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MEDIATING ROLE OF PERCEIVED ORGANISATIONAL SUPPORT ON THE RELATIONSHIP BETWEEN NON-MONETARY COMPENSATION AND EMPLOYEE PERFORMANCE

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ABSTRACT

This study investigates the mediating role of Perceived Organizational Support (POS) in the relationship between non-monetary compensation (promotion, recognition, working conditions, and training) and *employee performance at Hassan Usman Katsina Polytechnic, Katsina State. Grounded in Maslow's Hierarchy of Needs and Organizational Support Theory, the study adopted a quantitative research approach using a descriptive survey design. Data were collected from 182 academic staff using structured questionnaires and analyzed through Pearson correlation and multiple regression techniques. The findings revealed that promotion, recognition, and work conditions had significant positive effects on employee performance, while training had no direct effect unless mediated by POS. Among the hypothesized mediations, POS only significantly mediated the relationship between training and performance. The model explained 48.4% of the variance in employee performance, indicating a moderate level of explanatory power. The study concludes that non-monetary compensation is vital for enhancing performance, particularly when employees perceive strong organizational support. It recommends that institutional leaders reinforce supportive HR practices and cultivate a caring organizational climate to maximize staff performance outcomes.*

Keywords: Non-monetary compensation, Perceived organizational support, Employee performance.

1. INTRODUCTION

Employee performance is crucial to the sustainability and success of any organization. Without it, organizations cannot thrive or achieve their objectives. As such, companies must prioritize employee performance by supporting and valuing their workforce, which in turn enhances their ability to perform effectively (Hussain, Khalid, Nisar, Kamboh& Ali, 2022). The concept of employee performance emphasizes the importance of effectiveness, a key attribute of good governance, which every employee must demonstrate to ensure the delivery of quality services. Huang (2021) defines performance as the structured execution of tasks aimed at achieving organizational goals and the extent to which set targets are met. Similarly, Hoque, Awang, Siddiqui, and Sabiu (2023) note that performance is essential for both individual and organizational growth, as true competitiveness begins when goals are consistently attained. In the context of this study, employee performance at Hassan Usman Katsina Polytechnic is defined as the degree to which employees successfully accomplish their assigned tasks and responsibilities.

Employee performance across various sectors significantly contributes to the economic development of countries around the world, including the United States, Malaysia, Pakistan, South Africa, among others (Mohammed, 2020). Beyond just the education sector, even industries like Pakistan's textile sector play a major role, contributing about 9.5% to the country's GDP. Globally, the textile industry employs over 25 million people, with approximately 15 million of those jobs located in Pakistan (Safeer, 2023).

Employee performance has become a major concern for many organizations in Nigeria, particularly within the civil service sector. It directly influences organizational outcomes, including productivity, service quality, and overall profitability (Abdullahi, Bilau, Enegbuma, Ajagbe& Ali, 2021). This is largely because an organization's success is closely tied to the performance

of its workforce (Al Kahtani, 2022). While several factors such as organizational culture, leadership, and structure contribute to success, employees are often regarded as the most critical element, as they play a central role in achieving institutional goals (Koshy& Suguna, 2021). In many Nigerian organizations, the failure to meet goals and targets is frequently attributed to poor employee performance, low productivity levels, and an unfavorable internal environment (Mollel, Mulongo & Razia, 2017). Since gaining independence in the 1960s, the Nigerian government has made efforts to implement structured appraisal systems as part of a broader performance management framework aimed at enhancing individual and institutional effectiveness in the public sector. Nevertheless, performance challenges remain widespread, and the Nigerian public service continues to be perceived as largely ineffective and inefficient.

Within Nigeria's public sector, the education industry ranks among the largest service sectors. Global research indicates that education significantly enhances both national economic productivity and individual income levels. It serves as a fundamental driver of economic development, job creation, and wage growth. Neglecting the economic value of education could threaten the long-term prosperity of future generations, leading to increased poverty, social marginalization, and challenges in maintaining sustainable social welfare systems (Woessman, 2025). According to UNESCO (2022), every dollar invested in education has the potential to generate between 10 and 15 dollars in economic growth. Additionally, if 75% more 15-year-olds in 46 of the poorest countries achieved at least the minimum Organisation for Economic Co-operation and Development (OECD) standard in mathematics, global economic growth could rise by 2.1%, and approximately 104 million people could escape extreme poverty (UNESCO, 2022). Nations with strong institutional frameworks, reliable infrastructure, and effective governance typically succeed in delivering broad access to education—sometimes even surpassing the educational outcomes seen in the United States.

When focusing on higher education, Babalola and Adedeji (2023) asserted that a nation's prosperity or poverty is largely influenced by the quality of its tertiary education. Individuals who lack proper education often experience silent hardship and become susceptible to political manipulation and economic exploitation, both of which pose significant threats to the sustainability of democracy in Nigeria. In line with this, Udida, Bassey, Udofia, and Egbona (2021) observed that the goals outlined in the National Policy on Education are commendable and should be effectively adopted by educational administrators to enhance and preserve the Nigerian education system. This underscores the importance of adequate funding, which is why UNESCO recommends that no less than 26% of a country's national budget be allocated to education. However, in contrast to this recommendation, only ₦3.5 trillion—representing 7.08% of the total national budget—was assigned to Nigeria's Federal Ministry of Education in the 2025 fiscal year (Budget Office of the Federation, 2025).

