

Social support and performance among non-teaching employees in selected public universities in Kenya

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<https://doi.org/10.51867/ajernet.6.4.48>

ABSTRACT

Globally, non-teaching staff execute critical roles in the operations of universities, supporting mission, vision, research, and service to the community through performance. There is a notion that work obligations and personal and family duties flow over into one another, affecting employee performance. Kenyan public universities experience drops in productivity due to inadequate employee performance. Non-teaching employees' support is to support access to quality education to contribute to positive social, economic, and environmental outcomes. Specifically, the study focused on establishing social support's effects on performance using theories of spillover and social exchange with positivist research philosophy. The eight selected public universities were the unit of analysis. The study's target population was 3538. Random stratified sampling techniques ascertained a sample size of 343 respondents. A descriptive and cross-sectional survey design was employed. The questionnaire and interview schedule were used as data instruments. A pilot test was done at the University of Eldoret. A Cronbach's alpha tested the reliability of instruments. The validity of the interview schedule was tested with content analysis and expert judgement. Diagnostic tests were done before inferential statistics confirmed the variable violation. Data cleaning used SPSS 27.0.0 and descriptive statistics were presented in frequencies, percentages, means and standard deviation, content, and expert judgement analysis. Inferential statistics were presented in tables and graphs. The findings results revealed a strong significant association between social support and performance with a linearity of (0.212 > 0.05). Findings contribute information to public universities, government, and human resource practitioners to develop strategies and policies that promote performance. The research concluded and recommended the development of related studies in the future.

Keywords: Non-Teaching Employees, Performance, Selected Public Universities, Social Support

I. INTRODUCTION

Nowadays, organizations have to invent and improve with distinctive dynamic features that permit their competitive performance for survival in the dynamic market. Notably, employees are the eminent resource outstanding to others within the doctrine of resources. They are humans who have anxiety about their happiness, emotional needs, and career development. To pull through, organizations have to create means for sustainable competitive advantages to achieve performance aims. Charoensukmongkol and Phungsoonthorn (2021) proclaim that supervisory and coworker support is the primary origin of social support for workers in Thailand. Since they provide rewards, protection, assistance, and motivation to enhance employee performance. Additionally, various studies have found that supervisors play a fundamental role in decreasing employees' uncertainties and obscurities that they experience in employee performance. Thus, supervisor support relieves the level of uncertainties that employees experienced during the COVID-19 crisis.

Alcover *et al.* (2017) further determined that a qualitative investigation of social support dimensions proved that they may enhance motivation, and promotion in their performance. Nevertheless, Skiba and Wildman (2019), endorse that supervisory support offers views that comforts employees' concerns about worries and reduces turnover, which improves performance. Therefore, supervisor expertise in giving key resources and information to employees plays an essential supporting role in reducing the perceived uncertainties of employees (Tummers *et al.*, 2018). However, Nielsen *et al.* (2020) posit that supervisors who treat employees with respect set the atmosphere for an entire

shift; because managers with poor attitudes may decrease employees' performance, and retention could increase when employees feel detached and leave due to work pressure.

Thus, social support is a key driving aspect that has a significant outcome on the health, well being, and job performance of an employee, and is beneficial to both employer and employee. Hence, there is a consensus evident that managers, supervisors, and coworkers, have a significant role in providing support that motivates employee performance. Furthermore, supervisors, coworkers, and friends in Tunisia in Africa provide different types of physical or nonphysical support, for example, emotional on routine basis (Khedher & Asadullah., 2020). Supervisory support occurs when employees perceive that their superiors are concerned about their overall welfare in the workplace by providing social resources pertinent to their tasks or objectives. Consequently, supervisory assistance in resolving work-family-related issues illustrates that reputable supervisory support instills motivation, which elevates employee morale, inspires and motivates individuals, and ultimately enhances performance (Oludayo & Omunijo, 2020).

