

**Impact of Employee Engagement, Empowerment, Supervisory Support on
Job Satisfaction of Non Teaching employees at Goa University**

PROJECT SUBMITTED

TO

GOA UNIVERSITY

towards Degree of “Master of Business Administration (Executive)”

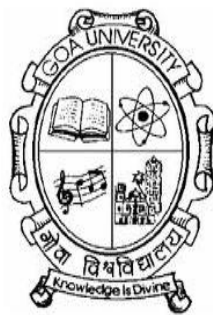
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DECLARATION

I the undersigned, Mrs. Gandha Gawas, do hereby declare that the project entitled; “**Impact of Employee Engagement, Empowerment, Supervisory Support on Job Satisfaction of Non Teaching employees at Goa University**” has been composed by me under the guidance of Prof. Purva Hegde Desai towards partial fulfillment of the degree of Master of Business Administration (Executive) and has not previously formed the basis for the award of any degree or diploma or any other similar title in Goa University or elsewhere”

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CERTIFICATE

This is to certify that this dissertation entitled “ **impact of Employee Engagement, Empowerment, Supervisory Support on Job Satisfaction of Non Teaching employees at Goa University**” is the record work done by a candidate herself during the period of her study, under my guidance to the best of my knowledge and that it has not previously formed the award of any degree or diploma in Goa University or elsewhere.

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Impact of Employee Engagement, Empowerment, Supervisory Support on Job Satisfaction of Non Teaching employees at Goa University

Abstract

Employee Engagement is on the way of fading and there is an emerging detachment among employees today. This study is to investigate impact of Employee Engagement, Empowerment, Supervisory Support and Job Satisfaction of Non Teaching employees at Goa University. This is a descriptive study that aims to identify the various parameters and their relationship with each other. Questionnaire was given in google form was collected from the non teaching employees of Goa University. The study was conducted on 73 non teaching employees from the University. Simple random Sampling Method was used in this research. The process by which we expect engagement to happen needs to be fully understood so that head of organisation can have strategies or manage other context issues to enable full employee engagement. Structural Equation Modeling (SEM) was used to test the hypotheses using IBM AMOS

CHAPTER 1

ABOUT GOA UNIVERSITY

1.1 INTRODUCTION



Fig. 1 Goa University

Goa University is an educational institution, established under the Goa University Act of 1984 (Act No. 7 of 1984) and commenced operations on 1st June 1985. The university provides higher education in the Indian state of Goa. It is located on Taleigao Plateau, situated in taluka of Tiswadi, Goa, having campus spread over 402 acres with state-of-the-art infrastructure such as Administrative Building, Faculty Blocks, Library, Sports Facilities, Student Hostels, Bank, Post-Office, Staff Quarters, etc. Campus-Wide Internet connectivity with strong bandwidth is available for all 24 hours a day.

Over the past 35 years, the University has steadily expanded its reach, both in terms of the number of affiliated colleges - professional and general education numbering to 61, as well as the diversity of courses offered. These colleges offer various courses leading to a degree at graduate, post-graduate level. 7 of them are also recognized as research centres to offer Ph.D. programmes. The University, on its campus, has 10 schools (Table 1). The formation of schools has been done at the start of the academic year 2019-20 with amalgamation of traditional departments to allow organic evolution of new courses. They offer programmes leading to Undergraduate degree (3), Masters degree (35) and Ph.D. degree (25) in various disciplines. In addition, 7 recognised institutions in various disciplines situated in the state of Goa are also recognised for research programmes leading to Ph.D. degree by the University.

Infrastructure and Learning Resources

The Goa University campus is located on a biodiversity-rich lateritic rocky plateau. It extends over more than 400 acres and is home to diverse species of flora and fauna and host to migrating birds. The area has welldefined plantation zones, rainwater harvesting structures, an Arboretum, poly houses, a well-lit network of roads and covered pathways and a grid-connected photovoltaic system. Academic Buildings are equipped with adequate teaching-learning facilities, ICT, research laboratories and auditoria. A spacious and well-equipped library serves the academic community. Facilities such as indoor and outdoor sports grounds, gymnasium, health centre, multipurpose recreation hall, cater to the co-curricular needs of the students and faculty. Hostels for men and women, staff housing, guest houses, bank with ATM, shopping complex, kiosks, daycare centre, etc. provide for the resident population of the campus. An ambulance facility is made available 24x7 on the campus. In the last five years, a new Women's Hostel and a Cricket Ground have been added. To cater to the new academic programmes, additional infrastructure of over Rs. 7000 lakhs have been planned and approved. In the last five years, more than 4100 lakh rupees were spent on infrastructure augmentation and more than Rs.1320 lakh on maintenance of physical and academic support facilities. Goa University Library, managed through an open-source Integrated Management Library System (KOHA), caters to the needs of the academic community. The facilities include Online Public Access Catalogue (OPAC), URKUND to check plagiarism, Grammarly in aiding writing, StatCraft for data analyses, access to several e-journals, databases and e-books for research work and a book scanner for archival purpose. These resources are enriched continuously with a spending of more than Rs. 180 lakhs per annum. The Computer Centre houses a well-equipped Data Centre with a secure firewall. Network connectivity within the campus is through Optic Fiber Cable and Wi-Fi with two dedicated leased lines with redundancy having 1 GBPS and 100 MBPS bandwidth. The computers to student ratio is 1:5, in addition to personal laptops carried by the students. An exclusive network of over 60 Surveillance Cameras is installed at various locations on the campus.

Research

Research is an integral part of the academic activities of the Post-Graduate departments of the University. R&D Projects and Consultancies are carried out by the faculty members of Goa University. The university grants freedom to its students and faculty, (I) to carry out research in their chosen field, (II) to approach any funding agency to seek support for their research work, and (III) to report their findings and conclusions freely. However, the university reserves the right to (a) scrutinize the research proposal and the findings, and (b) make it available for constructive criticism of peers. Goa University also expects that researchers shall not violate established

professional ethics, norms pertaining to the health, safety, privacy, and other personal rights of human beings or to the infliction of injury or pain on animals. The Directorate of Research Development and Resource Mobilisation (D-RDRM) implements the research policy of Goa University. The main aim of this policy is to help the University and its faculty members achieve excellence in research and contribute to the societal and public good. D-RDRM processes/reviews all research proposals to be submitted by University faculty to the funding agencies. It also coordinates between the funding agencies and the Project Investigator at the University for approved projects. To incentivize research and improve the quality of publications of faculty members, DRDRM provides a monetary incentive for research publications in SCOPUS/ Web of Knowledge indexed journals. To initiate research activities of its faculty members, the university provides a startup grant, to all teachers recruited against a permanent vacancy. D-RDRM assists the Intellectual Property Assessment Committee (IPAC) of the University in assessing the applications submitted by faculty members to file patents. The IPAC consists of a legal expert who also helps the faculty members to draft and file their patent applications. The IPAC also receives support from the State Patent Cell established under Goa State Science and Technology Council. D-RDRM maintains a profile of faculty expertise and a list of the infrastructural facilities at the University for circulation to potential industry partners. D-RDRM also arranges meetings between potential industry partners, funding agency representatives and the University faculty for the promotion of sponsored research and new funding schemes.

Infrastructure

Goa University has a sufficient number of classrooms and well-equipped laboratories with necessary instrumentation and consumables for students. The Departmental Council/ School Council regularly review the needs of every laboratory and classroom. The Science Departments/Schools have adequate budgetary provisions for equipment, consumables and also contingency grants. All the teaching Departments/Schools in the University have classrooms commensurate with the number of students. In the buildings which have been constructed recently, e.g. Faculty Blocks E and F, all classrooms are air-conditioned. In the remaining Departments, a few classrooms are air-conditioned. Computer facilities for students are available in all Science Departments/Schools. The Social Science and Language Departments have common computer facilities at the Faculty level. There are separate laboratories for research students in many of the Departments/Schools. Departments/Schools are supported by INFLIBNET resources. The University also subscribes to databases like Sci Finder, Science Direct, Emerald and CUP. Departments like Economics, Commerce, Management Studies have

been supported with databases like EPW Time series database and NSSO, Bloomberg, CMIE Prowess databases as per their requirements. Software facilities like Grammarly, Matlab, StatCraft have been subscribed recently. All the teaching Departments/Schools are allowed to use the auditoriums/ Seminar Halls (total six) available in the University for their Seminars/Symposia/ Conferences etc. The University is equipped with a Central Library which is at an approachable average distance of 500 m (or less) from any of the teaching Departments/Schools. The library is also well connected through a campus-wide intranet and has a reading room with a seating capacity of 120. The library also houses a rich collection of literature in Konkani - the state language of Goa. The library is blessed with donations from many individuals. E.g., a collection of rare books on Indo-Portuguese History and Culture donated by some well-wishers. It is also a designated Repository Library of United Nations publications since 1996. The catalogue of the library is available online over the Internet and anyone can consult the same to look for a particular document. A large number of online resources are available to the users of the library under the programme of INFLIBNET Centre, Gandhinagar, Gujrat. The links to these are provided via the Knowledge Portal. Offcampus access to these resources is provided using the INFED facility of the INFLIBNET. University has a state of the art Studio and recording facility as part of Digital Learning and Initiatives which has helped the in-house online learning initiative of the Directorate of Higher Education (DHE), Government of Goa, named "Digital Integrated System for Holistic Teaching And Virtual Orientations" (DISHTAVO).