From the perspective of tertiary institutions, African—particularly Nigerian—institutions tend to underperform when compared to their global counterparts. Nigeria's tertiary education system has been plagued by persistent crises, further exacerbated by a shortage of qualified lecturers, high turnover rate, low engagement, and weak commitment levels (Akhtar & Nazarudin, 2020). Consequently, labor productivity in Africa and South Asia remains relatively poor. In 2005, Sub-Saharan Africa recorded the lowest labor productivity among all global regions, and to date, the continent still lags behind in this regard. Additionally, approximately 45% of public sector workers and 47% of private sector employees identified inadequate pay as a key factor contributing to job dissatisfaction (Wangechi, Kiragu, & Sang, 2023).

In a similar vein, Saint, Hartmet, and Strassner (2023) expressed concern over the poor performance of Nigerian tertiary institutions, particularly in teaching and learning, as reflected in the limited employability of graduates and negative evaluations by employers. According to NOUN (2011), there have been growing concerns regarding the declining quality of education across universities, polytechnics, and colleges of education in Nigeria. This decline is evident in the caliber of graduates these institutions produce, many of whom struggle with unemployment and are often considered inadequately prepared. Likewise, Mohammed and Gbenu (2021) and Obayan (2019) noted a significant deterioration in the standard of education provided by higher education institutions in recent times. Babalola (2023) went further to describe the condition of tertiary education in Nigeria as an "institutional failure," primarily due to the mismatch between graduates' skills and labor market demands.

While money plays a significant role at various stages, it is not the sole factor that drives employee motivation. Non-monetary incentives such as empowerment, recognition, and constructive feedback often serve as key motivators that inspire employees to perform effectively (Fuhrmann, 2006; Armstrong, 2010). Furthermore, Photanan (2004) and Mira and Ode (2019) emphasize that training stands out as one of the most vital strategies for fostering employee development and motivation. To promote an environment of open communication, organizations

should offer feedback in the form of recognition to their employees (Memmott, 2002; Ndugu, 2017).

Hassan Usman Katsina Polytechnic has been noted for inefficiency and ineffectiveness among some of its employees (Mohammed, 2020). There was a period when outstanding staff members and students were recognized with awards, which led to improved employee performance. However, as time passed, such recognition practices were discontinued, resulting in a noticeable decline in staff performance. Another pressing issue is the institution management's inability to anticipate and support the future needs of its employees, contributing to increased job mobility and reduced effectiveness among staff. This situation likely stems from a diminished sense of perceived organizational support (POS) within the institution (Mohammed, 2020). The absence of adequate support contradicts the critical role POS plays in linking non-monetary compensation to employee performance. POS refers to employees' perception of how much their organization values their contributions and well-being (Hussain et al., 2022). In this context, POS reflects how staff at Hassan Usman Katsina Polytechnic perceived the institution's concern and care for them.

Additionally, employees in other African nations have identified non-monetary factors—such as working conditions, recognition, job security, and opportunities for career advancement—as significant influences on their productivity. According to reports, 46% of professional workers in Kenya experienced reduced productivity due to factors like insufficient training, unfavorable working conditions, and inadequate recognition systems (Odemba, 2014; Wangechi, Kiragu& Sang, 2018). In the context of this study, non-monetary compensation refers to any form of reward received by staff at Hassan Usman Katsina Polytechnic that serves as a motivator for enhanced performance.

Considering the above, this study aims to address the issue by building upon the work of Mohammed (2015), with a specific focus on examining the mediating role of perceived organizational support in the relationship between non-monetary compensation and employee performance at the Hassan Usman Katsina Polytechnic, Katsina State.

2. LITERATURE REVIEW

Compensation, which encompasses both monetary and non-monetary rewards, plays a vital role in influencing employee performance and satisfaction. Scholars like Chen & Hsieh (2006) and Ahmad & Ahmad (2024) emphasize that compensation includes salaries, bonuses, benefits, and recognition, and directly impacts motivation and productivity. Several studies, such as those by Payam et al. (2023), Uzonna (2023), and Boamah (2024), highlight how intrinsic rewards like appreciation, empowerment, and promotion opportunities—as well as extrinsic rewards like salary and fringe benefits—positively influence employee performance. Similarly, researchers such as Gikuya (2024) and Betelehem (2025) report that non-financial incentives such as work-life balance, leadership style, and favorable working conditions significantly boost employee motivation and job satisfaction.

Further studies reinforce the link between reward systems and performance. For instance, Mengistu (2017) and Aslam et al. (2015) found that compensation dimensions such as training, promotion, recognition, and work environment significantly enhance performance. Ali & Ahmad (2017) noted that while pay and promotion are important, recognition had the strongest influence on job satisfaction. Other studies, including those by Hoque et al. (2023), Kirsten &Toit (2018), and Rai et al. (2018), confirmed that compensation impacts employee performance directly or through mediators like engagement and motivation. Finally, Uddin et al. (2019), Ajayi (2019), and Hussain et al. (2022) demonstrated that HR practices—including rewards and recognition—positively affect employee outcomes, with perceived organizational support often serving as a key mediating factor.