Hidayah *et al.* (2019) recommend that sufficient support from supervisors makes employees feel confident in their work, while self-directed employees who obtain sufficient supervisor support increase higher levels of performance. Afzal *et al.* (2019) confirmed that supervisor support completely affects employee performance. In addition, social support is the emotional concern of influential assistance, and empathy offered by individuals such as co-workers, and supervisors. Moreover, the level at work where workers identify that supervisor's care about universal welfare is at the workplace where the establishment of resources corresponds to employees' tasks or goals.

In Kenya, the higher education sectors are experiencing an increase in performance competition caused by the entry of more accredited institutions. Okhonjo, *et al.* (2022) assert that banking sector that employ social supportive mechanism, attract health-based on work pressure among the employees and improves performance. Hence, these have led to stiff competition among universities given the plans formulated and their estimation. However, Ngome and Mulinya (2018) supports that institutes not only compete for the student's progress, but also with academic and non-academic employees' performance. Similarly, scholars suggest that supervisors may employ their position to offer criticisms that either encourage or discourage the development of particular human resource practices. Additionally, they can increase employee engagement in Kenyan state-owned enterprises. Similarly, scholars suggested that supervisors may employ their position to offer criticisms that either encourage or discourage the development of particular human resource practices. Thus, supervisors are essential in aiding personnel to remain contented with increased performance.

Previous studies explaining the effect of social support on performance include research conducted by Puspitasari and Ayu (2018); Khan *et al.* (2019), Pelin & Osoin (2021); and Mongdong *et al.* (2021) revealed that social support has a positive and significant effect on performance. Disparity to the research results conducted by Rahmawati and Irwana (2020), social support has no significant impact on performance. The contextual and knowledge gap to be examined in Kenya among non-teaching employees in the selected public university, Kenya, to improve performance through supervisors and coworker support for the betterment of public universities' service delivery.

1.1 Research Objective

To establish the effect of social support on performance among non-teaching employees in selected public universities in Kenya.

1.2 Research Hypothesis

H_{01} : Social Support has no significant effect on performance among non-teaching employees in selected public universities in Kenya.

II. LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 The spillover-Theory

The spillover model originated from the work of Wilensky in 1960, who proposed that experiences in the workplace extend to non-work contexts within an organization. In 1970, Parker and Scott further developed this idea by highlighting the transfer of experiences from the work environment to non-work settings. Grzywacz and Marks (2000) expanded the theory, defining it as the transfer of emotions, skills, and values between work and personal life.

Amstad *et al.* (2011) noted that employees may experience a poor relationship with her supervisor which creates some sort of negative strain like disappointment, negative, emotions and mental preoccupation. This may occur not only during working time but most probably also during non-work time. The spill-over theory was applied to relate to the effect of social support, flexible work schedules, time off policies, and wellness initiatives on employee performance. Moreover, it drew attention to how the working environment acts as a moderator between independent variables such as job characteristics and dependent factors like worker productivity. The spillover theory has been the subject of

numerous studies, albeit with conceptual and methodological gaps that vary by context (Bello et al., 2020). The present study determined the theoretical knowledge gap to improve the employee work-life balance and increase performance.

2.1.2 Social Exchange Theory

Social exchange is recognized as a positive indicator between employers and employees in an organization that impacts the attainment of objectives through effective performance. This implies that taking into account the advantages and disadvantages of each relationship dictates whether the social association should be maintained or terminated. Additionally, Blau (1964) states that individuals ought to assist others and that those who have assisted them in the past should not be harmed or intended to be harmed. Social exchange provides obligations and freedom in workplaces through social networks and a succession of interactions over time (Brunneto et al., 2016). This example demonstrates that social interaction between two interdependent individuals functions as a reciprocal attraction.