The Goa University has its IT policy in place and is overseen by its IT Committee. The IT services including the GUNET facility is created and maintained primarily to be used for official purposes – academic and administrative. While there is no restriction on use for personal purposes, any unauthorized, illegal or commercial usage of the GUNET facility would lead to the debarring of the user from using the GUNET facility and necessary disciplinary action will be initiated as per University rules or any other legal provisions as applicable. The Internet/Intranet should be used for Official/Education purposes only and should not be used for Hacking, Spamming, Phishing, etc. and should not be used to send unsolicited emails. Improper network usage is prohibited. A professional Data Centre with Smart Cabinets is set up in the Computer Centre. All the important and dedicated servers have been placed there with proper security. The network connectivity with optic fibre cable has been laid on the university campus. Further network facility was extended on the campus under the NMEICT scheme. This has upgraded the network infrastructure by connecting the newly constructed premises. Most of the areas have been brought under WiFi connectivity. University has two dedicated leased lines with redundancy having 1 GBPS bandwidth from NKN and 130 MBPS bandwidth from Tata Telecommunications

serving faculty members, students and others. The entire network is secured with Fortigate Firewall and individual desktops are secured with SOPHOS or Quick Heal antivirus solutions. The network is structured with dedicated manageable network switches. A separate network has been established for exclusive usage by about 60 surveillance cameras installed at various locations on the campus. The monitoring station for all the surveillance cameras was set up with the required hardware in the Administration building

Academic and Support Facilities

The academic support facilities like library, sports, NSS, placement cell etc. are open to the University PG students as well as those from affiliated colleges of the University. The athletic track and the outdoor facilities are free to use for all the stakeholders. The various general facilities available on the campus.

1.2 Administration at Goa University

Goa University being the only University in the State, Service to public is very important. The Goa University Act, 1984 determines Goa University's structure, the statutes and ordinances notified under the Act, and other related statutes. The Chancellor is the head of the University by his/her office of Governor. The Vice-Chancellor is the Principal Executive and Academic Officer of the University, who exercises general supervision and control over the University's affairs and gives effect to the decision of all the university authorities. The structure to assist the Vice-Chancellor includes Deans (Faculties/Schools), Heads of Department, Teaching and Non-Teaching Staff – in that hierarchical order, and the Registrar at the administrative level secretarial staff. The structure to well assist the Registrar, includes, the Finance Officer (assisted by the Deputy Registrar Finance, 2 Assistant Registrars and staff), the Head of Computer Centre (assisted by system analyst, junior programmers and staff), the Joint Registrar, Administration (assisted by 4 Assistant Registrars who look after Teaching, Non-Teaching, Purchase and Legal matters), Deputy Registrar, Public Relations, Hostel, RTI (assisted by staff), the Joint Registrar, Academic, (assisted by 3 Assistant Registrars who look after General, College and Post-Graduate matters), the College Development Council, headed by the Principal of a College (assisted by staff), the Controller of Examinations (assisted by 3 Assistant Registrars who look after Under Graduate, Post Graduate and Professional Courses and staff), University Engineer (assisted by two Executive Engineers who deal with estate and maintenance and Junior Engineers and their staff), Director, Human Resource Development Centre (assisted by staff) which conducts orientation and refresher courses at a Pan-India level, Librarian (assisted by staff), University Assistant Directorate of Physical Education and Sports (assisted by staff), which looks after all

sports activities related to University and affiliated institutions, Medical Officer (assisted by nurse and staff), catering to staff, campus residents as well as students. Apart from the Departments and Schools, thirteen Directorates manage the various initiatives that support academics, industry-academic partnership, innovation, outreach, extra-curricular activities, student welfare, and international students' welfare and exchange university cooperation. Besides, there is a unique visiting research professors' programme, hosted under eight chairs. The University has various facilities such as canteens, hostels, bank, post office, shopping complex, laundry, internal transport for residents of women's hostel.

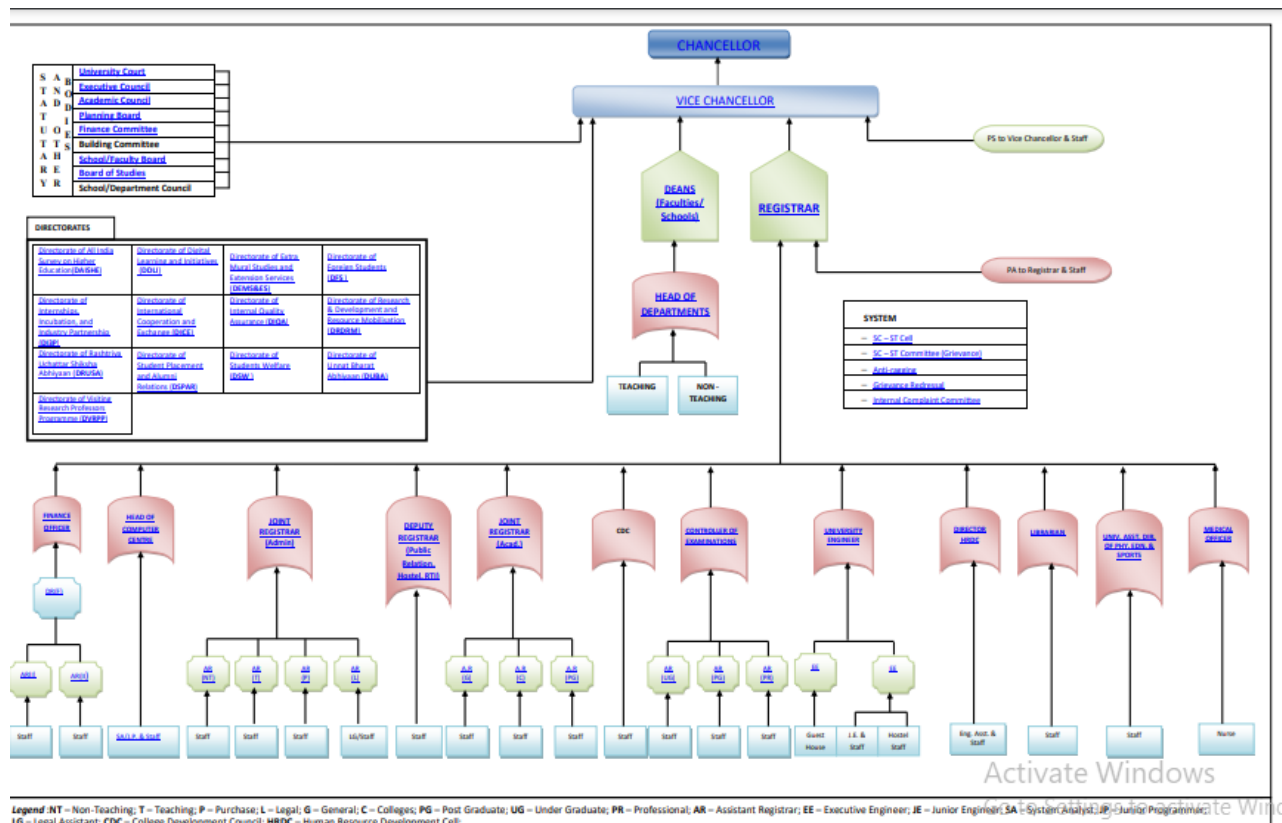


Fig. 2 – Organogram of Goa University

1.3 Strength of Non Teaching Administrative Staff

The Total strength of Non teaching staff including Technical is 381. The administrative staff is 295 which includes Assistant Registrar, Superintendents, Head Clerks, Upper Division Clerks, Sr. Stenographer, Jr. Stenographer, Lower Division Clerks and Multitasking Staffs. Most of the administrative staff is posted in the various sections/Divisions of the University and the work carried out by each section is as below:

Academic Division:

The Academic services section offers administrative support related to academic activities to the students and others:

- Affiliation of colleges & Recognition of institutions

- Academic Council meetings (organization)
- Transcripts (UG/PG/Professional)
- Maintain statistics related to University departments & Affiliated colleges
- Internship in professional colleges
 - Panels of Vice-Chancellor's nominees interviews
 - Admissions and attendance
 - Indian students' admissions (incl. Transfers / Readmissions)
 - ICCR/ Foreign students' admissions (incl. Issue of Prima Facie letters, etc.)
 - Eligibility (Provisional & Confirmation), Migration, Registration
 - Certification of equivalence of boards / universities
 - Matters related to attendance
 - Committees / Boards / Councils, etc.
 - Board of Extension /Extra-Mural Studies
 - College Development Councils
 - Principals' Meetings
 - Anti-ragging committees in colleges
 - Prevention of Sexual Harassment Committee
 - Academic terms
 - NSS coordination
 - Faculty matters
 - Recognition of PG teachers / Research Guides
 - Contributory / Visiting Faculty
 - Admissions and attendance
 - Indian students' admissions (incl. Transfers / Readmissions)
 - ICCR/ Foreign students' admissions
 - Endowments (Free-ships, Merit Scholarships, other Govt. Scholarships)
 - Entrance tests for PG / M.Phil. / Ph.D. Programmes
 - ID cards for campus students

Committees / Boards / Councils, etc.