The study by Butt, Rehman, and Safwan (2022) found that human resource practices such as pay, promotion, and training had a significant and positive relationship with job satisfaction among employees in public and private service organizations in Rawalpindi and Islamabad. Similarly, Peter (2014) assessed the role of promotion at the Dar es Salaam City Council and found that promotion positively influenced both individual and organizational performance by enhancing motivation, relationships, remuneration, and job commitment. Steven and Lil (2014) used computer simulations to analyze different promotion systems and found that their effectiveness depends on factors such as organizational structure, task environment, monitoring frequency, and performance criteria.

However, Gathungu, Iravo, and Namusonge (2015) found mixed results in the Kenyan banking sector. While promotion had a significant positive relationship with commitment among contract staff, it showed a negative or insignificant relationship for permanent employees. Geng et al. (2018) explored the impact of regulatory focus and emotional labor on frontline employee creativity and discovered that a promotion-focused mindset was positively associated with creativity. Furthermore, emotional labor strategies (deep and surface acting) mediated the relationship between regulatory focus and creativity, suggesting that both mindset and emotional strategies play a critical

role in enhancing innovative performance among service employees.

Muchai and Benson (2014) explored the effect of employee engagement on job performance using a case study of Nakuru Water and Sanitation Company in Kenya. The study employed a descriptive research design and involved all 49 employees through a census method. A pilot test was conducted to ensure reliability and validity of the questionnaire, using Cronbach's alpha and expert opinion. Data were collected and analyzed using SPSS, applying both descriptive and inferential statistics. The study found a significant positive relationship between employee engagement and job performance, highlighting the importance of actively involving employees in their work environments.

Bradler et al. (2016) conducted an experimental study with over 300 participants to assess the impact of public recognition on employee performance. Workers who received unannounced recognition showed improved performance, with the most notable improvement coming from those who were not directly recognized, indicating peer motivation effects. Similarly, Short (2016) found through qualitative interviews in 500 companies that recognition positively affects employees' work and their attitudes toward managers. Ndungu (2017) also confirmed a significant positive relationship between rewards, recognition, and employee performance at Kenyatta University. His study additionally revealed that intrinsic and extrinsic rewards, as well as leadership and work environment, play a key role in performance, while weak job security and inadequate compensation contribute to dissatisfaction.

Arshad, Asif, and Balock (2012) conducted a study on Pakistan Telecommunication Company Limited, Islamabad, and found a strong positive relationship between fairness in working conditions and organizational performance. Their findings suggested that fair treatment and an improved work environment significantly boost employee productivity and, consequently, organizational performance. Similarly, Nduku, Mwenda, and Wachira (2015) analyzed Kenya Commercial Bank employees and found that physical working conditions greatly influenced employee performance, while occupational health and safety had a lesser impact. Eluka and Okafor (2015) also reported that favorable working conditions led to improved employee performance, reduced turnover, job satisfaction, and better employer-employee relationships in Nigerian firms, further establishing the importance of supportive work environments.

Anwar (2016) extended the discussion to physicians in Jakarta hospitals and discovered that motivation and work environment significantly impacted performance, while training had a minor but positive influence. Salolomo and Agbaeze (2019) focused on work-life balance in Nigeria's banking sector and confirmed its significant effect on employee performance, especially through flexible work arrangements and managerial support. Finally, Xingwana, Smith, and Mazibuko (2019) investigated South African gold mines and found that both working environment and employment conditions influenced the perceived skills shortage among engineers and professionals. The study concluded that a supportive working environment not only improves performance but also enhances job satisfaction, retention, and reduces skill shortages.

Quadros and Misango (2017) explored the effect of modern and customized training tools on organizational performance at Aggreko International in Kenya. Using a case study design and a questionnaire administered to 80 employees, the study found unanimous agreement among respondents on the benefits of using Orange Excellence training tools. These tools were deemed relevant to the organization's goals and positively contributed to performance enhancement. Similarly, Mira and Odeh (2019) studied employees at Jeddah Islamic Port and confirmed a significant positive relationship between training and employee performance, emphasizing the mediating role of authentic leadership. Their regression analysis using SMART PLS software demonstrated that leadership not only enhances the effectiveness of training but also plays a key role in boosting performance.

In the sports context, Nugent et al. (2018) and Pla et al. (2018) examined the effects of different training regimens on swimming performance. Nugent et al. found that high-intensity training affected certain biomechanical and physiological variables like stroke length and lactate velocity, although there were no significant differences across all performance measures. Pla et al. revealed that polarized training (a mix of high and low intensities) slightly improved 100m performance and reduced fatigue compared to threshold training. Meanwhile, Yao et al. (2019) investigated training types in the hospitality industry and concluded that error management training led to the highest service recovery performance and perceived fairness among employees, highlighting the mediating role of fairness in linking training with improved service outcomes.

