Innovations

Recognition and Employees' Behavioural outcomes: A Case of Covenant University, Nigeria

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Abstract
Background: *This study is focused on talent retention strategies and employees' behavioural outcomes in Nigeria. The study is based on the Nigerian higher education sector and uses Covenant University, Ota, as a case study.* **Methodology**: *The sample of the study consists of four hundred and forty-four (444) academic staff in the four (4) colleges of the University. The study used a semi-structured questionnaire to gather relevant data for analysis and interpretation. The Heterotrait-monotrait discriminant (HTMT) ratio of correlation was utilised in ascertaining the Partial List - Equation Structural Equation Model (PLS-SEM) was engaged in understanding the predictive relevance of the measurement construct.* **Results and Recommendation**: *From the analysis, recognition significantly influences employees' behavioural outcomes. The study recommends that there is a need for an organisation to embrace continuous evaluation and adjustment of recognitionpolicies to maintain its talent retention competencies. It is also recommended for the case study organisation's management to consistently project career support initiatives for the enhancement of staff behavioural outcomes.*

Keywords: 1.Behavioural outcomes, 2.employees' recognition, 3.organisational performance, 4.talent retention

1. Introduction

The recognition systems in higher education institutions around the world, particularly in Nigeria, pose a serious problem for attracting and maintaining Professors. On the other hand, pay that is not competitive in commensuration to the job makes it difficult to keep employees and even more stringentfor poaching(Aibieyi& Henry 2015). This scenario (brain drain)has been a concern for some time now that Nigeria's private institutions are losing highly-trained professionals to other countries because of wage structure and other recognitive benefits. Because of the country's fierce competitiveness and a lack of employee commitment, institutions in Nigeria must attract, retain, and encourage highly talented people (Aibieyi& Henry 2015). A university's long-term performance depends on the commitment, appreciation, and compensation academic staff employees receive for their time and effort. As a result, this study focuses on how recognitions affect employees'behavioural outcomes.

Ali, Islam, Chung, Zayed and Islam (2021) opined that employee satisfaction is challenging due to the variable demand and periodic job-hopping of multiple individuals. As a result of not meeting their needs, there is a lack of qualified academic staff and an inability to keep them. Though workers in educational systems believe that their institutions are highly regarded in their communities, Selesho and Naile (2014) claim that the ability to recognise employees in the workplace is a concern. Scholars and academics, on the other hand, argue that every educational system has a strict schedule. Organisational leaders must think about how to retain their workers who are motivated, productive, and devoted to increasing the company's profitability (Zeidan&Itani, 2020).

Unhappy workers are more likely to underperform or lose interest in their work (Kai-Ting Lee, 2020). To keep employees engaged and motivated, leaders need to implement methods that increase employee engagement (Krajcsák, 2019). A company's competitive edge can be increased or maintained by HR leaders who establish employee strategies (Swid et al., 2017). Satisfaction among workers increases when the organisation's essential principles like culture and recognition are identified, improved and communicated on a regular basis (Krajcsak, 2019).

The shortage of academic staff and the failure of universities to retain quality academic staffcontinue to be crucial to the changing prospects and potential of knowledge formation and learning. Hence, the leadership of higher institutions should realise faculty recognition as important for the quality of education and institutional reputation (Selesho et. al, 2014). In spite of institutions' attempts to ensure that staff are completely engaged and committed, the education industry is at a loss when it comes to finding enough skilled employees to satisfy the increasing demand (Elomien et al., 2021; Howard, 2022). Keeping the most productive and efficient employees is critical to improving university performance and productivity (Barkhuizen, Lesenyeho& Schutte, 2020).

The success of any organisation depends on how employees are satisfied and loyal to their employer (Irem-oko, 2021). With the continuous turnover in higher institutions, especially in private universities, the demand for talent retention strategies also increases (Jingsong&Darodjat, 2022). How to enhance employee loyalty is the key factor to the sustainable development of private universities. As a supplement training and development plays an important role in maintaining employee morale and enhancing their loyalty. Employee loyalty is determined by how the organisation arranges training and development programmes to boost employee performance. When employees are satisfied, loyalty will increase thereby improving performance within the organisation (Elsafty&Oraby 2022).

This study is relevant to the management of Covenant University to have a better understanding of various retention strategies that would accord them the expectedbehavioural outcome from their employees, and

consequently deliver high-quality services, thereby achieving their vision for the institution. Furthermore, the study makes necessary recommendations regarding strategies needed by the institution for retaining its good and talented workforce. In addition, the rate of employee turnover will also be reduced if the outcome of this study is well embraced by current and potential university management.

2. Literature Review

2.1 Employee Behavioural Outcomes

According to Alavi, Islam, and Mouratidis (2016), it is thought that the employee's attitude revolves around the stability of their employment. People's faith in their own capacity to carry out and maintain any duty that has been allocated to them, as well as their determination to meet and maintain the current obligations, are cited as supplementary causes for this phenomenon (Ohunakin et al., 2021). Lucky, Minai and Rahman (2013) presented a different viewpoint on the topic of job security, the economic difficulties that are afflicting many businesses are a reason for academics to pay attention to the issue of job security in the workplace.

Employees are said to want a job that provides them with a decent amount of security or an acceptable length of service (Abdullah &Ramay, 2012). Dueto the critical function that jobs security plays in the workplace, job security has recently become a serious issue for both employees and employers in the organisational structure (Adebayo & Lucky, 2012; Asongu, Efobi, Tanakem& Osabuohien,2020; Aman-Ullah, Aziz, Ibrahim, Mehmood & Abbas, 2021). As a general rule, companies look for employees who are dedicated, capable of sticking with the business, and who are willing to go above and beyond what is expected in the name of their employer's best interests. To put it another way, an employee's commitment to the organisation is a form of attachment to which they provide their best effort.