- Boards of Studies (UG / PG) and Syllabus
- Anti-ragging Committees
- Unassigned Grants Committee Meetings
- Annual Report & other incidental publications
- Commencement of new PG courses / departments

Administration

The non-academic activities for the smooth functioning of the University are looked after by AR (T), AR (NT), AR (PR), AR (Legal) section.

AR (Teaching)

- Creation, recruitment and promotions (direct/CAS) of academic staff
- Maintenance of roster as per the prevailing reservation policy
- Maintenance of records and service matters of academic staff

AR (Non Teaching)

- Creation, recruitment and promotions of non-teaching staff
- Maintenance of roster for non-teaching posts as per the prevailing reservation policy
- Maintenance of records and service matters of non-teaching staff
- Other activities
- Election & Reconstitution of University Bodies Assistance in Executive Council / Court Planning Board meetings

AR (Purchase)

- Acquisition of movable assets and consumables (other than library books and periodicals) from Indian markets and abroad
- Maintenance and periodic verification of physical assets
- Repairs, maintenance, condemnation & disposal of movable assets
- Telephone services including telephone directory maintenance
- Printing orders
- Receipt and distribution of posts and other correspondence

Legal Section

- Coordination of the matters before various levels of the judiciary of India
- Liaison with the Counsels appointed by the Goa University
- Referring matters for legal opinion
- Matters relating to University Act, Statutes, Ordinances, Rules and Regulations and maintenance of relevant registers and records in print and on website
- Maintenance of records pertaining to the Memorandum of Understanding (MoUs) signed by the University
- Answering questions pertaining to Goa University in Parliament (Loksabha and Rajyasabha) and Legislative Assembly of Govt. of Goa
- Any other matter related to legal aspects

Finance Division:

The Finance section of the University is responsible for the supervision over the funds, expenditures and properties of the University and provide advise on its financial policy.

- Annual Budget
- Grants/ Receipts
- Committed Expenditure
- Payments
- Settlement of Various types of advances
- Reconciliation
- Finalization

Directorates:

- Matters pertaining to all Directorates
- Public Relations
- Guest House and International Guest House
- Men's Hostels and Women's Hostels
- Right to Information (RTI) Act Matters
- Coordination and disposal of queries, first appeals received under the Right to Information (RTI) Act, 2005
- Maintenance of records and filing of quarterly returns of queries and appeals under RTI Act

1.4 Performance Assessment of Employees

Annual Performance Assessment Report (APARs) is an objective assessment of the work and conduct of a University employee. Assessment of APARs is the main criteria for Confirmation, Promotion, and Review for premature retirement. Writing and maintenance of APARs, therefore, assumes importance not only in the interest of service but also in the employee's interest. APARs are to be written by the Reporting Officer immediately superior to the employee concerned and reviewed by the next higher authority. APARs are performance-oriented. Group 'A', 'B' and 'C' officers are required to submit a brief resume not exceeding 300 words as Self Appraisal, relating to the period of the report. A record of punishment imposed on the University employee as a result of disciplinary proceedings is to be recorded in his/her APARs. Reviewing Officer has to watch the work and conduct of the official at least for a period of three months in the year. Thus, the report for the entire year can be reviewed based on the Reviewing Officer's observations for a short period of 3 to 4 months. In case the Reviewing Officer disagrees and gives his own remarks duly substantiated then such remarks are treated as final and only these remarks will be taken into account by DPC, etc. APARs are written annually according to financial year i.e. 1st April to 31st March.

CHAPTER II

2.1 Objectives of the Study

1. To study whether the Employee Empowerment influences Job Satisfaction.
2. To Study whether the Empowerment impacts employee engagement
3. To study whether the Employee Engagement impacts job satisfaction.
4. To study whether Employee Engagement mediates the relationship between Empowerment and Job Satisfaction.
5. To study whether the Supervisory Support impacts Job Satisfaction
6. To study whether the Supervisory Support moderates the relationship between Empowerment and Job Satisfaction
7. To study whether Supervisory support moderates the relationship between Empowerment and Employee Engagement
8. To study whether Supervisory support moderates the relationship between Employee Engagement and Job Satisfaction
9. To do descriptive analysis of Concepts i.e Employee Engagement, Empowerment, Supervisory Support and Job Satisfaction.

2.2. Literature Review

2.2.1 JOB SATISFACTION

Job satisfaction suggests emotional stability and conscientiousness (Anitei et al., 2013) and a positive attitude of employees toward their job, working conditions and colleagues (Wyrwa and Ka_zmierczyk, 2020). It is “a pleasurable emotional state emanating from the perception of one’s work as rewarding or enabling the fulfilment of significant values available at work, provided that these values align with one’s needs” (Locke, 1976, p. 1319; Schultz and Schultz, 2012, p. 288). Job satisfaction is an important factor of work motivation, which influence one’s behaviour in an organization (Culibrk et al., 2018). According to Furnham et al. (2009), job satisfaction represents the extent to which employees are happy with their work. Robbins (2006) asserts that job satisfaction is connected to work performance and organisations with satisfied employees tend to be more productive. Work-life balance is essential to increase the job satisfaction of employees.

Job satisfaction refers to an employee’s overall affect laden attitude toward their job (Witt, 1991). It is an internal state based on assessing the job and job-related experiences with some degree of favor or disfavor (Locke, 1976). SVS should contribute to overall job satisfaction by meeting socioemotional needs, increasing performance-reward expectancies and signalling the availability of aid when needed. High level of job satisfaction reveals real enthusiasm, good feeling and truly value the job, which leads then to high affective commitment. Findings suggest that employees with high level of job satisfaction physically and mentally are in a proper state. Job satisfaction is resulted from employees’ perception that provided them with valuable content and context. The first step to get a valuable, satisfactory and also successful job is to find job environment

matching the individuals' main interest. Job satisfaction is divided into two categories; internal and external satisfaction. External satisfaction is related to the factors such as payment, promotion, admiration and interaction with colleagues while employees' satisfaction with values, social status, position and professional responsibility indicate internal satisfaction. Individuals' assessment of their job and expression of satisfaction or dissatisfaction can be regarded as the general outcome of their job constituents (Robbins 1995).

2.2.2. Factors Affecting Job Satisfaction

Compensation

The first and most important driver of job satisfaction is payment. Remember these two golden points.

1. The salary must be competitive with competitive companies
2. Employees should be able to live well on their pay

Benefits

Offer full benefits package that includes mental and physical health, daycare, and financial security. Engagement and job happiness are distinct concepts. Employees also value good fundamentals over bonuses.

Recognition

Anyone who works hard for a company wants to be appreciated for their efforts. Formal recognition with annual reviews and appraisals is one option, while informal acknowledgment is another. Notably, this is a component that can promote both job engagement and satisfaction.

Goa University is the only public University in Goa and is funded by Goa Government and hence the compensation and other benefits received are reasonably good to live well. All the securities are provided by the Goa Government to employees of Goa University. Hence the above factors such as Compensation, Benefits and recognition are not the main reason for job satisfaction at Goa University and therefore this study is about researching other factors such as Employee Engagement, Supervisory Support and Empowerment that also impacts the job satisfaction needs to be studied.

2.3 Employee engagement

Employee engagement is the level of commitment of an employee to organizational goals and values (Azoury et al., 2013). Employee engagement implies a multi-dimensional motivational concept that shows an individual's emotions, cognition, physical energy and high performance (Kuok and Taormina, 2017). Emotions play a vital role in business success. Cognition implies employee beliefs about his work environment. Intellectual commitment and dedication are important to the notion of engagement. Engagement is a "positive, fulfilling, work-related state of mind that is characterized by vigour, dedication, and absorption" (Schaufeli et al., 2002, p. 74). Engagement involves "harnessing people's selves to their work, such that they fully give their physical, cognitive, and emotional resources in their work roles" (Kahn, 1990). Hewitt (2010) submits that engagement is the state of emotional and intellectual involvement that drives employees to put in their best at work. Engaged employees are energetic, enjoy work and are

happy with their work environment (Macey and Schneider, 2008). Soane et al. (2012) conceptualised employee engagement as comprising three aspects – intellectual, social and affective (AE). Intellectual engagement represents the extent to which people are intellectually absorbed in their work, Social engagement is the degree to which individuals feel socially connected in their work environment, and AE suggests the extent to which individuals experience positive and energizing feelings about their work. Several empirical studies found that work engagement is a significant predictor of job performance. For instance, Stairs and Galpin (2010) found that job performance can be impacted by higher levels of employee engagement. The findings are consistent with other empirical studies (Anitha, 2014; Gorgievski et al., 2010; Ismail et al., 2019) which confirmed the existence of a positive relationship between work engagement and job performance. Moreover, Christensen et al. (2020) reported that work engagement among academics enhances their research publications. The study represents the findings of a quantitative based study using data from the higher education sector in Palestine (n = 12 universities) with the objective of examining the impact of servant leadership both on work engagement and on affective commitment, taking into account job satisfaction as a mediating mechanism. According to the Palestinian Ministry of Higher Education (National Report, 2016), there are 49 higher education institutions in Palestine, and most of them are young. Our selection of those 12 universities was based on the fact that these institutions are the biggest in terms of size, number of faculty and number of academic programmes provided. The data collection method was a questionnaire administered to academic staff in the Palestinian higher education institutions. The method of distribution and collection used to guarantee a high response rate was the drop-off and pick-up method (Bryman, 2012). The questionnaire items were rated on a seven-point Likert scale in which 1 indicate absolute disagreement and 7 indicates absolute agreement. A total of 600 questionnaires were distributed, and 324 were collected and validated for statistical analysis. This represents an acceptable response rate of 54 per cent. The analysis used to test the proposed hypotheses was structural equation modelling using partial least-squares techniques (Hair et al., 2018). Two techniques were used: the evaluation of outer and inner models and the indirect effects using the bootstrapping method to test the mediation effects (Henseler et al., 2009)

