 16.2%) disagreed that there is an effective leadership in their university, 215 (188

and 27) respondents representing 52.7% (46.1% and 6.6%) agreed that there is an effective leadership, while 101 respondents representing 24.8% were neutral. The mean value of 3.30 is evidence to conclude that there is an effective leadership in these universities surveyed. The standard deviation of 1.026 is low, implying that the views of the respondents on the statement were not widely dispersed.

The Table indicates with respect to the second statement that 129 (56 and 73) respondents representing 31.6% (13.7% and 17.9%) disagreed that the management of their university treats everyone fairly, whereas 68 (133 and 351) respondents representing 41.2% (32.6% and 8.6%) agreed on the matter with 111 respondents representing 27.2% being indifferent. The mean value of 3.04 is basis to conclude that the management of the universities treats everyone fairly. The standard deviation of 1.183 is lower than the mean value of 3.04, suggesting that the responses of the respondents on the statement were not widely dispersed.

It is clear from Table 4.18 that 152 (34 and 118) respondents representing 37.21% (8.3% and 28.9%) disagreed that the management style of their university represents their needs, ideas and orientations, however, 170 (154 and 16) respondents representing 41.6% (37.7% and 3.9%) agreed that the management style of their university represents their needs, ideas and orientations, while 86 respondents representing 21.1% were different. The mean value of 3.00 fall within the mean threshold of 3.00 which is evidence to conclude that the management style of the surveyed universities represents the needs, ideas and orientations of the academic staff. The standard deviation of 1.077 is low and does not suggest any serious dispersion in the responses of the respondents on the statement.

The Table indicates that 155 (48 and 107) respondents representing 38% (11.8% and 26.2%) disagreed that the leadership of their universities often involve staff in decision making, problem solving and policy making of the university, 172 (154 and 18) respondents representing 42.1% (37.7% and 4.4%) agreed on the statement with 81 respondents representing 19.9% being indifferent. The mean value of 2.97 is less than the mean threshold of 3.00 which is basis to conclude that the academic staff are not often involve by the leadership of the universities in decision making, problem solving and policy making of the university. The standard deviation of 1.135 is low and suggests that the responses of the respondents on the statement were not widely dispersed. The responses with regard to the fifth statement in Table 4.18 shows that 222 (53 and 169) respondents representing 54.4% (13.0% and 41.4%) disagreed that the management of their universities show concern about academic staff personal problem(s), 107 (78 and 29) respondents representing 26.2% (19.1% and 7.1%) agreed on the statement, while 79 respondents representing 19.4% refrained from commenting on the statement. The mean value of 2.66 is evidence to conclude that the management of the universities surveyed does not show concern about academic staff personal problem(s). The standard deviation of 1.139 is low, suggesting there is no serious dispersion in the respondents' responses on the statement.

The responses with respect to the sixth statement reveals that 155 (41 and 114) respondents representing 39.9% (10.0% and 27.9%) disagreed that they have opportunity to interact with those in leadership position of their university, 179 (156 and 23) respondents representing 43.8% (38.2% and 5.6%) agreed on the statement, while 74 respondents representing 18.1% were indifferent. The mean value of 3.01 is less than the mean threshold of 3.00 which is basis to conclude that the academic staff surveyed have opportunity to interact with those in leadership position in their universities. The standard deviation of 1.137 is low, implying that the responses of the respondents on the statement were not widely dispersed.

The Table shows that 192 (54 and 138) respondents representing 47% (13.2% and 33.8%) disagreed that the leadership of their universities listens to and addresses academic staff welfare matters promptly, 120 (99 and 21) respondents representing 29.4% (24.3% and 5.1%) agreed on the statement with 96 respondents representing 23.5% being indifferent. The mean value of 2.74 is less than the mean threshold of 3.00 which is basis to conclude that the leadership of the universities does not listens to and addresses academic staff welfare matters promptly. The standard deviation of

1.119 is low and suggests that the responses of the respondents on the statement were not widely dispersed.

The responses with respect to the eighth statement in Table 4.18 reveals that 145 (421 and 103) respondents representing 35.5% (10.3% and 25.2%) disagreed that the leadership of their universities communicate to academic staff regularly on matters of importance and related to the academic staff, 195 (171 and 24) respondents representing 47.8% (41.9% and 5.9%) agreed on the statement with 68 respondents representing 16.7% refraining from expressing an opinion on the statement. The mean value of 3.08 is higher than the mean threshold of 3.00 which is basis to conclude that the leadership of the universities communicate to academic staff regularly on matters of importance and those related to the academic staff. The standard deviation of 1.147 is low and suggests that the responses of the respondents on the statement were not widely dispersed.