2.1.4 Theoretical Review

According to Homans (1961), social exchange theory was viewed as a social behavior driven by costs and benefits with employees within organizations. However, Zhao *et al.* (2020) discovered that this theory has been used in various studies as sharing of ideas, examining of interrelationships, and communications. Therefore, Homans believed that social exchange is the behavior that depend on the benefits gained between employer and employee. Hence, the study adopted the social exchange theory to positively indicate the standards indicator between employers and employees in selected public universities, Kenya to investigate employee social support and performance though behavior (Homans, 1961). Thus, it also considers organizational attitude and behavior among employees performance.

Social exchange provides obligations and freedom in workplaces through social networks and a succession of interactions over time (Brunetto *et al.*, 2016). Social exchange theory was outstretched to the functional and organizational environs with the value of norms and behaviors. This theory holds the perspective that personality stereo typically presume reciprocal support. This assistance could be personal tenderness, individual reliance, feeling among staff, and other interpersonal measure. According to scholarly studies, social exchange theory disclosed that there is a basic interaction between employees and organizations to complete their rewards and decrease their expenses in performance. This research paper explains the concept of social support on job performance. The social support theory has been enforced in several sectors, including banking, manufacturing, and healthcare, to determine how individuals perceive and implement social exchange theory.

2.2 Empirical Review

Wulantika et al. (2023) sought to examine the interplay between job fatigue, social support, and employee performance. The study employed descriptive statistics and confirmation techniques with primary data, collecting information from 31 online questionnaires dispersed to employees of Jayakarta Suites Bandung. They utilized statistical techniques and multiple regression in data analysis. The data collection method engaged the saturated sampling. The results indicated that employee performance is influenced to some extent by exhaustion, whereas social support demonstrates a negative influence on performance. The study outcomes provided an overview of job fatigue and social can impact on performance organizations. The knowledge gap regarding social support and employee performance has been identified to enhance employee output.

Zulhakim et al. (2022) determined the significant outcome of resilience and social support in the performance of female nurses with a mediation variable of work engagement in Maratam City Hospital, Indonesia. The target population is 246 female nurses at the Mataram City Regional Hospital. The sample size of 72 respondents was determined using the Slovin formula with a sampling technique of simple random sampling. The research type was causality; data collection tool was PLS-SEM Analysis. The findings revealed that social support affected on both work engagement and performance.

Pelin and Osoian (2021) investigated and elucidated the correlations between task performance, organizational citizenship behavior, social support, and various demographic factors that could impact these variables. The quantitative research was conducted using data from a sociological survey that comprised two standardized questionnaires and a Likert scale that assessed employees' task performance, coworkers' perceived support, and organizational citizenship behavior. The sample size is 300 pairs of personnel, consisting of employees and their direct supervisors, who are employed in Romanian service provision firms. Using the free software JASP 0.14.1.0, correlation and regression analyzes was conducted on the survey results. Although the results demonstrated positive correlations between the variables, this does not indicate that the support of coworkers has any bearing on task performance. It was not possible to establish statistically significant relationships using demographic data. Potential future research could benefit from a more extensive sample size.

Putra *et al.* (2021) purposed to determine how supervisor, peer, and familial support affected the performance of lecturers at an Indonesian private university. The data was obtained through the implementation of basic random

sampling of basic random sampling on a sample size of 172 university lecturers' populations. 112 respondents responded to the questionnaire, confirming the validity of the results. The data was processed utilizing the SEM method and Smart PLS 3.0 Software. The study outcome identified that social factors, supervision, peers, and family support had a strong evidence relationship to performance. This novel study presents a framework for enhancing the performance among instructors at private universities in Indonesia by augmenting social support for their employment. This study identified a knowledge deficit in non-teaching personnel in the chosen public universities located in Kenya.

Nasurdin *et al.* (2020) researched the integration of social support among nurses work engagement, and job performance in the nursing profession, Malaysia. The research objective was to examine the distinct effects of supervisory support and assess the intervening function of work engagement. A target population of 639 staff nurses in nine private hospitals in Malaysia participated in the survey. The technique of partial least squares was employed to examine the research hypotheses. The findings indicated that social support exerted positive direct effect on job performance. Hence, the study recommended that private hospitals allow nurses to participate in decision-making to enhance their knowledge, skills, and abilities in their performance. The present study engaged the supervisory and coworker support in selected public universities as a contextual gap to better their work attendance.