2.3.1 Factors contributing Employee Engagement

Entitlements

To be engaged, employees must know exactly what is expected of them and their job obligations. They also need the tools and technologies to accomplish their jobs well and quickly. You can't expect your employees to like coming to work if your technology is over a decade outdated.

Contributions

Engaged employees can contribute daily to their managers especially when their supervisors frequently praise their work and supervisors care about their employees' well-being both in and out of the office. Moreover, managers with engaged employees know that their employees want to advance in their professions. So they want to assist their employees to grow professionally.

Community

Some of the coworkers are even buddies outside of work. Engaged employees feel valued at work. That's not all, engaged employees also believe their job is valued by their superiors.

Growth

Engaged employees also have ample opportunities for professional growth. A chance to attend conferences and trade exhibits. On the other hand, it means getting promoted — or at least interviewing for a more responsible role.

Career Development

career advancement is more vital for modern employees. Today's employees know that the workplace is getting more competitive. Simultaneously, modern workers are becoming bored at work, leading to job searching.

Internal Communication

Internal communication helps to make your employees feel more engaged and valued. It even increases the employee's contribution and also aids to reduce retention problems. That's not all, it'll also help you to improve work stability and productivity.

2.4 Employee Empowerment

Fuller et al. (2009) opine that psychological empowerment is the extent employees believe their organisation promote employees' feelings of competence and autonomy regarding their work. Psychological empowerment consists of competence, meaning, selfdetermination and impact and shows cognitive orientations about one's job (Spreitzer, 1995). Competence is the extent to which an individual is confident about his/her ability to perform assigned job tasks, meaning refers to the extent to which the work is meaningful for the employee, self determination is the degree to which an employee believes he/she has control over his work, and impact is the feeling that an individual employee's accomplishment makes a significant contribution towards the unit goals (Seibert et al., 2011). Psychological empowerment is an "intrinsic task motivation showing a sense of selfcontrol concerning one's work and an engagement with work role" (Scott et al., 2011; Seibert et al., 2011).

Employee empowerment can be defined as fostering a work environment where an employee can participate in decision making, problem solving and goal setting process. It involves delegation of power through which employees can take decisions. The essence of employee empowerment is increasing employee's responsibility and improving quality of work. Employee empowerment develops positive attitude among the employees towards the organization. employee empowerment can be a source of competitive advantage for contemporary organizations. Therefore; every organization should give emphasis on empowerment. Empowerment is an important construct because it offers the potential to positively influence outcomes that benefit both individuals and organizations.

Heathfield (2012) defined empowerment as the process of enabling and authorizing individuals to think, behaves, take action and decision and control work autonomously. While Vogt and Murrell (1990) explained empowerment as an act of building, developing and increasing power by working with others, which he terms as "interactive empowerment" and having the ability to influence one's own behavior, which he calls as "self empowerment". Another researcher Conger and Kanungo (1988) believed that empowerment is a process of enhancing feelings of self-

efficacy among organizational members through the determination of conditions that foster powerlessness and through their removal by organizational adjustments. Smith and Mouly (1998) described employee empowerment as a transfer of power from the employer to the employees to make quick and quality decision. Brymer (1991) explained empowerment as a process of decentralizing decision making in an organization, whereby managers give more discretion and autonomy to the front line employees. The measurement scale used for the study is based on theories and results of previous studies. The perception of psychological empowerment was determined with five items which were adapted from Spreitzer (1995). The five items measure the psychologically empowered state from the perspective of individual employees based on “Meaning”, “Competence”, “Self determination” and “Impact”. Meaning is the extent to which personal values and beliefs match the requirements of a job, competence suggests the extent to which one possesses the skills required to be successful at work, self-determination connotes the sense of autonomy and control over work behaviours without close supervision and impact is the degree to which an individual believes it can influence the strategic direction and outcome of the organisation.

2.4.1. Types of Employee Empowerment

Suminen (2005) classified employee empowerment into three types.

- i) **Verbal Empowerment:** Verbal Empowerment refers to the ability to state one’s opinion and debate one’s views in different kinds of groups. Participation in decision-making is also an integral part of verbal empowerment. It has been reported that increased decision making authority strengthens employee organizational commitment, autonomy (meaning the freedom to apply their skills and knowledge) and job satisfaction.
- ii) **Behavioral Empowerment:** Behavioral Empowerment refers to the ability to work in groups in order to solve problems; to identify problems that need to be solved; to collect data about work problems and recommend solutions; and to learn new skills and handle a more challenging job. Other aspects of behavioral empowerment include reporting and group work.
- iii) **Outcome Empowerment:** Outcome Empowerment includes the ability to determine the causes of problems and to solve them, as well as the ability to make improvements and changes to the way the work is done with a view to increasing the effectiveness of the organization.

2.4.2 Benefits of Employee Empowerment

Employee empowerment is seen as a motivational technique if designed and implemented properly in organizations. Thus, employee empowerment will lead to improvement of performance of the organization through increased levels of employee’s participation and self-determination (Greasley, 2005). According to Ziyakashany (2009), empowerment is one of the useful tools for raising the quality of human resources and increased organizational effectiveness. Empowered employees have an increased sense of ownership in their organization. Employee empowerment is a philosophy associated with real benefits for an organization. These benefits enable an organization to achieve a competitive advantage

Based on the literatures and different author’s opinions about employee empowerment it is found that employee empowerment practices produce the following results

1. A high level of employee satisfaction is a major advantage of employee empowerment. Increased level of employee satisfaction leads to loyalty.
2. Empowered employees are more committed at work and less likely to experience stress and to think about leaving the organization. The longer the employee is associated with the company, the more experienced they become, making them mentors to new employees and indispensable to managerial staff.
3. Empowered employees feel a sense of increased responsibility, accountability and ownership of their work which results in increased productivity.
4. When employees are involved in goal setting, they can add value their values, ideas, knowledge and experiences.
5. Empowered employees produce results that affect both revenue and profit. • Good people that are enabled to make decisions and take independent action are a competitive force that can transform every aspect of business.
6. If employees are empowered and treated as crucial components of the organization, they gain self-confidence in their abilities which positively influence the organization.
7. Employees with healthy level of self-confidence are more willing to work with others. These behaviors promote team work.
8. Empowered employees take personal pride in their work and responsibility for doing a good job. As a result, organizations reap the benefits of empowered employees by delivering high quality products and services.
9. Empowerment, which gives employees the power to make decisions, has other additional benefits: better handling of service breakdowns, enhanced responsiveness to customer needs.
10. Employee empowerment may help to promote innovation. Empowered employee may see a particular issue in a different way than a manager and be able to think of a creative clarification.
11. Empowered employees also contribute to reducing cost associated with customer service issues.
12. Employee empowerment can help strengthen the relationships between managers and employees.

The major employee empowerment practices are : getting employee involved, providing feedback and sharing information, delegating authority, providing training, rewarding employees, recognizing and appreciating employees.

These employee empowerment practices produce such result as: greater job satisfaction, better performance, improve motivation, creativity and innovation, reduction of cost, loyal and committed workforce, happier and energetic workforce, reduction of management stress, team spirit and cohesion.

2.5. Supervisory Support

According to organizational support theory (Eisenberger et al., 1986), supervisor support (SVS) facilitates changes in employees' levels of affective commitment (Sadiya, 2015). Supervisor support is defined as employees' views concerning the degree to which their supervisors value their contributions and care about their well-being (Eisenberger et al., 1986; Kottke & Sharafinski, 1988). As agents of the organization, supervisors are responsible for directing and evaluating employees' job performance. Thus, employees often view their supervisor's feedback as indicative of the organization's orientation toward them (Eisenberger et al., 1986; Levinson, 1965). Moreover, because employees are aware that their supervisor's evaluations of their job performance are often communicated to executives, who are seen as the representatives of the organization, the association between affective commitment and supervisor support is further strengthened (Eisenberger et al., 2002).