The Table reveals that 186 (67 and 119) respondents representing 45.6% (16.4% and 29.2%) disagreed that they are satisfied with the leadership style of their universities, 147 (111 and 36) respondents representing 36% (27.2% and 8.8%) agreed on the statement with 75 respondents representing 18.4% being indifferent. The mean value of 2.83 is less than the mean threshold of 3.00 which is basis to conclude that the academic staff surveyed are not satisfied with the leadership style in their universities. The standard deviation of 1.134 is less than the mean value of 2.83, suggesting that the responses of the respondents on the statement were not widely dispersed.

The overall mean value of 2.96 is less than the 3.00 mean benchmark and is an indication of serious deficit leadership style in the surveyed universities. In other words, the academic staff surveyed does not believe that they have the right leadership style that would make them remain with the university for a long time.

Descriptive Statistics on Remuneration in Public Universities in Adamawa State, Nigeria

Item	SD	D	N	A	SA	Mean	SD
My salary is adequate to meet and cater for my needs and wants	151(37.0)	133(32.6)	50(12.3)	60(14.7)	14(3.4)	2.15	1.171
I am satisfied with the remuneration that I receive	150(36.8)	125(30.6)	62(15.2)	54(13.2)	17(4.2)	2.17	1.182
The university offers attractive allowances (housing, travels, leave, etc.) commensurate staff efforts	121(29.7)	151(37.0)	41(10.0)	76(18.6)	19(4.7)	2.32	1.210
Compared with other institutions and organizations, I am satisfied with my remuneration	117(28.7)	112(27.5)	69(16.9)	91(22.3)	19(4.7)	2.47	1.246
The remuneration in this university is competitive.	91(22.3)	105(25.7)	107(26.2)	89(21.8)	16(3.9)	2.59	1.167
The overall financial rewards received from the university is fair	102(25.0)	120(29.4)	60(14.7)	100(24.5)	26(6.4)	2.58	1.273
The university provides regular salary supplements in form of a bonus	160(39.2)	117(28.7)	53(13.0)	62(15.2)	16(3.9)	2.16	1.209
Overall Mean						2.34	1.208

Note: (1) Values in parenthesis represent percentage (%). (2) Acceptance (\bar{x} is 3 and above);

Rejection (\bar{x} is less than 3)

Source: Field Survey, 2023

To examine the academic staff perception of their remuneration, seven (7) statements were developed on the questionnaire. The Table reveals that 234 (151 and 133) respondents representing 69.6% (37.0% and 32.6%) disagreed on the statement that the salary is adequate to meet and cater for their needs and wants, 74 (60 and 14) respondents representing 18.1% (14.7% and 3.4%) agreed on the statement with 50 respondents representing 4.3% being indifferent. The mean value of 2.15 is less than the mean threshold of 3.00 which is basis to conclude that the salary paid the academic staff is not adequate to cater for their needs and wants. The standard deviation of 1.171 is low and suggest that the responses of the respondents on the statement were not widely dispersed.

The responses with respect to the second statement shows that 275 (150 and 25) respondents representing 67.4% (36.8% and 30.6%) stated they are not satisfied with the remuneration they receive, 71 (54 and 17) respondents representing 17.4% (3.2% and 4.2%) indicated satisfaction with the remuneration they receive, while 62 respondents representing 15.2% were indifferent on the statement. The mean value of 2.17 is less than the mean threshold of 3.00 which is basis to conclude that the academic staff surveyed are not satisfied with the remuneration they receive. The standard deviation of 1.182 is low, suggesting that the responses of the respondents on the statement were not widely dispersed.

The Table shows that 272 (121 and 151) respondents representing 66.7% (29.7% and 37.0%) disagreed that their university offers attractive allowances that is commiserate to academic staff efforts, only, 95 (76 and 19) respondents representing 23.3% (18.6% and 4.7%) agreed on the statement with 41 respondents representing 10.0% being indifferent. The mean value of 2.32 is less than the mean threshold of 3.00 which is basis to conclude that the allowances paid academic staff by their universities is not attractive and commiserate with the efforts the academic staff put in the system. The standard deviation of 1.210 is less than the mean value of 2.32, implying that the responses of the respondents on the statement were not widely dispersed.