Astawa *et al.* (2023), researched the significance of supervisors' support in motivating the work of operational employees and its implication on performance and retention in 5-star hotels in Bali. The target population was permanent employees of 5-star hotels in Bali. A sampling of 5-star hotels used in sampling areas including; Badung, Gianyar, and Regencies. The sample size of 125 research respondents was determined by purposive sampling. Data collection techniques such as observation, interviews, and research questionnaires were utilized. Quantitative descriptive analysis was employed to realize the current status of employees based on supervisor support, work motivation, performance, and employee retention. The finding established the importance of supervisor support in improving the performance and retention of 5-star hotel employees in Bali in the future. The results showed that supervisors' support increased employee performance and retention.

2.3 Conceptual Framework

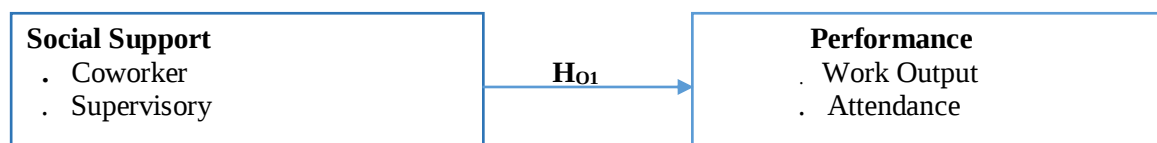


Figure 1
Conceptual Framework

According to Mugenda and Mugenda (2019) conceptual framework reviews the relationship between independent and dependent study variables. Independent and dependent variables are discussed based on how they are rationalized and measured. The independent variable was social support, was examined through co-worker and supervisory support. The dependent variable was performance measured through work output and attendance.

III. METHODOLOGY

3.1 Research Design

The cross-section survey approach is where the researcher gets all the information they need in a single task (Saunders *et al.*, 2019). The researcher's objective was to examine, analyze, and assess the sufficiency and positive nature of the variables. Additionally, the survey method was chosen due to its unique ability to generalize data from a sample and determine if there was an evidential relationship between variables at a specific moment in time (Mugenda & Mugenda, 2019). Nevertheless, the utilization of a cross-sectional survey design holds significance in elucidating or depicting data obtained from populations that exceed the scope of direct observation.

3.2 Data Collection Methods

Data collection is the systematic acquisition and organization of collected information that is valuable in elucidating discoveries pertinent to a particular domain of research. According to Kothari and Garg (2014), a mixed methods approach to data acquisition guarantees that the research will amass a substantial amount of both qualitative and quantitative data. Utilizing a questionnaire and interview schedule, the proposed research gathered both qualitative and quantitative data from study participants.

3.3 Target Population

The study's target population objective comprised all non-teaching employees employed in the eight public universities that were specifically chosen from Kenya (CUE University Statistics, 2022). The total number of non-teaching personnel at the eight (8) selected universities was 3538.

3.5 Sampling Procedures

The research exploited a stratified sampling technique, wherein a subset of the population, referred to as a stratum, was selected based on the union affiliations of Kusu and Kudheihia (Kothari & Garg, 2014). By employing this methodology, the investigator was capable of conducting a reliable study on a limited sample size that was deliberately chosen to offer qualitative information pertinent to addressing research inquiries and fulfilling the specific objectives. Furthermore, in comparison to simple random sampling, the method exhibited enhanced statistical exactness due to the reduced variability observed within the subgroups as opposed to the substantial variation encountered when sampling the entire population. This also necessitates a small sample size, which helped the researchers save a substantial amount of time, money, and effort.