Supervisor support leads for employees to high commitment through job satisfaction and motivation. Shriesheim, and Stodgigill (1975) came up with their tenet in the book of Personnel Psychology and they opined that Supervisor consideration refers to a leader behaviors concerned with promoting the comfort and wellbeing of subordinates. It is hypothesized that employees who believe their superiors are considerate leaders will perform high commitment than those who do not perceive that their managers as such (Johnston, M.W., Parasuraman, A., Futrell, C.M. and Black, B.C, 1990). De Cotiis and Summers (1977), Morris and Sherman (1981) and Zaccaro and Dobbins (1989) all found empirical evidence supporting the view of supervisory consideration. Supervisor consideration again refers to the degree to which supervisors are supportive, friendly and considerate, consult subordinates and recognize their contribution.

Eisenberger, Stinglhamber, Vandenberghe, Sucharski & Rhoades (2002) explained supervisor support as the level in which subordinates are aware that their supervisors care for and value their welfare and input at work. According to Eisenberger et al. (2002), supportive supervisor provides guidance, assistance and feedback to their employees that are crucial to employees' adaptation in the workplace. With guidance, supervisors provide significant directions to their employees to know their responsibilities and how to carry out these responsibilities. With assistance, supervisors assist in removing any obstacles that may impede their employees in performing their duties accurately. Regarding feedback, supervisors provide valuable information that helps employees to improve upon their performance within the working environment. Guidance, assistance and feedback that employees receive from their supervisors had been known to assist employees to cope with complex situations that occur in the workplace.

Even though supervisors are in many cases charged with a variety of responsibilities, providing support to their employees is considered a fundamental aspect of supervisory work (Collins, 2017). Knies and colleagues (2017) state that supervisor support can be "understood as a manager demonstrating supportive behavior through specific acts that aim to help employees at work". Supervisor consideration again refers to the degree to which supervisors are supportive, friendly and considerate, consult subordinates and recognize their contribution. A supportive supervisor plays a major role in providing organizational resources, rewards, and opportunities to employees that facilitate the satisfaction of their fundamental needs at work.

The organizational social theory advocates that supervisor support is a social exchange variable that employees perceive as the extent to which supervisors value their contributions and care about their welfare and happiness (Eisenberger and Stinglhamber, 2011). SET (Cropanzano and Mitchell, 2005) posits that if employees perceive that their supervisor supports and cares for their well-being, they will feel attached to the organization and obligated to “return the favour” to their supervisor by staying in the organization, thereby reducing turnover intentions of the employees (Kottke and Sharafinski, 1988). The job of a call centre employee is challenging in that there is a drain on the emotional energy of the employees in the form of emotional labour and emotional exhaustion. According to JD-R model, although the emotional labour and exhaustion arising out of an employee’s service handling is a job demand producing negative job outcomes such as the intention to leave the organization, supportive supervision acts as a job resource that motivates employees to overcome the work challenges and, hence, stay with the organization.

The construct “supervisor support” was measured by the scale devised by Susskind et al. (2003) consisting of four items. The mediating variable “work engagement” was operationalized by the shortened student version of the Utrecht Work Engagement Scale-9 in English given by Schaufeli et al. (2006), consisting of nine items. The three item scale developed by Michaels and Spector (1982) was used for collecting data on turnover intentions. The scale for supervisor support and turnover intentions each had a range from 5 (strongly agree) to 1 (strongly disagree).

CHAPTER III

RESEARCH METHODOLOGY

3.1.1 UNIT OF ANALYSIS AND SAMPLING

The unit of analysis for this study is Non Teaching Employee of the Goa University.

For the quantitative study simple random sampling technique was used. Care was taken to include non teaching designation of different groups of employees (age, gender, educational, qualifications etc.). The total sample size was 73.

3.1.2 DATA COLLECTION PROCEDURE

The data for the quantitative study was collected online through Google form questionnaires. The questionnaires were sent through emails. The structure of the questionnaire, its objective, and the rating scheme was explained to the respondents in the beginning and confidentiality of their responses was made clear. The respondents belonged to a different designation, gender, age groups, income groups, educational background. The primary data was collected by questionnaires while secondary data was collected from internet and research papers. The questionnaires were collected from research paper such as

- 1) Psychological empowerment and employee engagement: role of job satisfaction and religiosity in Nigeria” (ChijiokoNwachukwu, Hieu Minh Vu, Helena Chladkov a and Richard SelaseAgboga),
- 2) The roles of supervisor support, employee engagement and internal communication in performance : a social exchange perspective (Hassan Imam, Anu Sahi, Mobina Farasat),
- 3) Servant leadership and academics outcomes in higher education: the role of job satisfaction (Mohammed Aboramadan, Khalid Dahleez and Mohammed H. Hamad)
- 4) Supervisor support, work engagement and turnover intentions: evidence from Indian call centres (Subash Chandra Pattnaik and Narendra Panda)

3.1.3 DATA ANALYSIS PROCEDURE

The data was tested for normality and was found to be normal based on kurtosis and skewness test in SPSS. All the scales were tested for reliability and Chronbach’s alpha was found to be greater than 1 hence the scales are reliable. The measurement model was validated, the data was then computed and Structural Equation Modeling (SEM) was used to test the hypotheses using IBM AMOS

3.2. Descriptive Analysis

The questionnaire was sent to employees of Goa University by Google form. Demographic and other questions with respect to Employee Engagement, Job Satisfaction, Empowerment and Supervisory Support were included in the questionnaire. The questionnaire was sent to 140 employees out of which only 73 responses were received from non teaching employees. The findings are as follows:

1. Out of total respondent 96% of employees are having Employee Engagement, 83.5% of employee are having job satisfaction, 95.5% employees are having employee empowerment and only 62.67% are getting Supervisory support.

2. Out of total employees responded 63% are female and 37% are male.

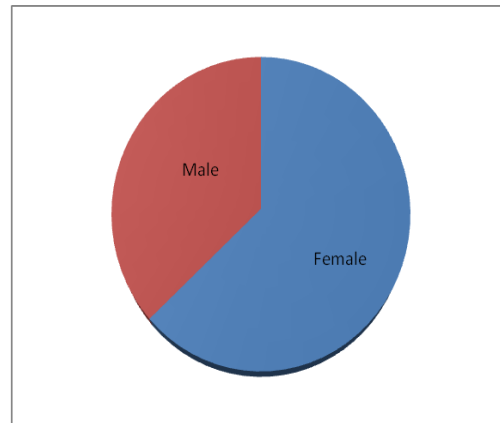


Fig. 3.

3. The percentage of EE, EMP, JS and SS among male and females employees is as follows
- b. 95.65% female employees and 95.37% male employees are having employee engagement.
 - c. 85.47% female employees and 87.96% male employees are having job satisfaction.
 - d. 96.19% female employees and 95.37% male employees are having employee empowerment.
 - e. 81.42% female employees and 64.48% male employees are having supervisory support.

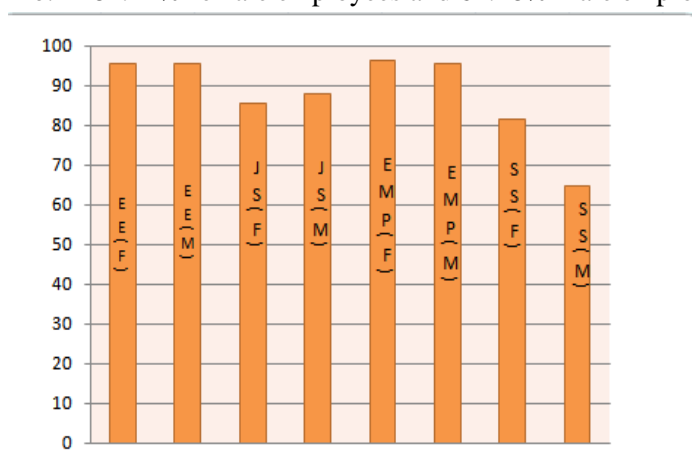


Fig. 4 EE(F)- Employee Engagement (Female), EE(M)- Employee Engagement (Male), JS(F)- Job satisfaction (F), JS(M)- Job Satisfaction(Male), EMP (F)- Empowerment(Female), EMP(M)- Empowerment(Male), SS(F)- Supervisory Support (Female), SS(M)- Supervisory Support (Male)

4. It is seen from the responses received that 95.31% of Lower Division clerks are having employee engagement., 86.98% Lower Division clerks are having job satisfaction, 95.83% Lower division clerks are having empowerment and 59.89% Lower division clerks are having supervisory support.