2.2. Employee Satisfaction

According to Al Mamun and Hasan (2017), job satisfaction was an important element that impacted whether or not an employee would leave their position. When analysing the likelihood of employees leaving their jobs, job satisfaction is an essential factor to take into account (Baykara&Orhan, 2020). The desirability component of March and Simon's (1958) hypothesis revealed that job satisfaction played a significant role. An employee's level of job satisfaction reflects their perspective on how appealing it would be to leave their current position. Researchers have found that an employee's level of happiness with their employment can be used as a predictor of whether or not they intend to voluntarily depart an organization (Edwards-Dandridge et al., 2020). In the study conducted by Alfes, Shantz, Truss and Soane (2015) on the link between perceived human resource management practices, engagement and employee behaviour, employee commitment and satisfaction are required to be better positioned for it to be able to influence the relationship between human resource management practices and employee behaviour.

Emmanuel and Akonor (2017) argue that job satisfaction allows us to measure how contented an employee is with his or her job; it is important to note that the job satisfaction of an employee is affected by similar factors in virtually all organisations, with only a few exceptions, despite the fact that there are some differences. However, Okechukwu (2017), Emmanuel and Akonor, (2017), affirm that employee unhappiness can lead to staff turnover, which in turn can have a detrimental impact on the productivity of an organisation.The increasing rate of employee turnover is frequently linked to negative employee behavioural outcomes such as a drop in commitment, a loss in job satisfaction, an increase in the intention to leave one's current position, and unsatisfactory performance by frontline employees.

Istanbul and others (Yang, Wan, and Fu, 2012) were published in Taiwan; Cyprus; Greece; and the Netherlands; respectively. According to Wamuuru and Jamleck (2016), there are various forces that are

responsible for the behavioural outcomes of employees, such as internal and external forces, etc., as they go about their day-to-day activities in the workplace. These forces can be broken down into two categories: Employers who are sufficiently proactive will have the ability to positively affect the behaviour of employees in this category.

According to Akhigbe and Kehinde (2018), when workers report high levels of job satisfaction, their morale is maintained, and as a result, they are more likely to remain employed by the same company.Generally speaking, an improvement in one's level of job satisfaction will lead to an increase in one's level of performance. This is due to the fact that the employee turnover rate is kept to a minimum (Lien,2017). There are several factors beyond the employees themselves that contribute to the overall satisfaction of a university's workforce. Stankovska, Angeelkoska Osmani, and Grncarovska (2017) argue that a rise in employee satisfaction goes beyond the employees themselves to affect the organisation as a whole by either enhancing or raising the performance of the students.

When it comes to accomplishing the goals set forth by the university, the employees are key stakeholders. In point of fact, the administrative personnel and the lecturers are of equal significance to the success of the institution in accomplishing its goals. When employees are dissatisfied, they express the attitude withdrawal in form of job discontent and this affects the organisation and may make it suffer low production (Akhigbe& Kehinde, 2018). In light of this, it is essential to ensure that these key stakeholders are content in order to accomplish the goals that have been set for the university.

Employees that are happy in their jobs are more productive and have lower turnover rates (Sabbagha&Ledimo, 2018). For a company to be successful, it is necessary to achieve and sustain a high degree of job satisfaction among its employees, as well as the highest product quality goals possible, while also reducing staff turnover (Tarasov, 2019). Job autonomy and the nature of the work itself are two major contributors to an employee's level of happiness in their position (Al Mamum& Hassan, 2017). When employees feel inspired, they are more likely to put up their best efforts toward productivity when they are participating in the decision-making process of their firm (Al Mumum& Hassan, 2017). The leadership of the vast majority of firms disregards employee happiness in their jobs as an important contributor to business success (Warrier& Prasad, 2018). Discontentment in one's employment can result in absenteeism, high turnover rates, demoralisation, and polarisation in interactions with both employees and supervisors, all of which contribute to a decrease in productivity (Baykara&Orhan, 2020).

According to Ali, Islam, Chung, Zayed, and Islam (2021), it is difficult to ensure employee satisfaction due to the fluctuating nature of the workload and the frequent job-hopping of a number of different people. Because we are unable to meet their needs in a satisfactory manner, we have inadequate staff and are unable to keep high-quality academic staff on board. Despite the fact that workers in educational systems believe that the educational system has a very high reputable standing in the community, Wamuuru and Jamleck (2016) identified turnover intention, job satisfaction, and organisational commitment as forms of employee behavioural outcomes in their reviewed study on human resource management practices, employee behavioural outcomes, and organisational performance in public service. The study was focused on the relationship between human resource management practices, employee behavioural outcomes, and organisational performance.

2.3 Employee Commitment

The psychological connection an employee has with their employer is reflected in their level of commitment (Jun-Cheng et al., 2015). According to Saliminen and Miettinne (2019), employee commitment is the psychological link between an employee and the organisation that reduces the intention of an employee to

leave the organisation freely on their own accord. According to Umamaheswari and Krishnan (2016), the level of employee commitment is an essentialfactor in determining the likelihood of employee retention as well as the quality of the working environment.

According to Sepahvand et al. (2020), crucial characteristics that increase organisational commitment include supervisory support, training, and staff development. Commitment to one's organisation is an aspect of an employee's primary work-related attitude and a crucial factor in the management of human resources (Salminen&Miettinen, 2019). Brown et al. (2019) opine that the majority of the challenges that social resource organisations face includes a lack of job satisfaction and commitment to the organisation. According to Salminen and Miettinen (2019), some researchers viewed organisational commitment as a unidimensional concept; however, others viewed organisational commitment as a multidimensional construct consisting of affective, normative, and continuance components. Salminen and Miettinen drew this conclusion from their findings.

Umamaheswari and Umamaheswari (2016) urge managers of human resources to foster a more positive work environment, supervisory assistance, training development, and enhancement of employee connections and retention. Commitment from the organisation is one of the most important drivers of employee motivation, helping to provide and improve the employees' access to safe and high-quality performance evaluations (Sepahvand et al., 2020). The dedication of workers is necessary if an organisation is to achieve its goals of more efficiently carrying out its activities within its operations. Commitment from employees is defined as "complete acceptance or a higher level of excitement towards assigned responsibilities," as well as "a feel of duty toward the core values of the organisation" (Grego-Planer, 2019).