2.1 Theoretical framework

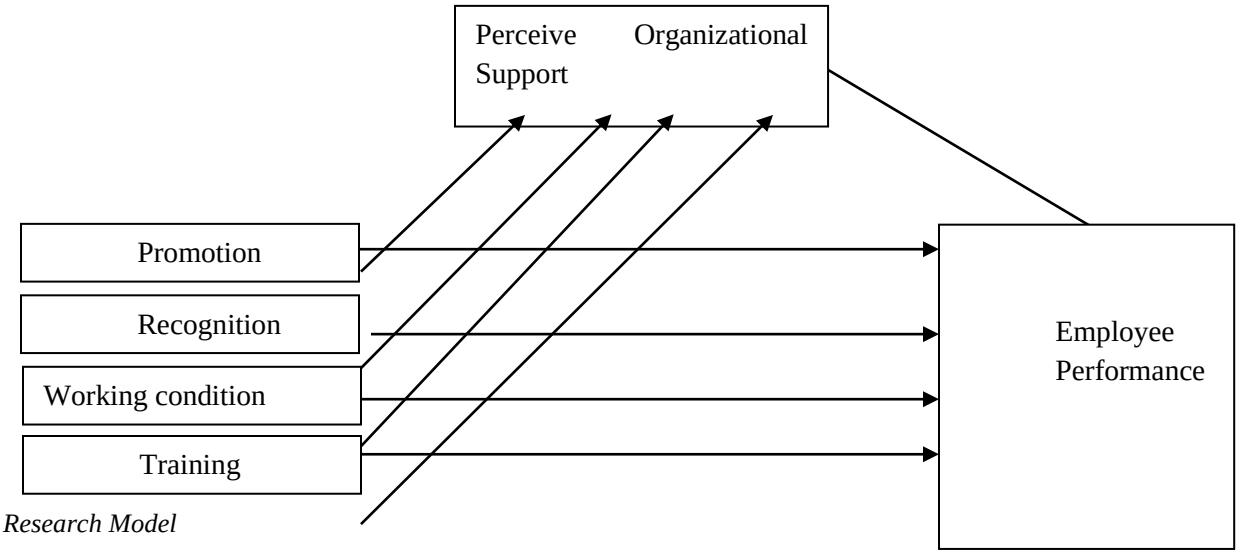
Abraham Maslow's Hierarchy of Needs theory, introduced in 1943, presents a dynamic, holistic model that categorizes human needs into five levels: basic,

safety and security, social, esteem, and self-actualization. Basic needs such as food, shelter, and clothing are essential for survival, while safety needs involve job security, stable working conditions, and protection from harm. Social needs relate to belonging, love, and acceptance, followed by esteem needs, which include recognition, achievement, and respect. At the highest level, self-actualization encompasses personal growth, creativity, and the realization of one's full potential. Ajayi (2019) aligned these needs with motivational elements, suggesting that safety relates to the nature of work, social needs to responsibility, esteem to recognition and autonomy, and self-actualization to achievement and advancement. This theoretical framework supports the constructs of the study's independent variables—promotion, recognition, work conditions, and training—since they align with esteem, safety, and self-actualization needs, respectively. As such, Maslow's theory underpins the research by explaining how fulfilling these non-monetary needs can motivate employees and enhance their performance.

Organizational Support Theory (OST) explains how employees form perceptions of how much their organization values their contributions and cares for their well-being—referred to as perceived organizational support (POS). This theory emphasizes the significance of employees' perspectives in the employee–organization relationship and links POS to key outcomes like job satisfaction, affective commitment, and job performance. According to Rhoades and Eisenberger (2002) and Kurtessis et al. (2015), POS is influenced by antecedents such as fairness, supervisor support, and human resource practices (e.g., training, promotion, rewards, and working conditions). In turn, POS fosters a sense of obligation in employees to reciprocate with higher performance and organizational loyalty, fulfilling both social-emotional needs and strengthening psychological well-being. In the context of this study, OST effectively supports the mediating role of perceived organizational support by linking human resource practices (independent variables) with improved employee performance (dependent variable), thereby making it the appropriate supporting theory.

2.2 Research framework

Below is the framework formulated for the mediating variable (perceived organizational support), dependent variable (employee performance) and the independent variable (non-monetary compensation)



Research Model

Source**:** The Researcher, (2025).

The above model expressed that the mediating variable (perceived organizational support) mediates the relationship between the constructs of independent variable (employee promotion, recognition, work condition and training) and the independent variable (employee performance). For the fact that most frame work of the previous researchers used recognition, promotion and salaries (Yaseen, 2013), like Aliya (2015) used recognition and work condition and other researchers. Even though Megnistu (2017) used recognition, promotion, work conditions and training but included other constructs of monetary compensation like salary and employee benefits and does not include the mediating variable in the frame work. As

researchers recommended study on the non-monetary constructs including the training, promotion, work condition and recognition with perceived organizational support as a mediating variable, the research proposed this new framework to include the mediating variable of perceived organizational support that links training, promotion, work condition and recognition with the dependent variable (performance).

3. METHODOLOGY

The study employed a quantitative research approach using a descriptive survey design, suitable for collecting data on the mediating effect of perceived organizational support on non-monetary compensation and employee performance at Hassan Usman Katsina Polytechnic, Katsina State. With a target population of 426 academic staff (Registry Department, Hassan Usman Katsina Polytechnic, 2025), a sample size of 205 was determined using Krejcie and Morgan's (1970) table. Due to the absence of a complete sampling frame, a non-probability convenience sampling technique was adopted, as recommended by Samuel, Ernest, and Awauh (2013). Primary data were collected through structured, close-ended questionnaires distributed directly to the respondents with the help of three research assistants. This method was chosen for its broad coverage and efficiency in gathering large volumes of data (Paulhus&Vazire, 2007).Data analysis was conducted using SPSS version 20 for preliminary and descriptive statistics, while SmartPLS version 3 was used to assess the measurement and structural models due to its scientific reliability and suitability for management and social science research, especially with additional variables (Ringle, Wende, & Becker, 2015).