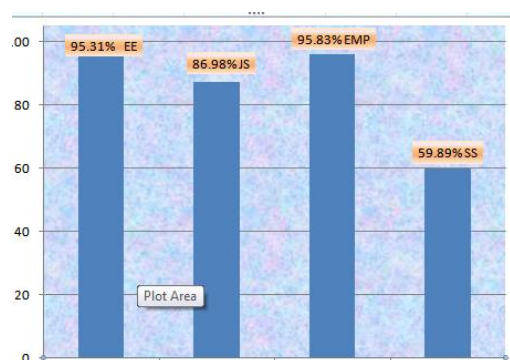


Fig. 5 (Lower Division Clerk) SS- Supervisory Support, EE- Employee Engagement, EMP- Empowerment, JS- Job Satisfaction

5. The respondents were having different work experience at Goa University. The EE, JS , EMP and SS was measured among respondents having different work experience the details are given below:

Table : 1

Sr. No.	No. of years respondents working at Goa University	Out of total responses	EE	JS	EMP	SS
1	30-35 years	24.65%	95.83%	87.32%	94.44%	74.64%
2.	25-30 years	5.48%	100%	81.25%	100%	62.5%
3.	20-25 yrs	5.48%	93.75%	62.5%	68.75%	56.25%
4	10-20 yrs	23.29%	95.58%	91.17%	98.52%	61.76%
5	5-10 yrs	2.73%	100%	87.5%	100%	87.5%
6	Less than 5 years	38.35%	94.64%	79.46%	97.32%	55.85%

It is seen that the respondents working for 20-25 years are having less EE, JS, EMP compared with other respondents.

6. The Demographic information of the respondents is as below:

Table 2

Variables		percentage
Marital Status	Married	75.34%
	Unmarried	24.65%
Age in years	18-25	2.19%
	25-30	12.32%
	30-35	17.80%
	35-40	9.59%
	40-45	13.69%
	45-50	5.48%
	50-55	16.43%
	55-60	20.54%
Designation	Superintendents	4.1%
	Head Clerk	5.48%
	Sr. Stenographer	2.73%
	Upper Division Clerks	20.54%
	Jr. Stenographer	1.37%
	Lower Division Clerks	35.04%
Educational Qualification	S.S.C.	9.58%
	H.S.S.C	13.69%
	Diploma	1.3%
	Graduates	60.27%
	Post Graduates	13.69%
	Other	1.37%

7. From the responses received from respondents for questionnaire on variable such as Employee Engagement, Job Satisfaction, Empowerment and Supervisory Support, it is seen (Ref. Table 3) most of the respondents agree with the each statement of EE, JS and EMP except that for Supervisory Support. The question relating to Supervisory support that **“When performing my service duties, I rely heavily on my supervisor”** has been agreed by only 35.21% respondent whereas 64.79% responded have disagreed.

Table 3

Questionnaire		% of responded agreed
Employee Engagement		
1	I pay a lot of attention to my work	100%
2	At my work, I feel bursting with energy	84.93%
3	I am enthusiastic about my job	98.63%
4	I am proud of the work that I do	100%
Job Satisfaction		
5	I feel that I am happier in my work than most other people	83.56%
6	Most days I am enthusiastic about my work	93.15%
7	My job is usually interesting enough to keep me from getting bored	91.78%
8	My job is like a hobby to me	66.66%
Empowerment		
9	The work I do is meaningful to me	93.15%
10	I have the skills necessary for my job	97.26%
11	I have significant autonomy in determining how to do my job	93.15%
12	I am confident about my ability to do my job	98.63%
Supervisory Support		
13	I find my supervisor very helpful in performing my job	80.82%
14	When performing my service duties, I rely heavily on my supervisor	35.21%
15	My supervisor provides me with important work-related information and advice that make performing my job easier	72.60%
16	My supervisor strongly considers my goals and values	63.01%

CHAPTER IV: FINDINGS AND CONCLUSION

The study is based on impact of employee engagement, empowerment, supervisory support on job satisfaction of the non teaching employees of Goa University.

The objectives were framed to find the impact of employee engagement, Empowerment and Supervisory Support on job satisfaction of Non teaching employees working at the Goa University. The data collected post-survey was evaluated to study the impact of one variable on other.

H1: Empowerment influences Job Satisfaction significantly

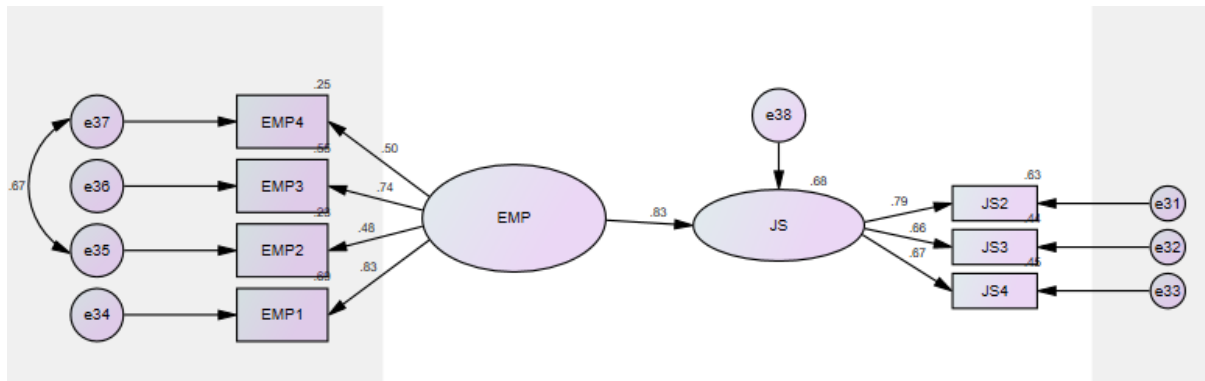


Figure 6: Structural Model for the impact of Empowerment on Job Satisfaction

Table 4: Structural Model Path Coefficients and its Significance

Path	Stand. Estimate (β)	Estimate	S.E.	C.R.	p	Significant/ Not Significant
EMP → JS	.825	1.171	.259	4.525	***	Significant & Positive

Notes: *** p-value < 0.01; ** p-value < 0.05; * p-value < 0.10

Source: Primary Data

Interpretation of results

The relationship between EMP and JS is positive and significant at a 1% level of significance. The independent variable Empowerment (EMP) explains 68% of the variance in the dependent variable Job Satisfaction. *Thus we can conclude that Empowerment impacts Job satisfaction of employees.* Hence H1 is SUPPORTED.

Fit Indices for the structural model

Table 5. Fit Indices for the structural model for the impact of EMP on JS

Fit Index	CMIN/DF	GFI	AGFI	RMR	CFI	TLI
Recommended value	≤ 3.00	$\geq .8$	$\geq .8$	$\leq .08$	$\geq .9$	$\geq .8$
Model fit scores	1.425	.936	.851	.023	.974	.954

Source: Primary Data

As can be observed from Table 5 the fit indices obtained were within the acceptable range. Thus, indicating that the model could be used to test the hypothesis.

H2: Empowerment impacts Employee Engagement significantly

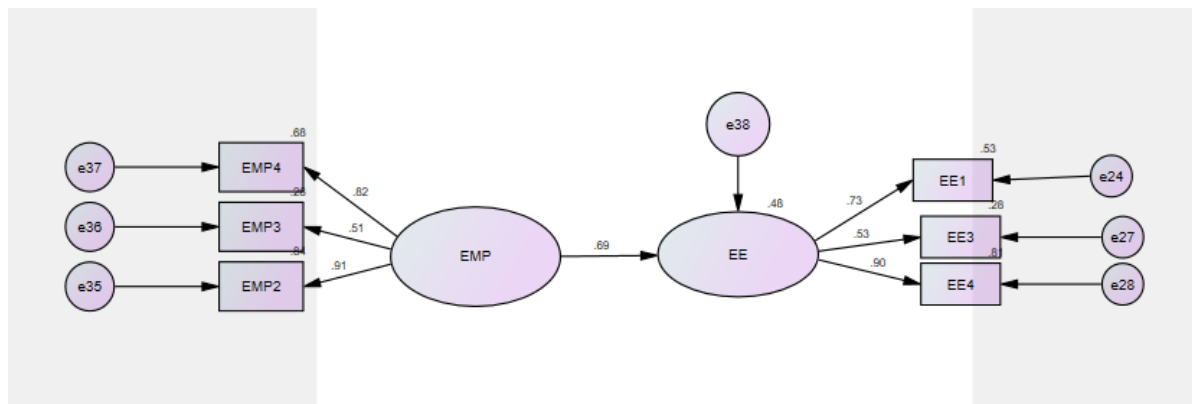


Figure 7: Structural Model for the impact of Empowerment on Employee Engagement

Table 6: Structural Model Path Coefficients and its Significance

Path	Stand. Estimate (β)	Estimate	S.E.	C.R.	p	Significant/ Not Significant
EMP \rightarrow EE	.689	.635	.115	5.522	***	Significant & Positive

Notes: *** p-value < 0.01; ** p-value < 0.05; * p-value < 0.10

Source: Primary Data

Interpretation of results

The relationship between EMP and EE is positive and significant at a 1% level of significance. The independent variable Empowerment (EMP) explains 48% of the variance in the dependent variable Employee Engagement. *Thus we can conclude that Empowerment impacts Eemployee Engagement of employees. Hence H2 is SUPPORTED.*

Fit Indices for the structural model

Table 7 Fit Indices for the structural model for the impact of EMP on EE

Fit Index	CMIN/DF	GFI	AGFI	RMR	CFI	TLI
Recommended value	≤ 3.00	$\geq .8$	$\geq .8$	$\leq .08$	$\geq .9$	$\geq .8$
Model fit scores	1.421	.953	.876	.020	.98	.962

Source: Primary Data

As can be observed from Table 7, the fit indices obtained were within the acceptable range. Thus, indicating that the model could be used to test the hypothesis.