2.4 Employee Engagement

The level of competition in 21st centurymarket is high; consequently, being successful and remaining competitive is an advantage that employee engagement can provide, provided that the organisation has the right implementation and design of the program. In other words, employee engagement can help an organisation be successful and remain competitive (Sergio et al., 2018). There are many different ways in which an engaged workforce benefits both the organisation and the individuals that make up that workforce. People have a far higher degree of job satisfaction as a direct result of the fact that they feel invested in both the firm and the work they do, as well as enhanced levels of performance and output (Increasing employee engagement, 2015). The feeling of being a part of something larger than oneself is one factor that lowers the likelihood of an engaged employee quitting a business (Increasing employee engagement, 2015).

According to the findings of one of the research projects finding, the level of commitment shown by a firm is significantly correlated with employee engagement (Prerana, 2017). The connection that is formed between employees and the organisation will affect the overall image and performance of the company. In addition, research has shown a correlation between employee engagement and increased profits, returns to shareholders, and overall consumer happiness (Saks &Gruman, 2014). The average location of employment is associated with a significant amount of pressure, stress, and responsibility. Employees who are highly involved in their work are better able to cope emotionally and physically with demanding tasks (Increasing employee engagement, 2015). On the other side, measuring employee engagement can be challenging because there are no instruments currently available, and both the meanings of the term and its meaning are quiteopen to interpretation (Saks &Gruman, 2014).

Additionally, there is a school of thought that contends that employee involvement is more of an output than an input (Guaspari, 2015). Due to the ambiguity and breadth of the phrase, one of the studies recommended classifying employee engagement into the following three subcategories: task, group/team, and

organisational (Saks &Gruman, 2014). Employee engagement can be broken down into three categories: task or job engagement, team or group engagement, and organisation engagement. Task or job engagement is concerned with the drive that an employee has towards completing his or her day-to-day activities at work; team or group engagement refers to the level of engagement that an employee has towards the group, and organisation engagement refers to the level to which employees engage as a member of the organisation.

Therefore, dissecting engagement enables one to determine to what degree individuals are engaged, which is useful given that an individual may be motivated to do the task yet ignore the responsibilities of the team (Saks &Gruman, 2014). Risking human capital is vital for bridging the skills gap caused by low employee engagement and getting ready for new workforce strategies to meet the demands of unprecedented shakeups (Mercer, 2019). It has been found that performance levels transcend the pyramid when a common approach is taken to the demands of employees and raising the motivation elements, which creates employee satisfaction and motivation factors (Aguenza&Som, 2018).

2.5 Employee Loyalty
Loyalty among employees has a significant impact on an organisation's performance. Murkute (2022) examined the relationship between employee satisfaction, loyalty, productivity, and profitability. He came to the conclusion that there was a strong correlation between these variables, Murkute (2022). Loyal workers are more competent and directly affect service quality, which indirectly affects business performance.

High-performing employees who are committed to the company will indirectly affect its profitability and market share, which will benefit the company's performance. Employee satisfaction is a necessary component of their loyalty, which is very important to be relegated to a sub-section within internal process, since it has a large influence on service quality and to company performance as well, Ivana Tomic, Zdravko Tesic, Bogdan Kuzmanovic & Milos Tomic (2018). A loyal employee is one who is committed to the success of their company and believes that working for that company is the best option available to them. Loyal employees are committed to their companies and give their all when it comes to providing services, which has a direct and significant impact on the performance of the organisation.

The loyalty of workers is a key indicator of a company's internal strengths and long-term success. Employees are a critical part of every organisation. Testing employee loyalty allows organisations to plan to improve employee loyalty in order to increase staff engagement and productivity. According to Zhang, and Song, (2021), it has shown that an employee's job performance is directly related to his or her level of commitment to the company. This usually translates into lower levels of employee turnover and higher levels of productivity. It is therefore in an employer's best interest to investigate how to better generate employee loyalty. In order to foster loyalty, employers should be flexible, understanding, and supportive of employee needs. In the study of Zhang, & Song, (2021), it was concluded that many employers fail to address issues that matter to employees. "Equality at work", "care and concern for employees," and "faith in employees" are factors that influence good or bad employee commitment. According to a study by McGinley & Shi, (2022), the results showed that loyalty as a moral foundation predicted organisational retention, and that the association was mediated by job embeddedness. Furthermore, the results suggested that prevention focus moderates the relations between hospitality employees' loyalty and job embeddedness, and between loyalty and intention to stay. The positive associations become stronger for the prevention-focused employees. McGinley & Shi, (2022).

3. Methodology

3.1 Research Method, Population and Sample Determination

The use of questionnaires was adopted as the research instrument for the collection of the necessary information from the respondents. Polit and Hungler (1991) stated that a questionnaire is a method of gathering self-report information from respondents through the administration oaf questionnaire. The questionnaire containedclosed-ended questions on a modified five (5) point Likert response rating scale, ranging from (5) "strongly agree" (4) "agree" (3) "undecided" (2) "disagree" to (1) "strongly disagree"; it was divided into sections. Section A consists of demographic characteristics of the respondents.

For the independent variable, the measuring instruments were randomly picked from various literature as it applies to this study. This is because there was no direct questionnaire from literature that adapted to this work. Also, the dependent variables adopted same as the independent variables Segmented. These measuring instruments were adopted subjected to some adjustments and modifications, with the assistance of the supervisor and related scholars in the department, to enable its suitability for this work, and to establish its content and face validity. On the other hand, open ended questionnaire was also adopted in this work. This was done in order to establish the success strategies Covenant University is employing to increase employees' commitment and retention and to know what the institution can do to improve staff retention.

The population of study consist of academic staff in the four colleges of covenant university, Nigeria. The academic staff at Covenant University in Ota, Ogun state, Nigeria made up the study's staff population. The colleges are; College of Management and Social Sciences (CMSS), College of Leadership and Development Studies (CLDS), College of Science and Technology (CST) and College of Engineering (COE). Define population as the entirety or sum of all things, subjects, or members who satisfy a set of criteria. The impact of talent retention strategies on employee behavioural outcomes at Covenant University is investigated in this study. The population in question is 444 faculty staff employees (Covenant University Human Resource Unit, 2022).