4. RESULTS AND DISCUSSION

Demographic Profile of the Respondents

N	Frequency	Percentage	Cumulative %
Age			
18-25	14	7.7	7.7
26-35	84	46.2	53.8
36-45	68	37.4	91.2
46-55	16	8.8	100
56 and above	0	0	
Total	182	100	
Qualification			
B.A., B.Sc., HND or Equivalent	86	47.3	47.3
Masters	72	39.6	86.8
PhD	24	13.2	100
Total	182	100	
Marital status			
Single	60	33.0	33.0
Married	108	59.3	92.3
Divorced	6	3.3	95.6
Widow	8	4.4	100
Total	182	100	
Gender			
Male	152	83.5	83.5
Female	30	16.5	100
Total	182	100	
Work Experience			
0-5 years	88	48.4	48.4
6-10 years	66	36.3	84.6
11 -15 years	12	6.6	91.2
Above 15 years	16	8.8	100
Total	182	100	

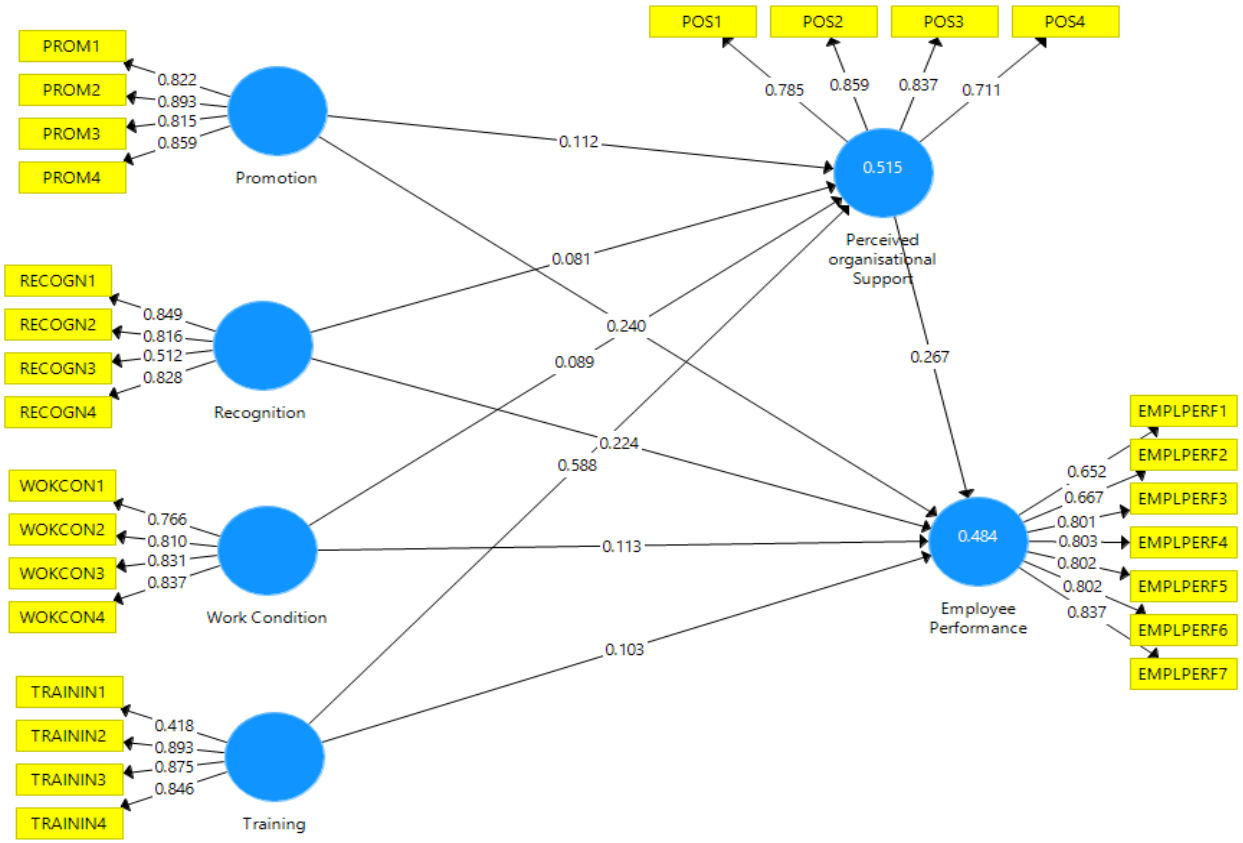
Source: The researcher, (2025).