H3: Employee Engagement impacts Job Satisfaction significantly

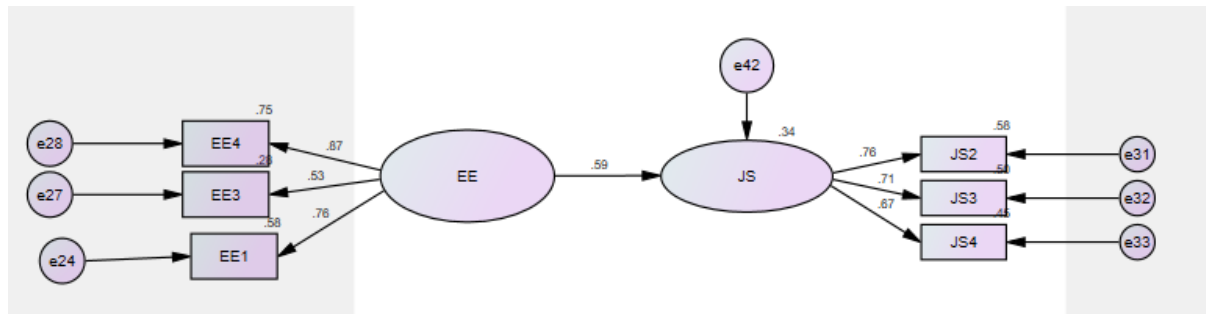


Figure 8: Structural Model for the impact of Employee Engagement on Job Satisfaction

Table 8: Structural Model Path Coefficients and its Significance

Path	Stand. Estimate (β)	Estimate	S.E.	C.R.	p	Significant/ Not Significant
EE → JS	.586	.831	.240	3.460	***	Significant & Positive

Notes: *** p-value < 0.01; ** p-value < 0.05; * p-value < 0.10

Source: Primary Data

Interpretation of results

The relationship between EE and JS is positive and significant at a 1% level of significance. The independent variable Employee Engagement (EE) explains 34% of the variance in the dependent variable Job Satisfaction. *Thus we can conclude that EE impacts JS of employees. Hence H3 is SUPPORTED.*

Fit Indices for the structural model

Table 9 Fit Indices for the structural model for the impact of EE on JS

Fit Index	CMIN/DF	GFI	AGFI	RMR	CFI	TLI
Recommended value	≤ 3.00	$\geq .8$	$\geq .8$	$\leq .08$	$\geq .9$	$\geq .8$
Model fit scores	2.135	.936	.832	.032	.931	.870

Source: Primary Data

As can be observed from Table 9, the fit indices obtained were within the acceptable range. Thus, indicating that the model could be used to test the hypothesis.

H4: EE mediates the relationship between EMP and JS

MEDIATION

According to Edward & Lambert (2007), “mediation indicates that the effect of an Independent Variable on a Dependent Variable is transmitted through a third variable called a mediator variable.”

According to Baron & Kenny (1986), the causal steps for mediation to occur are :

- X should relate to Y such that ‘c’ is significant (direct effect)
- X should relate to M such that ‘a’ is significant
- M should relate to Y such that ‘b’ is significant
- The relationship ‘c’ between X and Y should be non-significant(full mediation) or significantly smaller than the relationship ‘c’ (partial mediation)

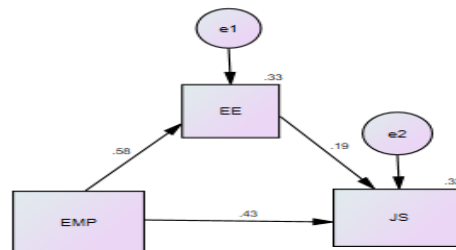
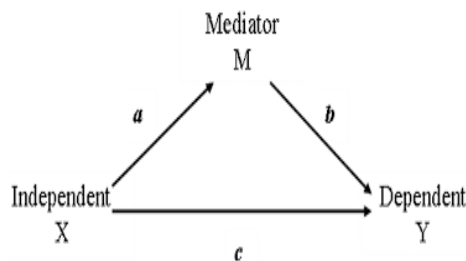


Figure 9 : Structural Model to test mediation Figure 10 : Structural Model _EE mediates relationship between EMP and JS

Table 10 Regression weights

	Estimate	S.E.	C.R.	P	Label
EE <--- EMP	.588	.098	6.003	***	
JS <--- EE	.252	.157	1.602	.109	
JS <--- EMP	.581	.160	3.623	***	

Table 11 Standardized Regression

	Estimate
EE <--- EMP	.578
JS <--- EE	.191
JS <--- EMP	.432

Interpretation of results

As can be seen from Table 10, the relationship between EE and JS is not significant. Hence EE does not explain the relationship between EMP and JS. Hence, H4 is **NOT SUPPORTED**.

H5: Supervisory Support impacts Job Satisfaction significantly

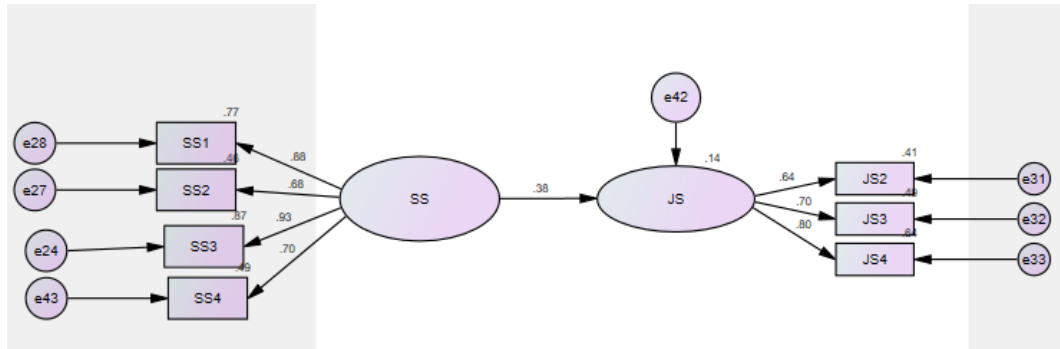


Figure 11: Structural Model for the impact of Supervisory support on Job Satisfaction

Table 12: Structural Model Path Coefficients and its Significance

Path	Stand. Estimate (β)	Estimate	S.E.	C.R.	p	Significant/Not Significant
SS \rightarrow JS	.38	.339	.123	2.747	.006 ***	Significant & Positive

Notes: *** p-value < 0.01; ** p-value < 0.05; * p-value < 0.10

Source: Primary Data

Interpretation of results

The relationship between SS and JS is positive and significant at a 1% level of significance. The independent variable Supervisory Support (SS) explains 14% of the variance in the dependent variable Job Satisfaction. *Thus we can conclude that SS impacts JS of employees.* Hence H5 is **SUPPORTED**.

Fit Indices for the structural model

Table 13 Fit Indices for the structural model for the impact of SS on JS

Fit Index	CMIN/DF	GFI	AGFI	RMR	CFI	TLI
Recommended value	≤ 3.00	$\geq .8$	$\geq .8$	$\leq .08$	$\geq .9$	$\geq .8$
Model fit scores	1.046	.952	.896	.043	.997	.996

Source: Primary Data

As can be observed from Table 13, the fit indices obtained were within the acceptable range. Thus, indicating that the model could be used to test the hypothesis.