It is clear from Table 4.19 with respect to the fourth statement that 229 (117 and 112) respondents representing 56.2% (28.7% and 27.5%) disagreed on the issue that compare with other institutions and organizations, they are satisfied with their remuneration, 110 (91 and 19) respondents representing 27% (22.3% and 4.7%) agreed on the statement with 67 respondents representing 16.9% being indifferent. The mean value of 2.47 is less than the mean threshold of 3.00 which is basis to conclude that the academic staff on a comparative basis with other institutions and organizations are not satisfied with the remuneration they receive. The standard deviation of 1.246 is low, suggesting that the responses of the respondents on the statement were not widely dispersed.

The Table reveals that 196 (91 and 105) respondents representing 48% (22.3% and 25.7%) disagreed on the statement that the remuneration in their university is competitive but 105 (89 and 16) respondents representing 25.7% (21.8% and 3.9%) agreed on the statement, while 107 respondents representing 26.2% were indifferent. The mean value of 2.59 is enough evidence to conclude that the remuneration paid in the surveyed universities is not competitive. The standard deviation of 1.167 is lower than the mean value of 2.59, suggesting that the responses of the respondents on the statement were not widely dispersed.

With respect to the sixth statement, the Table shows that 222 (102 and 120) respondents representing 54.4% (25.0% and 29.4%) disagreed that the overall financial reward received from their university is a fair one, 126 (100 and 126) respondents representing 30.9% (24.5% and 6.4%) agreed on the statement with 60 respondents representing 14.7% being indifferent. The mean value of 2.58 is less than the mean threshold of 3.00 which is basis to conclude that the overall financial reward received by the academic staff from their universities is not considered fair by them. The standard deviation of

1.273 is low and suggests that the responses of the respondents on the statement were not widely dispersed.

Lastly, the Table shows that 277 (160 and 117) respondents representing 67.9% (39.2% and 28.7%) disagreed that their university provide them regular salary supplements inform of bonus, 78 (62 and 16) respondents representing 19.1% (15.2% and 3.9%) agreed on the statement with 53 respondents representing 13.0% being indifferent. The mean value of 2.16 is less than the mean threshold of 3.00 which is basis to conclude that the universities do not provide regular salary supplements inform of bonus to the academic staff. The standard deviation of 1.209 is low and suggests that the responses of the respondents on the statement were not widely dispersed.

The Table shows a computed overall mean value of 2.34 which is less than the 3.00 benchmark and an indication that the remuneration paid academic staff of the surveyed universities is not good enough. This further implies that the remuneration is not sufficient to make the academic staff not to leave their universities.

Descriptive Statistics on Organisational and Procedural Justice in Public Universities in Adamawa State, Nigeria

Item	SD	D	N	A	SA	Mean	SD
There is a fair reward system that takes into account the amount of academic staff training	84(20.6)	121(29.7)	65(15.9)	109(26.7)	29(7.1)	2.70	1.259
I am fairly rewarded commensurate with my job relative with other employees	50(12.3)	142(34.8)	69(16.9)	109(26.7)	38(9.3)	2.86	1.209
Job decisions are made by the management in an unbiased manner	52(12.7)	117(28.7)	96(23.5)	122(29.9)	21(5.1)	2.86	1.134
All academic staff are heard before job decisions are taken by those in leadership position	69(16.9)	144(35.3)	95(23.3)	68(16.7)	32(7.8)	2.63	1.174
I have an excellent working relationship with my Head of Department	48(11.8)	53(13.0)	49(12.0)	192(47.1)	66(16.2)	3.43	1.240
My Head of Department clarifies decisions and provides additional information when requested	31(7.6)	33(8.1)	80(19.6)	189(46.3)	75(18.4)	3.60	1.108
I am treated with respect and dignity when decisions about my job are made	27(6.6)	45(11.0)	81(19.9)	222(54.4)	33(8.1)	3.46	1.015
My Head of Department offers adequate justification for decisions made about my job and responsibilities	24(5.9)	55(13.5)	75(18.4)	204(50.0)	50(12.3)	3.49	1.058
Overall Mean						3.12	1.150

Note: (1) Values in parenthesis represent percentage (%). (2) Acceptance (\bar{x} is 3 and above); Rejection (\bar{x} is less than 3)

Source: Field Survey 2023

The academic staff retention factors of organisational and procedural justice were examine using eight (8) statements. The results on Table indicates that 205 (84 and 121) respondents representing 50.3%

(20.6% and 29.7%) disagreed that there is a fair reward system in their universities that takes into account the amount of academic staff training, 138 (109 and 29) respondents representing 33.8% (26.7% and 7.1%) agreed on the statement with 65 respondents representing 15.9% being indifferent. The mean value of 2.70 is less than the mean threshold of 3.00 which is basis to conclude that there is no fair reward system in the surveyed universities that takes into account the amount of academic staff training. The standard deviation of 1.259 is low and suggests that the responses of the respondents on the statement were not widely dispersed.