The sample size of a study is governed by both the expense of data collecting and statistical capacity. Academic employees from various departments of Covenant University in Ota make up the sample population. The study's sample size is a subset of the overall population. A sample size can be determined in a number of different ways. However, the Yamane method to determine the sample size due to the size of the population was utilised in this study.Yamane's formula is used to produce a sample size that appropriately represents Covenant University's 444 academic personnel (Human Resource Unit, 2022). The sample size is calculated using a 95% confidence level and a 5% level of error of tolerance formula.

The formula is given as:

$$n = \frac{N}{1+ N(e)^2}$$

Where; n= sample size; N= population; e^2= level of significance/ error of tolerance. Therefore, if   e = 0.05 and N = 444

$n = \frac{444}{1+444(0.05*0.05)}$; $n=\frac{444}{1+444(0.0025)}$; $n = \frac{444}{1+1.08}$; $n = \frac{444}{2.08}$; n = 213.46. Therefore, the sample size for this study is 213.

3.2 Sample Framework and Sampling Technique.

Individual faculty members from Covenant University's Units, Departments, and Colleges were used as the sampling frame for this study. To decide how many questionnaires was sent to each university college, this study used the proportionate allocation method.The following is how the sampling frame will be calculated:

CLDS - 48/444 * 100 = 10.8/100 *213 = 23
CMSS - 117/444 * 100 = 26.3/100 *213= 56
COE - 115/444 * 100 = 25.9/100 *213 = 55
CST - 164/444 * 100 = 36.9/100 *213= 79

Table 1 shows the stratified sampling size and the resultant sample size. Stratified sampling techniques will be used to choose individual respondents.

Table 1: Sample Frame and Size

Population (444)	Sample Size: 213	
	SAMPLE SIZE	SAMPLE FRAME
CLDS	48	23
CMSS	117	56
COE	115	55
CST	164	79
TOTAL	**444**	**213**

Source: Covenant University Human Resource Unit (2022)

The stratified sampling approach was used in this study, which entails separating the population into non-overlapping homogenous groups, selecting a sample from each group. Also, the purposive sampling techniques was used in this study. This strategy is beneficial when researchers opt to over-sample a small sub-group of their community and compare the replies of equal numbers of men and women in the sample, despite the fact that men and women in the entire population are not equal. Purposive sampling technique was also used in this study. It is a non-probability sampling method where sample is being selected based on the objective of the study and the characteristics of the population. According to Korsah (2013), purposive sampling technique was used to select the appropriate set of people or respondent with relevant opinion towards the phenomenon under study.

3.3 Instrument Validity and Reliability Test

This study used questionnaire as its research instrument, this is because the target group is literate and capable of responding to questions through writing. Another important argument for employing the questionnaire is its potential to cover a wide portion of the population. The goal of this survey is to collect trustworthy and valid data from representative sample of the population in a fair length of time at a minimal cost. The survey instrument can be created to determine meaningful employee retention by operationalising the dependent and independent variables.

The copies of questionnaire were distributed to employees of Covenant University; which consist of College of Management and Social Sciences, College of Leadership Development Studies, College of Science and Technology, and College of Engineering. The survey will also collect demographic data such as age, gender, education and professional background, marital status, and the number of years spent with the institution. The questionnaire was divided into two sections. Section A contains bio-data questions, such as gender, age,

and other personal information about the respondent, while Section B uses the Likert Scale approach to try to solve the research study's goals. The respondent would be asked to choose between "Strongly Agree," "Agree," "Undecided," "Disagree," and "Strongly Disagree" in response to the questions in Section B, which will also include an open-ended questionnaire.

Content validity is adopted for this research work. This enables for the specification of the content of a description and develop indicators that samples all areas of the research instruments. In other words, content validity aids in determining if the research instruments cover the scope of the research. The study's reliability was determined by the precision of the data or the fitness of what is examined as the exact occurrence during the investigation. The objective is to determine how accurate and consistent the research work is. In this study, Cronbach's alpha coefficient is utilised to assess the questionnaire's reliability. The coefficient alpha method of verifying a measurement instrument's internal consistency entails averaging all feasible ways to partition the instrument's objects and then exploring the degree of correlation.The Structural Equation Modelling (SEM) with the help of the SmartPLS 3 application. SPSS was used for the analysis.

4. Results
4.1Demographic Profiles of Respondents
The respondents' demographic profiles across the four selected colleges are presented in Table 2. This cut across marital status, years of service, and highest educational qualifications.

Table 2: Respondents' Demographic Profile

	Frequency	Percent
Years of Service		
Less than six years	34	23.8
6-10 years	38	26.6
11-15 years	43	30.1
16 years and above	28	19.6
Total	**143**	**100.0**
Marital Status		
Single	30	21.0
Married	110	76.9
Divorced	3	2.1
Total	**143**	**100.0**
Academic Qualification		
Bachelor's degree	8	5.6
Master's Degree	58	40.6
Doctorate	77	53.8
Total	**143**	**100.0**

In Table 2, the years of service of respondents in the current university show that out of 143 faculty members that participated in the survey,34 (23.8%) had used between less than six years in the university, 38 (26.6%) had used between 6-10 years, 43 (30.1%) had used between 11-15 years while 28 (19.6%) had used 16 years and above. This implies that most of the respondents had stayed at the university for over ten years. This could be attributed to the conducive learning environment. In a related development, out of the 143 respondents that participated in the survey, 30(21%) were single, 110(76.9%) were married, while 3(2.1%) could not disclose their marital status for a reason (s) best known to them.

In summary, most of the respondents were married. Similarly, the highest academic qualifications of the respondents; out of 143 total respondents reveal that only 8(5.6%) had Bachelor's degrees, 58(40.6%) were master's degree holders, and 77(53.8%) had a PhD degree. However, most of the respondents had a PhD degree. This could be attributed to the NUC policy that made PhD a prerequisite for university lecturers in addition to the internal staff development initiatives of the university where at some point university gives scholarships for Masters and PhD

4.2 Descriptive Analysis
The research instrument was designed using five Likert scales ranging from Strongly Agreed (5), Agreed (4), Undecided (3), Disagreed (2) and Strongly Disagreed (1), with the level of satisfaction of 4.21 – 5.00, 3.41 – 4.20, 2.61 – 3.40, 1.81 – 2.60, and 1.00 – 1.80, respectively.