3.6 Data Analysis Techniques

The sample size was determined using Yamane's formula (Yamane, 1967). The sample size was 378 respondents based on Yamane's formula. The data collection tools were questionnaires and an interview schedule. A Cronbach alpha coefficient exceeding 0.7 is deemed adequate to validate the reliability of the variables (Adeniran, 2019). The reliability of determining the instruments was tested under Cronbach's alpha at 0.896. The study measured the validity of the research instruments using content and expert judgment. Data analysis was cleaned using the SPSS 27.0 version software. The validity of the instrument was measured by content validity and expert judgment. Demographic information was shown in figures and graphs. Descriptive statistics were presented using frequencies, percentages, means, and standard deviation. Interview analysis used content and expert judgment. Inferential statistics were presented in tables in model summary, ANOVA, and regression coefficients.

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon \dots\dots\dots \text{Model 1}$$

Where:

Y = Dependent Variable (Employee Performance)

X_1 = Social Support

β_0 = the constant

β_1 = the regression coefficient

ε = the error term.

IV. FINDINGS & DISCUSSION

4.1 Response Rate

The respondents were provided with 378 questionnaires in total. A return of 350 questionnaires (93 percent) was obtained. Out of the total, seven items (1.9%) were excluded due to substantial response gaps for the variable components. The sample utilized in the study was 343 respondents.

4.2 Descriptive Analysis Results

The object of the study was to establish the effect of social support on performance among non-teaching employees in selected public universities in Kenya. The table below presents responses from non-teaching employees in selected public universities in Kenya regarding various statements on social support. Respondents rated their level of agreement with each statement using a five-point Likert scale: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Fairly Agree (FA), 4 = Agree (A), and 5 = Strongly Agree (SA). The table also displays the total number of respondents, mean, and standard deviation (StD) for each statement.

Table 1*Social Support*

STATEMENTS	SCALE						Total	Mean	StD
		SD	D	FA	A	SA			
At this university, my co-worker would step in for me if I needed to leave work to deal with a non-work issue.	(F) (%)	5 (1.5)	44 (12.8)	61 (17.8)	164 (47.8)	69 (20.1)	343 (100)	4.05	1.34
My co-worker is instrumental in facilitating the successful completion of my tasks at this university.	(F) (%)	7 (2.0)	42 (12.2)	43 (12.5)	127 (37.0)	124 (36.3)	343 (100)	3.97	1.38
My supervisor assists me in organizing my work schedule in the event of any challenges.	(F) (%)	16 (4.7)	45 (13.1)	33 (9.6)	176 (51.3)	73 (21.3)	343 (100)	4.07	1.29
I can rely on my supervisor to effectively manage my job obligations in the event of unforeseen non-work obligations.	(F) (%)	19 (5.5)	40 (11.7)	57 (16.6)	104 (30.3)	123 (35.9)	343 (100)	4.02	1.41
Composite Mean and Standard Deviation								4.03	1.36

(F) = Frequency

(%) = Percentage.

The results calculated mean score of 4.05 and standard deviation of 1.34, and determined a significant proportion of the participants agreed that coworkers should covers one another if one must abandon work to attend to a critical non-work matter. A mean score of 3.97 and a standard deviation of 1.38, indicated a significant proportion of the respondents agreed that colleagues at their university assists in completing tasks. Based on the calculated mean score of 4.07 and standard deviation of 1.29 established that a weighty proportion of the participants agreed that supervisors assisted in scheduling in the event of difficulties. As indicated by the mean score of 4.02 and standard deviation of 1.41, the majority of respondents agreed that their supervisor can be trusted upon to ensure that work responsibilities are encountered in the event of unforeseen non-work obligations.

The findings of the present study indicate a consistently elevated consensus among participants concerning the significance of support from colleagues and supervisors in the workplace. The average scores—spanning from 3.97 (colleague assistance with tasks) to 4.07 (supervisor assistance with scheduling)—demonstrate a robust perception of social support within the organisation. This is corroborated by comparatively low standard deviations, indicating agreement among respondents.