The Table reveals that 192 (50 and 142) respondents representing 47.1% (12.3% and 34.8%) disagreed with the statement that they are fairly rewarded, commiserate with their job relative to other employees, 147 (119 and 38) respondents representing 36% (26.7% and 9.3%) agreed on the statement with 69 respondents representing 16.9% refraining from commenting on the issue. The mean value of 2.86 is less than the mean threshold of 3.00 which is basis to conclude that the academic staff do not receive a fair reward that is commiserate with their job relative to other employees. The standard deviation of 1.209 is low and suggests that the responses of the respondents on the statement were not widely dispersed.

The responses with respect to the third statement on the Table shows that 169 (52 and 117) respondents representing 41.4% (12.7% and 28.7%) disagreed that job decisions are made by the management in an unbiased manner, 243 (122 and 21) respondents representing 35% (29.9% and 5.1%) agreed on the statement with 96 respondents representing 23.5% being indifferent. The mean value of 2.86 is premise to conclude that job decisions are made by the management in an unbiased manner. The standard deviation of 1.134 is low and suggests that the responses of the respondents on the statement were not widely dispersed.

The Table indicates that 213 (69 and 144) respondents representing 52.2% (16.9% and 35.3%) disagreed on the statement that academic staff are heard before job decisions are taken by those in leadership position, 100 (68 and 32) respondents representing 24.5% (16.7% and 7.8%) agreed on the statement, while 95 respondents representing 23.3% did not comment on the matter. The mean value of 2.63 is evidence to conclude that academic staff are not heard before job decisions are taken by those in leadership position. The standard deviation of 1.174 is lower than the mean value of 2.63, suggesting that the responses of the respondents on the statement were not widely dispersed.

The responses with respect to the fifth statement indicates that 101 (48 and 53) respondents representing 24.8% (11.8% and 13.0%) disagreed having an excellent working relationship with their head of department, 258 (192 and 66) respondents representing 63.3% (47.1% and 16.2%) agreed they have an excellent working relationship with their head of department, while 49 respondents representing 12.0% were indifferent. The mean value of 3.43 is above the mean threshold of 3.00 which is premise to conclude that the academic staff have an excellent working relationship with their heads of departments. The standard deviation of 1.240 is less than the mean value of 3.43, implying that the responses of the respondents on the statement were not widely dispersed.

The Table shows that the heads of departments in the surveyed universities clarify decisions and provides additional information when requested by the academic staff. This is inferred from the computed mean of 3.60 which is above the 3.00 mean benchmark. Specifically, 64 (31 and 33) respondents representing 15.7% (7.6% and 8.1%) disagreed that their heads of departments provide clarification on decisions and give additional information when requested, 264 (189 and 75) respondents representing 64.7% (46.3% and 18.4%) agreed on the statement with 80 respondents representing 19.6% being indifferent. The standard deviation of 1.108 is lower than the mean value of 3.60 which indicates that the responses of the respondents on the statement were not widely dispersed.

The Table reveals that 72 (27 and 45) respondents representing 17.6% (6.6% and 11.0%) disagreed with the statement that they are treated with respect and dignity when decisions about their job are been made, 255 (222 and 33) respondents representing 62.5% (54.4% and 8.1%) agreed on the statement, while 81 respondents representing 19.9% were indifferent. The mean value of 3.46 is enough evidence to conclude that the academic staff are treated with respect and dignity when decisions about

their job are been made in their universities. The standard deviation of 1.015 is low and does not suggest the responses of the respondents on the statement were widely dispersed.

The Table reveals that 79 (24 and 55) respondents representing 19.4% (5.9% and 13.5%) disagreed with the statement that their head of departments offers adequate justification for decisions made about their job and responsibilities, 254 (204 and 50) respondents representing 62.3% (50.0% and 12.3%) agreed on the statement, while 75 respondents representing 18.4% were indifferent. The mean value of 3.49 is above the mean threshold of 3.00 and is basis to conclude that the head of departments in the surveyed universities offer adequate justification for decisions made about academic staff job and responsibilities. The standard deviation of 1.058 is low and does not suggest that the responses of the respondents on the statement were widely dispersed.

The overall computed mean value of 3.13 is high and is suggestive that there is good organizational and procedural justice in the public universities surveyed. This means that from an academic staff retention perspective, academic staff should stay longer with the universities.