Table 3: Employees' Commitment (EC)

S/N	ITEMS	SA	A	U	D	SD	Mean	SD
EC1	The staff development opportunities are one of the reasons I have not left the university	14 (9.8)	49 (34.3)	30 (21.0)	33 (23.1)	17 (11.9)	3.07	1.20
EC2	I am inspired to meet my goal at work	18 (12.6)	84 (58.7)	20 (14.0)	14 (9.8)	7 (4.9)	3.64	0.99
EC3	I get excited going to work	24 (16.8)	79 (55.2)	15 (10.5)	12 (8.4)	13 (9.1)	3.62	1.14
EC4	I am constantly looking for ways to do my job better	45 (31.5)	80 (55.9)	7 (4.9)	8 (5.6)	3 (2.1)	4.09	0.88
	Average						**3.61**	**1.05**

Employees' commitment was measured using four (4) items. One of such items for the measurement of Perceived Severity was to find out if staff development opportunities were one of the reasons, they had not left the university, and 63(44.1%) of them agreed and strongly agreed. On the other hand, 50(35%) disagreed and strongly disagreed with the statement, while 30(21%) of the respondents were not sure what to believe, with a mean score of 3.07 and a standard deviation of 1.20. This suggests that staff development opportunities are one of the reasons respondents have not left the university.

Another item used was to find out if respondents were inspired to meet goals at work. 102(71.3%) of the respondents agreed and strongly agreed with this statement, 20(14%) neither agreed nor disagreed, while 21(14.7%) disagreed and strongly disagreed with this statement, with a mean score of 3.64 and a standard deviation of 0.99. This suggests that respondents are inspired to meet goals at work. Also, 103(72%) respondents agreed and strongly agreed that they get excited about going to work. Conversely, 25(17.5%) disagreed and strongly disagreed, while 15(10.5%) were undecided, with a mean score of 3.62 and a standard deviation of 1.14. This reveals that respondents are excited about going to work.

The final item used for this measurement was to determine if respondents were constantly looking for better ways to do their jobs. 125(87.4%) respondents strongly affirm this notion, 7(4.9%) feel indifferent about the notion, whereas 11(7.7%) refute this claim with a mean score of 4.09 and standard deviation of 0.88. This shows that respondents constantly look for ways to do their jobs better.

Table 4: Employee Engagement

S/N	ITEMS	SA	A	U	D	SD	Mean	SD
EE1	I have published articles in the last 12 months	51 (35.7)	49 (34.3)	9 (6.3)	28 (19.6)	6 (4.2)	3.78	1.24
EE2	I am motivated to publish articles in high-ranked journals	40 (28.0)	62 (43.4)	11 (7.7)	19 (13.3)	11 (7.7)	3.71	1.23
EE3	I enjoy teaching because of my access to teaching facilities	27 (18.9)	79 (55.2)	17 (11.9)	15 (10.5)	5 (3.5)	3.76	1.00
EE4	The school environment is conducive to learning	70 (49.0)	61 (42.7)	3 (2.1)	6 (4.2)	3 (2.1)	4.32	0.88
				Average			**3.89**	**1.09**

Table 4 shows employee engagement. Employee engagement was measured using four (4) items. One of such items was the publishing of articles, and 100(70%) of the respondent agreed and strongly agreed that they have published articles in the last 12 months, 34(23.8%) disagreed and strongly disagreed with the statement, while 9(6.3%) neither agreed nor disagreed that they have published articles in the last 12 months with a mean score of 3.78 and a standard deviation of 1.24.

Another tool used was to find out if respondents were motivated to publish articles in high-ranked journals, and 102(71.4%) agreed and strongly agreed to the fact that they were motivated to publish articles in the high ranked journal, 11(7.4%) strongly disagreed and disagreed with the statement, 30(21%) were unsure of their decision with a mean score of 3.71 and a standard deviation of 1.23.

The study also attempted to discover if respondents enjoy teaching because of their access to teaching facilities. It was discovered that 106(74.1%) of the respondents agree and strongly agree with the statement, 17(11.9%) of the respondents feel indifferent about the statement, and 20(14%) are of contrary opinion with a mean score of 3.76 and a standard deviation of 1.00. This shows that respondents enjoy teaching because of their access to teaching facilities.It was further attempted to discover if the school environment was conducive to learning. It was discovered that 131(91.7%) of the respondents are of the opinion that the school environment was conducive to learning, 3(2.1%) feel unsure about the statement, and only 9(6.3%) of the respondents disagree with the statement with a mean score of 4.32 and a standard deviation of 0.88. This shows that the school environment was conducive to learning.

Table 5: Employee Recognition (ER)

S/N	ITEMS	SA	A	U	D	SD	Mean	SD
ER1	My employer acknowledges a well-completed task.	24 (16.8)	55 (38.5)	28 (19.6)	27 (18.9)	9 (6.3)	3.41	1.16
ER2	There is recognition and award for excellent performance	14 (9.8)	53 (37.1)	28 (19.6)	32 (22.4)	16 (11.2)	3.12	1.20
ER3	My work is well appreciated by the university	14 (9.8)	55 (38.5)	33 (23.1)	30 (21.0)	11 (7.7)	3.48	3.43
ER4	My institution rewards employees appropriately for reaching the important milestone	14 (9.8)	37 (25.9)	34 (23.8)	40 (28.0)	18 (12.6)	2.92	1.20
	Average						3.23	1.75

Employee Recognition was measured using four (4) items. One of such items for the measurement of Employee Recognition was to find out if respondents' employer acknowledges a well-completed task, and 79(55.3%) of them agreed and strongly agreed. On the other hand, 36(25.2%) disagreed and strongly disagreed with the statement, while 28(19.6%) of the respondents were not sure what to believe, with a mean score of 3.41 and standard deviation of 1.16. This suggests that the respondents' employer acknowledges a well-completed task.