The table above, shows that 14 of the respondents are between the age of 18-25 representing 7.7%, 84 respondents are between the age of 26-35 representing 46.2%, 68 respondents are between the age of 36-45 representing 37.4%, 32 respondents fall between the age of 46-55 representing 8.8% and no any of the

respondents reached 56 and above years. Furthermore, 86 of the respondents possessed first degree representing 47.3%, 72 of the respondents obtained masters degree representing 39.6% while, 24 of the respondents possessed PhD representing 13.2% of the respondents. In addition, 60 of the respondents are singles representing 33% of the respondents, 108 respondents are married representing 59.3% of the respondents, 6 respondents are divorced and 8 are widows representing 3.3% and 4.4% respondents respectively. So also, 152 respondents are males while 30 respondents are females representing 83.5% and 16.5% respectively. Finally, 88 respondents have below 6 years of experience. 66 respondents have a work experience between 5-10 years of experience, 12 respondents having a working experience between 11-15 years and 16 respondents having work experience above 15 years representing 48.4%, 36.3%, 6.6% and 8.8% of the respondents respectively

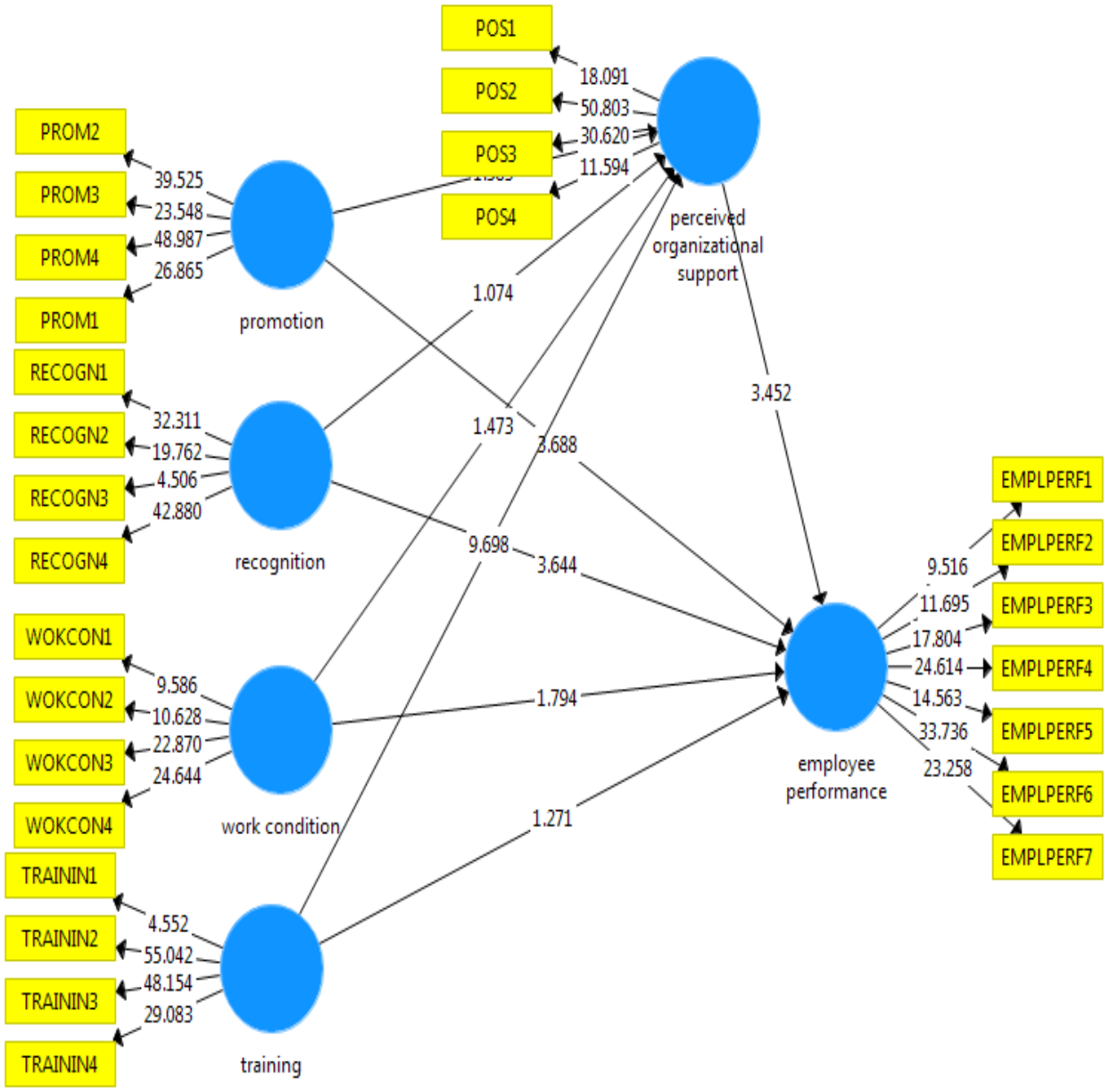
4.1 Individual Item Reliability

The researcher assessed individual item reliability by evaluating the outer loadings of each construct's measure. In line with the rule of thumb for retaining items with loadings between .50 (or even 0.40 when the item is very necessary for conducting the analyses) and .70 as suggested by Hair et al. (2014), it was discovered that all of the 27 items were retained for loading on the desired threshold above 0.40. And this implies that none of the items was deleted (see figure below).



4.2 Assessment of the Structural Model

This study applied the standard bootstrapping procedure with a number of 5000 bootstrap samples to assess significance of the path coefficients (Hair et al., 2014). The figure below presented the estimates for the full structural model.