Conclusion

The study focused on the Impact of Leadership Style on Academic Staff Retention in Public Universities in Adamawa State, Nigeria. It concluded that while procedural fairness at the departmental level supports staff commitment, insufficient and non-competitive remuneration remains a critical barrier to retaining academic staff in Adamawa State's public universities. Majority disagreed that their universities maintain fair reward systems based on training (mean=2.70) or provide rewards commensurate with peers (mean=2.86). Similarly, many felt that management's job decisions are unbiased in principle (mean=2.86) but that staff voices are not consulted before decisions (mean=2.63). In contrast, strong positive responses emerged regarding day-to-day interactions with heads of departments: 63.3% agreed they enjoy excellent working relationships (mean=3.43), 64.7% reported clear explanations of decisions when requested (mean=3.60), 62.5% felt treated with respect and dignity (mean=3.46), and 62.3% confirmed they receive adequate justification for job-related decisions (mean=3.49). Low standard deviations across items indicate response consistency.

With an overall mean of 3.13, the findings suggest that while organisational justice in formal reward allocation and participative decision-making is perceived as inadequate, strong procedural fairness in communication and respect at the departmental level helps foster a positive work environment likely to enhance academic staff retention.

Recommendations

Based on the findings of this study, the following recommendations were proposed:

- i. University leadership should adopt a more inclusive, responsive, and empathetic leadership style that actively involves academic staff in decision-making, fairly addresses their welfare and personal concerns, and fosters transparent communication to enhance satisfaction and long-term commitment.
- ii. Provide targeted training and mentorship for university leaders to adopt participative, transparent, and responsive management styles that foster trust and commitment among academic staff.
- iii. Regularly benchmark and adjust salaries, allowances, and performance-based incentives to ensure competitive, equitable compensation that recognizes academic contributions.
- iv. Implement clear, consistently applied reward systems and decision-making processes complete with staff input mechanisms and timely feedback to strengthen organizational and procedural justice.

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APPENDIX 1: Data from Modibbo Adama University



MODIBBO ADAMA UNIVERSITY OF TECHNOLOGY, YOLA

P.M.B. 2076, YOLA, ADAMAWA STATE, NIGERIA.

(Office of the Registrar)

RECRUITMENT, HOUSING & STAFF DEVELOPMENT UNIT

Registrar:

Alh. Ibrahim Ahmadu Ribadu, B.A (Hons) Unimaid

CABLE: MAUTECH, YOLA

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MAU/R,SD&H/VOL.1

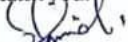
17th August, 2023

RE: REQUEST FOR DATA FOR THE PURPOSE OF RESEARCH WORK ONLY

Reference to your request for data in this Unit (Staff Development and Housing Unit) below is the information as requested;

1. Total Number of Tenure Appointment is 1,084
2. Total Number of Contract, Visiting, Part-Time and Sabbatical Appointment is 369
3. Total Number of Academic Staff Trained abroad for PhD is 234 and Masters is 22
4. Total Number of Academic Staff Trained within the Country for PhD is 436 and Masters is 281
5. Total Number of Academic Staff that left the University is 81

Thank you.


Abubakar Haruna
SD&H

APPENDIX 2: Data from Modibbo Adama University



ADAMAWA STATE UNIVERSITY, MUBI (Office of the Registrar)

Our Ref: MPhil/PhD/9332190008

Date: 7th November, 2022

Your Ref: _____

Date: _____

Ngamsan Jirah Sunday,
Department of Political Science
and Administration,
Adamawa State University,
Mubi.

Dear Sunday,

RE: APPLICATION FOR UPDATE OF DATA FOR Ph.D DISSERTATION

Your letter dated 18th October, 2022 on the above subject matter refers.

I am directed to provide you with below information as per your request:

i.	Total number of Tenure Academic Staff	-	252
ii.	Total number of:		
	- Contract Academic Staff	-	08
	- Visiting Academic Staff	-	18
	- Part-Time Academic Staff	-	05
	- Sabbatical Academic Staff	-	07
iii.	Total number of Academic Staff trained abroad:		
	- Ph.D	-	58
	- M.Sc.	-	22
iv.	Total number of Academic Staff trained with Nigeria:		
	- Ph.D	-	62
	- M.Sc.	-	154
v.	Total number of Academic Staff that left University within 2010-2021	-	101

The information provided is for your research purpose and you will abide by the rules of confidentiality as assured in your letter, please.

Thank you.

Abubakar Modibbo
PAR (Establishment)
For: REGISTRAR