Another item used was to find out if there is recognition and award for excellent performance. 67(46.9%) of the respondents agreed and strongly agreed with this statement, 28(19.6%) neither agreed nor disagreed, while 48(33.6%) disagreed and strongly disagreed with this statement with a mean score of 3.12 and a standard deviation of 1.20. This suggests that there is recognition and award for excellent performance.

It was also discovered that 69(48.3%) of the respondents strongly agreed and agreed that their work is well appreciated by the university, 41(28.7%) strongly disagreed and disagreed with this statement, while 33(23.1%) feel indifferent about the statement with the mean score of 3.48 and standard variation of 3.43. This reveals that the respondents' work is well appreciated by the university.

In summary, attempt was also attempted to discover if the respondents' institution rewards employees appropriately for reaching an important milestone; 57 (35.7%) of the respondents agreed and strongly agreed with the statement, and 58(40.6%) strongly disagreed and disagreed with this statement, while 33(23.8%) feel indifferent about the statement with the mean score of 2.92 and standard deviation of 1.20. This reveals that respondents' institution rewards employees appropriately for reaching an important milestone.

Table 6: Employee Satisfaction (ES)

S/N	ITEMS	SA	A	U	D	SD	Mean	SD
ES1	I am contented with opportunities for professional growth in my career at the university	18 (12.6)	66 (46.2)	21 (14.7)	25 (17.5)	13 (9.1)	3.36	1.18
ES2	I receive feedback for work done from the university	17 (11.9)	64 (44.8)	24 (16.8)	31 (21.7)	7 (4.9)	3.37	1.10
ES3	I am fulfilled with the working condition at the university	14 (9.8)	46 (32.2)	36 (25.2)	30 (21.0)	17 (11.9)	3.07	1.19
ES4	My working environment fosters a feeling of well being	13 (9.1)	87 (60.8)	22 (15.4)	9 (6.3)	12 (8.4)	3.56	1.03
	Average						**3.34**	**1.13**

Table 5 show the Descriptive statistics ofemployee satisfaction were measured using four (4) items, as shown in the table. One of the items used for this measurement was to find if respondents were contented with opportunities for professional growth in their careers at the university. It was discovered that 84(58.8%) of the respondents agree and strongly agree that they are contented with opportunities for professional growth in their career in the university, 21(14.7%) of the respondents neither agree nor disagree with the statement, 38(26.6%) of the respondents disagree and strongly disagree with the statement., with a mean score of 3.36 and a standard deviation of 1.18.

It was also revealed from descriptive statistics that 81(56.7%) of the respondents agree and strongly agree that they receive feedback for work done from the university, 24(16.8%) of the respondents are not sure about the statement, 38(26.6%) of the respondents disagree and strongly disagree with the statement, with a mean score of 3.37 and standard deviation of 1.10. This implies that the majority of the population used in this study agree that they receive feedback for work done from the university.

It was also discovered from descriptive statistics that 60(42%) of the respondents agreed and strongly agreed that they are fulfilled with the working condition in the university, 36(25.2%) of the respondent were undecided, and 47(32.9%) of the respondents disagreed and strongly disagreed with a mean score of 3.07 and a standard deviation of 1.19. This show that most of the population is fulfilled with the working condition in the university. Finally, it was also interestingto know if respondents thought their working environment fostered a feeling of well-being. 100(69.9%) agreed and strongly agreed, and 22(15.4%) of the respondents neither agreed nor disagreed with the statement. In addition, 21(14.7%) of the respondents disagreed and strongly disagreed with the statement, with a mean score of 3.56 and a standard deviation of 1.03.

Table 7: Employee Loyalty (EL)

S/N	ITEMS	SA	A	U	D	SD	Mean	SD
EL1	I see myself working in the university for a long period of time	17 (11.9)	35 (24.5)	48 (33.6)	23 (16.1)	20 (12.0)	3.06	1.20
EL2	I can go the extra mile to make sure the university attains success	40 (28.0)	71 (49.7)	15 (10.5)	9 (6.3)	8 (5.6)	3.90	1.07
EL3	Given the environment provided by the university, I will work with them till my retirement	14 (9.8)	30 (21.0)	51 (35.7)	21 (14.7)	27 (18.9)	2.88	1.23
EL4	I will carry out any given assignment in as much as it helps the university achieve its objectives	48 (33.6)	65 (45.5)	14 (9.8)	7 (4.9)	9 (6.3)	3.95	1.20
	Average						**3.45**	**1.18**

Employee Loyalty was measured using four (4) items. One of such items for the measurement of Employee Loyalty was to find out if respondents saw themselves working in the university for a long period of time, and 52(36.4%) of them agreed and strongly agreed. On the other hand, 43(28.1%) disagreed and strongly disagreed with the statement, while 48(33.6%) of the respondents were not sure about working in the university for a long period of time, with a mean score of 3.06 and standard deviation of 1.20. Another item used for employee loyalty was to discover if respondents can go the extra mile to make sure the university attains success and 111(77.7%) of the respondents agreed and strongly agreed with this statement, 17(11.9%) disagreed and strongly disagreed with this statement while 15(10.5%) feel indifferent about the statement with a mean score of 3.90 and standard deviation of 1.07. This reveals that most of the respondents can go the extra mile to ensure the university attains success.

Also, 44(30.8%) respondents agreed and strongly agreed that given the environment provided by the university, they will work with them till their retirement. Conversely, 48(33.6%) disagreed and strongly disagreed, while 51(35.7%) remained unsure of this possibility, with a mean score of 2.88 and a standard deviation of 1.23. This reveals that most of the respondents are not sure that, given the environment provided by the university, they will work with them till their retirement. The final item used for this measurement was to find out if respondents will carry out any given assignment in as much as it helps the university achieve its objectives. 113(79.1%) respondents strongly affirm this notion, 14(9.8%) feel indifferent about the notion, whereas 16(11.2%) refute this claim with a mean score of 3.95 and standard deviation of 1.20. This shows that most respondents will carry out any given assignment as much as it helps the university achieve its objectives.