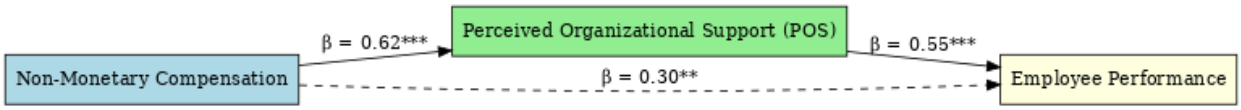


Structural model
Source: The Researcher, (2025)

The figure above is the output for the structural model of the research which can be used to test the hypotheses of the study as shown in 4.3.

4.3 PLS-SEM Path Diagram

The diagram below illustrates the Partial Least Squares Structural Equation Model (PLS-SEM) used to examine the relationships among Non-Monetary Compensation (NMC), Perceived Organizational Support (POS), and Employee Performance (EP). Arrows represent hypothesized paths, with path coefficients indicating the strength and significance of relationships. The dashed line suggests a partial direct effect from NMC to EP, while POS mediates this relationship.



Source: The Researcher, (2025)

4.4Hypotheses Testing

This table tests the hypotheses of the study. The researcher is using the p-values to take decision at five percent (5%) level of significance as was supported by Hair et-al (2010).

Hypotheses Relation	Beta	SE	T-value	P-value	Decision
H1: Promotion hasno effecton the employee performance	0.240	0.065	3.688	0.000	Not Supported
H2: Recognition hasno effecton the employee performance	0.226	0.061	3.644	0.000	Not- Supported
H3: Work condition has no effecton the employee performance	0.114	0.063	1.794	0.036	Not-Supported
H4: Training hasno effecton the employee performance	0.103	0.081	1.271	0.102	Supported
H5: Perceives Organizational Support does not mediate promotion and performance	0.110	0.071	1.583	0.057	Supported
H6: Perceives Organizational Support does not mediate recognition and performance	0.091	0.076	0.074	0.141	Supported
H7: Perceived Organisational support doesn't mediate work condition and performance	0.093	0.060	1.473	0.07	Supported
H8: Perceived Organisational support doesn't mediate training and performance	0.582	0.061	9.698	0.000	Not-Supported

Note: ***Significant at 0.01 (1-tailed), **significant at 0.05 (1-tailed), *significant at 0.1 (1-tailed).
Source: The Researcher, (2025).

4.5Variance Explained in the Endogenous Latent Variables

Constructs	R^2	Assessment criterion suggested by Cohen (1988)
Performance	0.484	Moderate

Source: The Researcher, (2025).

Based on the table above, it is clear that the proportion of variation in the dependent variable that is explained by dependent and mediating variables is moderate. This is because, Chin (1998) suggested that the *R*-squared values of 0.67, 0.33, and 0.19 in PLS-SEM can be considered as substantial, moderate, and weak, respectively. By implication, the R square value of 0.48 indicates that 48 percent of the performance of HUK is explained by Non-monetary compensation (employee recognition, promotion, work condition and training) while the remaining 52 percent is explained by other factors.

4.6Discussion

This study set out to examine the mediating effect of perceived organizational support (POS) on the relationship between non-monetary compensation (promotion, recognition, work condition, and training) and employee performance at Hassan Usman Katsina Polytechnic, Katsina State. The findings contribute to the growing literature on human resource management in higher education institutions in Nigeria, particularly in the public sector where employee performance is increasingly becoming a focal concern.

The analysis revealed that promotion significantly influences employee performance, suggesting that advancement opportunities play a vital role in motivating staff to deliver better results. The positive beta value ($\beta = 0.24$, $p < 0.05$) supports the notion that career progression not only satisfies employees' esteem and self-actualization needs—as postulated by Maslow's Hierarchy of Needs—but also contributes to organizational effectiveness. This finding aligns with previous research, including studies by Mengistu (2017) and Peter (2014), which emphasized that structured promotion practices positively influence both individual commitment and institutional output.

Similarly, recognition was found to have a statistically significant and positive effect on employee performance ($\beta = 0.226$, $p < 0.05$). This result confirms

that acknowledging employees' contributions, whether publicly or privately, can improve morale and boost productivity. It reflects the psychological importance of appreciation and validates the claims of Bradler et al. (2016) and Ndungu (2017), who stressed that recognition acts as a powerful motivator and improves employee attitudes toward work and management.

The findings also indicated that working conditions significantly affect employee performance ($\beta = 0.114$, $p < 0.05$). Though the strength of the relationship was relatively modest, it highlights the relevance of a safe, comfortable, and resourceful work environment in influencing job outcomes. This supports the work of Anwar (2016) and Eluka and Okafor (2015), who emphasized the importance of fair and healthy working conditions in enhancing productivity, lowering turnover, and strengthening the employer-employee relationship. This relationship also corresponds to Maslow's safety needs, suggesting that when employees feel secure and supported in their work environment, their performance tends to improve.

In contrast to the above, training did not show a statistically significant direct effect on employee performance ($\beta = 0.103$, $p = 0.102$). This finding diverges from the mainstream literature that generally positions training as a major driver of skill development and performance (e.g., Mira &Odeh, 2019; Quadros & Misango, 2017). The lack of significance in this study may be attributed to the quality, frequency, or applicability of training programs at the institution. It is possible that the existing training interventions at HUK are either insufficiently aligned with job demands or are not perceived as valuable by employees, thereby limiting their influence on performance.