Based on a standard deviation of 1.20 and a mean score of 4.22, it can be inferred that a significant proportion of participants expressed their ability to meet deadlines. The data exposed that a substantial number of participants felt that the tools they use to enhance their job output operate as a motivating factor for maintaining a healthy work-life balance, as indicated by an average score of 4.62 and a standard deviation of 1.23. The data reveals that a substantial number of participants concurred that it is not challenging to schedule time to meet their obligations during an emergency, as evidenced by a mean score of 4.16 and a standard deviation of 1.49. The majority of respondents, with a mean score of 4.49 and a standard deviation of 1.26, concurred that their performance had enhanced due to more time allocated for work and family responsibilities. The observation that the item mean surpassed the composite mean by a margin of 4.37 indicates a positive influence of the item mean on the composite mean.

The study's findings indicate a robust and consistent perception of social support among non-teaching staff, evidenced by elevated mean scores and minimal standard deviations, underscoring the consensus that colleagues and supervisors provide active support during both work-related and personal challenges. Participants indicated their capacity to adhere to deadlines and sustain work-life balance, with tools and flexible scheduling serving as incentives. The findings correspond with the studies of Putra et al. (2021), Nasurdin et al. (2020), Astawa et al. (2023), and Zulhakim et al. (2022), all of which underscore that strong support systems markedly improve work engagement, motivation, and job performance.

Table 2*Performance*

STATEMENTS	SCALE						Total	Mean	Std
	(F) (%)	SD (1.7)	D (5.5)	FA (10.8)	A (55.2)	SA (26.8)			
I can meet deadlines.	(F) (%)	6 (1.7)	19 (5.5)	37 (10.8)	189 (55.2)	92 (26.8)	343 (100)	4.22	1.20
The tools I use in my duty performance enhance my work output.	(F) (%)	11 (3.2)	35 (10.2)	30 (8.7)	157 (45.8)	110 (32.1)	343 (100)	4.62	1.23
I can easily make arrangements to attend to my duties in case of a problem.	(F) (%)	10 (2.9)	51 (14.9)	65 (19.0)	137 (39.9)	80 (23.3)	343 (100)	4.16	1.49
My performance has improved because I get time to attend to my duty and personal life.	(F) (%)	4 (1.2)	29 (8.5)	34 (9.9)	137 (39.9)	139 (40.5)	343 (100)	4.49	1.26
Composite Mean and Standard Deviation								4.37	1.30

(F) = Frequency (%) = Percentage

In the descriptive analysis of social support and performance, most of the respondents agreed that the co-worker would step in when one wants to attend to a non-work issue ($M = 4.05$, $SD = 1.34$). This declares that the selected public universities practice social support among non-teaching employees. The social support statements of the coworker and supervisory support agreed with ($M = 4.03$, $SD = 1.36$). These findings suggest a supportive workplace culture where colleagues willingly assist each other during non-work obligations. This aligns with Putra et al. (2021), Nasurdin et al. (2020), and Astawa et al. (2023), who found that robust coworker and supervisor support positively influences employee engagement, job performance, and organizational climate.

4.3 Results on Reliability

From Table 3. The results show that Cronbach's alpha coefficient was more than the minimal needed value of 0.70, resulting in an overall value of 0.896, which points to a higher level of inner consistency for our scale and instruments were dependable (Cronbach, 1951).

Table 3*Results on Reliability, Mean, Standard Deviation and Correlation of the Study*

Variable	Cronbach alpha	Variable	Cronbach alpha	Cronbach alpha
Co-worker	0.872	Social Support	0.978	0.896
Supervisory	0.912			

4.3 Correlation Analysis Results

The findings demonstrate a significant positive correlation between social support practices and employee performance, with a correlation coefficient of $R = 0.670$ and a p-value of 0.017, which is below the standard significance level of 0.05. This indicates that an increase in social support from both colleagues and supervisors correlates with enhanced job performance. The strength of the correlation underscores the crucial role that supportive work environments have in enhancing productivity and engagement among employees. The results align with those of Mongdong et al. (2021), who similarly identified a significant positive correlation between social support and employee performance in their research. This concordance with prior studies underscores the significant influence of social support systems on organisational results and affirms the necessity of fostering such practices within institutions.