4.3: Hypothesis Testing

H$_{o2}$: Employee recognition has no significant influence on employees' behavioural outcomes (employee commitment, employee satisfaction, employee engagement and employee loyalty)

This hypothesis has four layers of analysis. The first layer has to do with employee recognition and employee commitment; the second aspect tested the effect of employee recognition on employee satisfaction, the third focused on employee recognition and engagement, and the fourth centred on the influence of employee recognition on employee loyalty. The values of the path coefficients, the t-statistics, the R-square values, and

the p-values were used to interpret the results. As shown in Figure 1, the path coefficient determines the degree and strength of the relationship between the observed variables, while the r-square determines the amount of variance in employees' behavioural outcomes (employee commitment, employee satisfaction, employee engagement and employee loyalty) as explained by employee recognition.
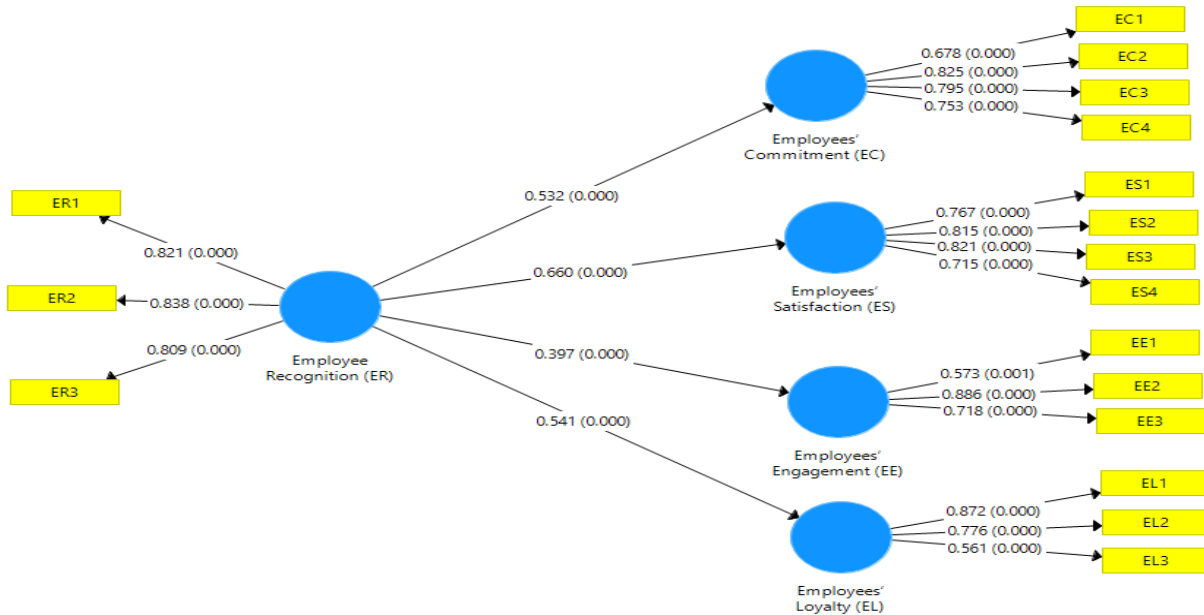

Figure 1: PLS Bootstrapping Model with β and P values of employee recognition and employees' behavioural outcomes (employee commitment, employee satisfaction, employee engagement and employee loyalty).

Figure 1 shows the PLS algorithm model of employee recognition has no significant influence on employees' behavioural outcomes (employee commitment, employee satisfaction, employee engagement and employee loyalty) with the loading values of each measurement item and the path coefficient values. The probability must be less than 0.05 before it can be considered significant. As presented in Figure 1, all the measurement items captured in the research instrument are significant at a p-value of <0.05. The implication of this is that all the items of measurement contribute significantly.

Table 8: Construct validity and Reliability for Hypothesis Two

	Loading	VIF	P value	AVE	Composite Reliability	Cronbach's Alpha
Constructs	≥ 0.7	<3.0	<.05	≥0.5	≥ 0.8	> 0.7
Employee Recognition (ER)				0.677	0.863	0.761
ER1	0.821	1.465	0.000			
ER2	0.838	1.634	0.000			
ER3	0.809	1.559	0.000			
Employee Commitment (EC)				0.585	0.848	0.761
EC1	0.678	1.300	0.000			

EC2	0.825	1.870	0.000			
EC3	0.795	1.831	0.000			
EC4	0.753	1.726	0.000			
Employee Satisfaction (ES)				**0.609**	**0.861**	**0.787**
ES1	0.767	1.460	0.000			
ES2	0.851	1.608	0.000			
ES3	0.821	1.797	0.000			
ES4	0.715	1.511	0.000			
Employee Engagement (EE)				**0.543**	**0.879**	**0.700**
EE1	0.673	1.104	0.000			
EE2	0.886	1.336	0.000			
EE3	0.718	1.408	0.000			
Employee Loyalty (EL)				**0.559**	**0.787**	**0.769**
EL1	0.872	1.395	0.000			
EL2	0.776	1.395	0.000			
EL3	0.561	2.295	0.000			

Table 9 shows the factor loadings of all the measurement items for employee recognition and employees' behavioural outcomes (employee commitment, employee satisfaction, employee engagement and employee loyalty). The validity and reliability of the instrument were also assessed using composite reliability, average variance extracted (AVE) computation and Cronbach Alpha. Meanwhile, the recommended requirements for factor loading, composite reliability, AVE, and Cronbach Alpha were met.However, convergent and discriminant validity were also considered for determining construct validity in the study. Convergent validity is evidence of a link between employee recognition and employees' behavioural outcomes.