Regarding the mediating role of perceived organizational support (POS), the results showed that POS significantly mediated the relationship between training and employee performance ($\beta = 0.582$, $p < 0.05$), but did not significantly mediate the relationships between promotion, recognition, and work condition with performance. This unique result suggests that while training alone may not directly enhance performance, its effectiveness is amplified when employees perceive that the organization genuinely values their development and well-being. This aligns with Organizational Support Theory (OST), which asserts that when employees perceive support from their organization, they feel obligated to reciprocate through increased commitment and improved performance. The significant mediation effect of POS in the training-performance link indicates that emotional and psychological support mechanisms are crucial for training to yield meaningful results.

However, the non-significant mediation effects of POS in the relationships involving promotion, recognition, and work condition indicate a potential disconnect between formal HR policies and employees' actual perceptions of organizational care. Although these practices may be present, their effectiveness appears to be limited by a lack of communication, consistency, or managerial follow-through that would otherwise enhance employees' perception of support. This is particularly important because organizational support serves as an emotional bridge that strengthens the impact of HR practices on employee behavior.

The study also revealed that the overall model explained 48.4% of the variance in employee performance, indicating a moderate level of explanatory power according to Chin (1998). This implies that nearly half of the changes in employee performance at Hassan Usman Katsina Polytechnic can be attributed to non-monetary compensation and perceived organizational support. The remaining 51.6% could be influenced by other factors not captured in the model, such as intrinsic motivation, leadership style, institutional culture, or monetary incentives.

In summary, the findings of this study underscore the critical role of non-monetary compensation in shaping employee performance within a tertiary institution. Promotion, recognition, and working conditions all have significant direct effects, while training requires the mediating support of perceived organizational support to exert its influence. These results point to the necessity for institutional management to not only implement robust HR practices but also cultivate a supportive organizational climate that fosters trust, appreciation, and long-term engagement.

4.7 Practical Implications of the Study Findings

The findings of this study carry important practical implications for human resource management in higher education institutions, especially within the Nigerian public sector. First, the significant impact of promotion on employee performance emphasizes the need for clear, fair, and transparent promotion policies. Institutions should ensure that advancement opportunities are merit-based, well-communicated, and aligned with employee expectations. When staff see a viable path for career progression, they are more likely to remain committed and perform optimally.

Second, the significant effect of employee recognition suggests that appreciation—whether formal or informal—can significantly enhance morale and job performance. HR departments and institutional leaders should establish recognition programs that acknowledge both individual and team contributions. Simple practices such as verbal commendations,

certificates, or public acknowledgments during meetings can positively influence employee motivation and workplace culture.

Third, the study found that working conditions play a modest yet meaningful role in driving performance. This underscores the need to provide safe, supportive, and adequately equipped work environments. Ensuring consistent power supply, internet access, ergonomic office setups, and a general sense of physical and psychological safety can lead to more productive staff.

However, the non-significant direct effect of training on performance, alongside the significant mediating role of perceived organizational support (POS), points to a critical insight: training efforts alone may be ineffective unless employees believe the institution genuinely values their growth. Therefore, training programs must be purposeful, relevant to job roles, and clearly communicated as part of a broader institutional commitment to employee development. This also implies the need for HR units to link training with mentorship, post-training feedback, and performance review systems that signal institutional support.

Finally, the absence of POS mediation in the effects of promotion, recognition, and work condition suggests a potential gap in how these HR practices are perceived by employees. Leaders must ensure that policies are not only implemented but are accompanied by managerial behavior that reflects care, fairness, and responsiveness. Strengthening communication channels and promoting a culture of inclusion and empathy can enhance employees' perception of support, thereby maximizing the effectiveness of existing HR strategies.

5. CONCLUSION AND RECOMMENDATION

In conclusion, this study established that non-monetary compensation—specifically promotion, recognition, and working conditions—significantly enhances employee performance, while training only improves performance when mediated by perceived organizational support (POS). The findings underscore the importance of aligning human resource practices with employees' psychological needs to foster motivation and productivity. It is therefore recommended that the management of Hassan Usman Katsina Polytechnic strengthen employee support systems by institutionalizing transparent promotion processes, regular and meaningful recognition programs, improved working conditions, and relevant training initiatives. Importantly, these efforts must be backed by genuine organizational care and communication to enhance POS, which serves as a vital link between developmental initiatives and performance outcomes.

While this study provides valuable insights into the mediating role of perceived organizational support (POS) in the relationship between non-monetary compensation and employee performance, it is important to acknowledge certain limitations. Notably, a portion of the variance in employee performance remains unexplained, suggesting the possible influence of other relevant variables that were not included in the current model. For example, leadership style—such as transformational or supportive leadership—may significantly affect how employees perceive support and respond to non-monetary incentives. Similarly, job autonomy could influence employee motivation and performance outcomes, as employees with greater control over their tasks may respond differently to compensation and organizational support structures. The exclusion of these potentially influential factors limits the comprehensiveness of the findings. Therefore, future research should consider incorporating additional variables like leadership behavior, organizational justice, psychological empowerment, and job characteristics to better explain employee performance and strengthen the predictive power of the proposed model.

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