Table 4*Correlation Analysis*

Variables	Social Support Practices	Performance
Social Support Practices	1	
Performance	.670*	1
Sig. (2-tailed)	0.000	
N	100	100

* Correlation is significant at the 0.05 level (2-tailed).

4.4 Simple Linear Regression Results Social Support and Performance

Table 5 shows that the R-squared value is 0.449. The results of this study indicate that social support was responsible for 44.9%.

Table 5

Model Summary; Social Support and Employee Performance.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.670 ^a	.449	.448	.78603	.449	278.032	1	341	.000

a. Predictors: (Constant), Social Support

The conclusion is drawn from the analysis of variance (ANOVA) test conducted at a significance level of 0.05 ($p=0.001 < 0.05$). The significance value of 0.001 is below the preset significance limit of 0.05, for proving support for this assertion.

Table 6

ANOVA: Social Support and Performance

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	171.780	1	171.780	278.032	.000 ^b
	Residual	210.684	341	.618		
	Total	382.464	342			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Social Support

Further, the results showed that social support impacted on the performance of non-teaching staff in public universities in Kenya (t-statistic=16.674, p-value = $0.001 < 0.05$), as shown in Table 4.

Table 7

Regression Coefficients; Social Support and Performance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.501	.138		10.899	.000
	Social Support	.608	.036	.670	16.674	.000

a. Dependent Variable: Employee Performance

Based on these findings, the null hypothesis was rejected at the 5% significance level, suggesting a strong relationship between social support and employee performance. Specifically, an increase of one unit in social support was associated with a 0.608 increase in the performance of non-teaching staff at the selected public universities in Kenya. Thus, the null hypothesis that social support has no significant effect on the performance of non-teaching personnel in public universities in Kenya was refuted. The results reflect past study findings that proved that universities should provide a creative support atmosphere that allows employee perform with social support groups, and co-workers to relax during breaks or non-working hours. Hidayah *et al.* (2019) and Mongdong, *et al.* (2021), supported by their previous studies, realized that social support has a deep enhancing therapy that impacts the psychological environment that promotes performance. Moreover, Oludayo and Omonijo. (2020), proved that supervisory support provides encouragement that enhances, morale, empowers and boosts enthusiasm which increases employee performance. Astawa *et al.* (2023), there was a consensus agreement that social support increases and motivates performance.

Thus the model equation is

$$performance = 1.501 + 0.608 * social\ support$$

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

As per the objective of the study, the findings conclude that the investigation revealed that most of the respondents were in agreement with co-workers and supervisory support. It concluded that the universities administration under study have recognized that social support is a key strategy in performance that improves output and attendance. However, co-workers provide inspiration and support which is critical in overcoming all misfortunes, including a significant effect on the behavior and performance of individual employees. The social support given to nurses provides motivation and enthusiasm to carry out their profession and work as a nurse. So indirectly, social support can also positively impact performance, meaning that the higher the social support is provided, employees feel comfortable consulting with their co-workers about tasks that they have doubts about to reduce their mistakes. Therefore, coworker support positively and significantly affects employee job satisfaction. The results of the analysis show that support from co-workers makes employees less tired, lose their personalities, confidence, and psychologically safety at work so that employees feel more satisfied at work. The present study was based on social support and performance among non-teaching in selected public universities, in Kenya. Further studies may be researched in other public service delivery institutions.

5.2 Recommendations

Future researchers may use other measures of strategies of social support such as job design, work load and performance and a similar study may be carried out in other public service delivery institutions such as public health institutions since this study was limited to the selected public universities.

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