Table 9: Heterotrait-monotrait discriminant for hypothesis two

	ER	EC	EE	EL	ES
ER					
EC	0.682				
EE	0.518	0.758			
EL	0.803	0.783	0.724		
ES	0.838	0.781	0.763	0.791	

The heterotrait-monotrait (HTMT) ratio of correlations was used to assess the discriminant validity. The upper confidence intervals are below the one value, and all the HTMT values were found to be significantly different from 1. Furthermore, the analysis results show that all the values are less than the HTMT$_{(0.85)}$ critical value. Besides, the average heterotrait-heteromethod correlation is lower than the average monotrait-heteromethod correlation. As a result, the discriminant validity is established. Also, to test for common method bias, the variance inflation factor (IVF) was used (CMB). While a VIF value of one indicates that collinearity is completely absent, most researchers recommend a VIF value of ten as the cut-off. Other researchers advocated for a more conservative cut-off of 2.5 to 5 points (James et al., 2017; Kock, 2015).

Table 10 Model Fit for hypothesis two

	Estimated
SRMR	0.059
d_ULS	2.854
d_G	0.744
Chi-Square	385.079
NFI	0.925

Table 10displays the model fit. All the model fit indices were found to be satisfactory. The standardised residual average between the observed matrix and the hypothesised covariance matrices is represented by SRMR. When the SRMR is less than 0.08, it is considered reliable. This study model's SRMR was also 0.079, indicating a good fit for this research. With a chi-square value of 385.079, the NFI estimate for this study is 0.925, which is higher than the benchmark of 0.90.Similarly, to determine the PLS-SEM predictive relevance of the constructs of measurement and the data points of indicators, the Q^2 values were used. The Q^2 values for EC, EE, EL and ES are 0.143; 0.160, 0.144 and 0.255, respectively, which is larger than zero. This suggests that the PLS path model has predictive relevance for the constructs. Similarly, the F-square was used to determine the effect size. The f-square values for EC, EE, EL and ES are 0.394, 0.187, 0.414 and 0.772 in that order, as indicated in Table 12. This implies that the sample effect is considered large.

Table 11Path Coefficients for employee recognition and employees' behavioural outcomes (employee commitment, employee satisfaction, employee engagement and employee loyalty)

			Path Coefficient	R-Square	Std. Dev	T-statistics	F^2	Q2	P-value
ER	➡	EC	0.532	0.283	0.075	7.076	0.394	0.143	0.000
ER	➡	EE	0.397	0.157	0.082	4.835	0.187	0.144	0.000
ER	➡	EL	0.541	0.293	0.069	7.903	0.414	0.153	0.000
ER	➡	ES	0.660	0.436	0.060	11.068	0.772	0.225	0.000

Table 11 depicts the smart partial least squared statistical results of hypothesis two, which focused on the relationship between employee recognition and employees' behavioural outcomes (employee commitment, employee satisfaction, employee engagement and employee loyalty). The findings show that employee recognition significantly affects employees' behavioural outcomes (employee commitment, employee satisfaction, employee engagement and employee loyalty). Specifically, the findings revealed that employee recognition has a significant influence on employee commitment at (β= 0.532, R^2=0.283, t-statistics=7.076>1.96, P-value =0.000 <0.05). The Path coefficient of 0.532 implies a moderate degree of relationship between employee recognition and employee commitment. The R^2 value of 0.283 indicates that a 28.3% variance in employee commitment can be explained by employee recognition.

 It was also discovered that employee recognition has significant influence on employee engagement at (β= 0.397, R^2=0.157, t-statistics=4.835>1.96, P-value =0.000 <0.05). The Path coefficient of 0.397 suggests a fair relationship between employee recognition and engagement. The R^2 value of 0.157 suggests that a 15.7% variance in employee engagement can be explained by employee recognition. Also, the statistical analysis revealed that employee recognition has a significant influence on employee loyalty at (β= 0.541, R^2=0.293 t-statistics=7.802>1.96, P-value =0.000 <0.05).

The Path coefficient of 0.541 suggests a moderate degree of relationship between employee recognition and employee loyalty. The R^2 value of 0.293 suggests that a 29.3% variance in employee loyalty can be explained by employee recognition. Moreover, the statistical analysis revealed that that employee recognition has a significant influence on employee satisfaction at (β= 0.660, R^2=0.436, t-statistics=11.068>1.96, P-value =0.000 <0.05). The Path coefficient of 0.660 indicates a considerable relationship between employee recognition and satisfaction. The R^2 value of 0.436 suggests that a 43.6% variance in employee satisfaction can be explained by employee recognition. Further to the statistical analysis presented in Table 12, it was discovered that employee satisfaction has the most predictive value, followed by employee loyalty, employee commitment and employee engagement in that order.

5. Conclusion

This study's findings also revealed that fringe benefits significantly affect employees' behavioural outcomes. The result is similar to the study of Zirra, Mambula, &Anyatonwu, (2019). The study also found that fringe benefits such as recognition has a significant impact on employees' performance. This confirms the statement by Bernardin (2017) that suggestion systems offer incentives to employees to submit ideas that result in greater efficiency and profitability for the company. It also helps the employees to maintain a quality of life by giving them a level of protection and security. In this study, training and development have a positive, direct and significant effect on employees' job commitment and job performance. This implies that the management of Covenant university should pay adequate attention to the development and growth of their employees' skills. This will enable them to be more committed to the tasks assigned to them. This result is in sync with the studies of Ohunakin et. al (2020).

In this study, training and development have positive, direct and significant effects on employees' job commitment and job performance. This implies that the management of Covenant university should pay adequate attention to the development and growth of their employees' skills. This will enable them to be more committed to the tasks assigned to them. Apart from the general training, being given to all employees, continuous specific training is important for the key faculty members. This is highly important because it will improve their creativity, gain their full attention, commitments and positive workplace behaviour. This will create positive employer branding, generate knowledge transfer, and help in strengthening succession plans as well as retention of top talents.

The findings of this study shows that employee recognition programs positively impact on employee retention; therefore, management should recognise that each employee is a valued asset whose efforts should be celebrated. Regular employee recognition could perhaps enhance employees' commitment, satisfaction and loyalty to the organisation. It was noted in the analysis, that the relationship between recognition and employee affective, behavioural and cognitive engagement is low. Hence, the case study institution should do more to recognise outstanding performance

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