H6: Supervisory Support moderates the relationship between Empowerment and Job Satisfaction

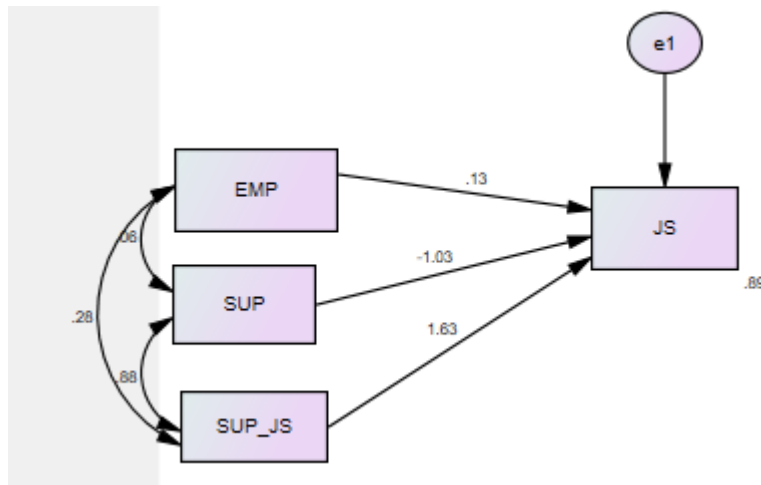


Fig. 12

Table 14. Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
JS <--- EMP	.150	.055	2.749	.006	
JS <--- SUP	-.638	.057	-11.220	***	
JS <--- SUP_JS	.084	.005	17.078	***	

From Table 14, it can be observed that the relations between EMP and JS, Moderating Variable on JS and interacting variable on JS are all significant at 1% level of significance. Hence hypothesis H6 is supported

H7: Supervisory Support moderates the relationship between Empowerment and Employee Engagement

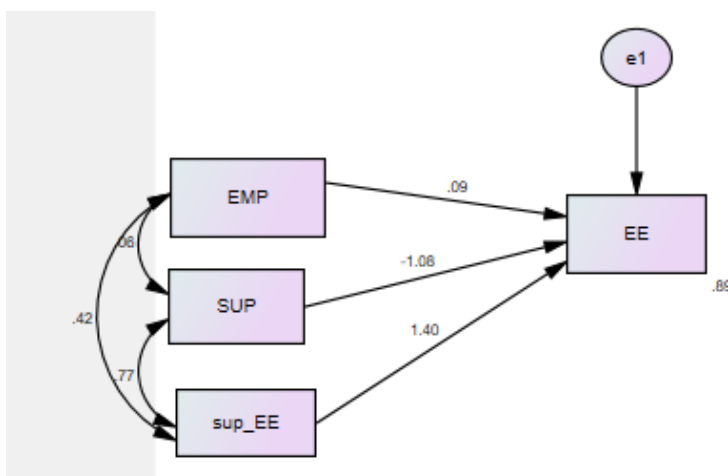


Fig. 13

Table 15 Regression Weights: (Group number 1 - Default model)

		Estimate	S.E.	C.R.	P	Label
EE <---	EMP	.087	.049	1.782	.075	
EE <---	SUP	-.548	.036	-15.129	***	
EE <---	sup_EE	.087	.005	17.803	***	

From Table 15 it can be observed that the relations between EMP and EE , Moderating Variable on EE and interacting variable on EE are all significant at 10% level of significance. Hence hypothesis H7 is supported

H8: Supervisory Support moderates the relationship between Employee Engagement and Job Satisfaction

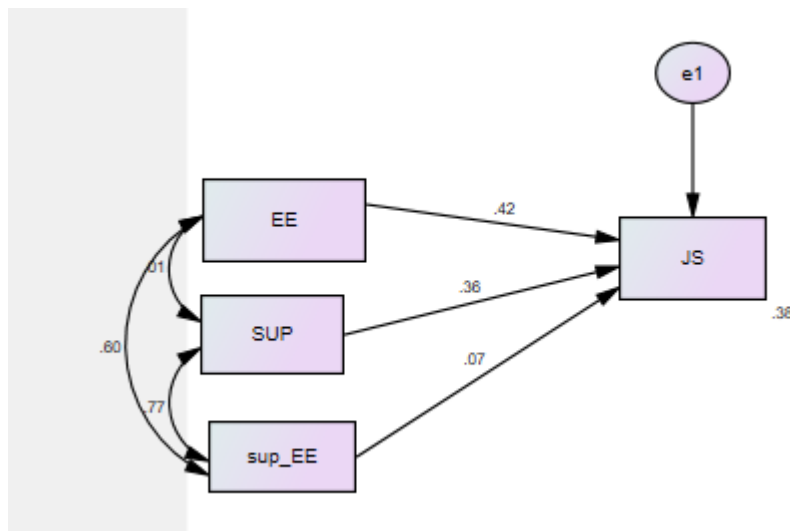


Fig. 14

Table 16 Regression Weights: (Group number 1 - Default model)

		Estimate	S.E.	C.R.	P	Label
JS <---	EE	.512	.327	1.563	.118	
JS <---	SUP	.221	.210	1.050	.294	
JS <---	sup_EE	.005	.032	.158	.875	

From Table 16 it can be observed that the relations between EE and JS , Moderating Variable on JS and interacting variable on JS are all NOT SIGNIFICANT at 10% level of significance. Hence hypothesis H8 is NOT SUPPORTED

Conclusion:

1. From the Descriptive analysis it is found that although the employee engagement, Job Satisfaction and empowerment are high, the supervisory support to employee is slightly low. Moreover, the supervisory support is low for males as that compared with females. The Lower Division Clerks are having a very low supervisory support.
2. Employee engagement and empowerment are found to be very high and Job Satisfaction is high in employees at Goa University.
3. It is seen from the Descriptive analysis that the respondents working for 20-25 years are having less Employee Empowerment, Job Satisfaction and Empowerment as compared with other respondents.
4. Also it is seen from Descriptive analysis that the question regarding Supervisor support i.e “When performing my service duties, I rely heavily on my supervisor” has been agreed by only 35.21% respondent. It states that the most of the employees are not relying on their supervisors while performing service duties.
5. Empowerment influences Job Satisfaction significantly.
6. Empowerment impacts Employee Engagement significantly.
7. Employee Engagement impacts Job Satisfaction significantly.
8. The relationship between empowerment and job satisfaction is not strengthened with the introduction of the mediator i.e. Employee Engagement at Goa University. At Goa University some of the employees are not retained at one section for several years as there are frequent transfer within section/school/divisions, which results in changes in work pattern and also takes time to adjust to new work and environment in new place and hence the employee engagement is not acting as mediator to explain the relationship between empowerment and job satisfaction.
9. Supervisory Support impacts Job Satisfaction significantly.
10. Supervisory Support moderates the relationship between Empowerment and Employee Engagement.
11. Supervisory Support moderates the relationship between Empowerment and Job Satisfaction hence supervisory support is quite important as it moderates the above two relationship.
12. Supervisory Support does not moderates the relationship between Employee Engagement and Job Satisfaction.

CHAPTER V:

LIMITATIONS, MANAGERIAL IMPLICATIONS AND FUTURE RESEARCH

5.1 Limitations of the Study

1. This research had a relatively small sample size (73 samples) as some of the employees did not responded.
2. The study is restricted only to Non teaching employees of Goa University from Lower Division Clerks to Superintendent.

5.2 MANAGERIAL IMPLICATIONS

1. Only 83.5% of employees are having job satisfaction whereas 16.5% are dissatisfied. There is need to know the reason behind their dissatisfaction so that it does not affect work. It is necessary to have internal communication with dissatisfied employees to find out their problem and helping them to solve it. Internal Sectional/Divisional meetings has to be conducted to discuss the major work issues.
2. The supervisory staff needs training on how to provide work support and guidance to the lower staff working under them so that the quality of work should not get affected and thereby increasing the speed of work.
3. The supervisory staff should have good knowledge about the work of the concerned section. As it is seen that employees has agreed that are not relying on their supervisors while performing service duties. It should be made mandatory for the supervisory staff to prepare manuscript of the different work that are handled by the section alongwith the difficulty faced and solution for the problem, so that whenever the staff is transferred to new place they should easily be able to do that work by seeing the manuscript which will ultimately increase the supervisory support leading to 100% job satisfaction.
4. only 14% of Job satisfaction is due to Supervisor support which need to be increased by giving good level of supervisor support to the employees in their jobs so that this support will translate that high level of good perception towards their organization into getting involved in activities that are outside their job requirements.

5.3 Scope for Future Study

- The study on job satisfaction of employees categorywise.
- This study was restricted to only some non teaching staff which further can be studied on all technical employees of Goa University.
- Only 83.5% of employees are having job satisfaction whereas 16.5% are not having, so further research may be carried to know the reason about their dissatisfaction.
- The research on the relationship between employee Engagement and turnover intentions at Goa University can be investigated.
- Further research should be done to search other mediating variables that can explain the effect of Employee Empowerment and job satisfaction of employees.
- This study was done of all University sections/Divisions/Schools, future research can be done sectionwise to see which part of section is having low Supervisory support.
- It is seen that the respondents working for 20-25 years are having less Employee Engagement, Job satisfaction, Empowerment compared with other respondents the reason behind this decrease need to be investigated further.
- It is found that most of the employees are not relying on their supervisors while performing service duties, the reason behind this can be carried out in further research.

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APPENDIX 1: QUESTIONNAIRE

As a part of my Project work in MBA (Executive), I have send the below questionnaire to non teaching employees of Goa University.

Part I : DEMOGRAPHIC

1. I am working as - (Superintendent, Head Clerk, Upper Division Clerk, Lower Division Clerk, Junior Stenographer, Sr. Stenographer)
2. Number of years working in Goa University
3. Gender
4. Age
5. Highest Educational Qualification
6. Marital Statue
7. Monthly Income
8. Which of the following best describes your household?

Part II: To analyze the factors relating to Employee Engagement, Job Satisfaction, Empowerment and Supervisory Support.

(Strongly Agree, Agree, cannot Say, Disagree, Strongly Disagree)

	STATEMENTS
Employee Engagement	
1	I pay a lot of attention to my work
2	At my work, I feel bursting with energy
3	I am enthusiastic about my job
4	I am proud of the work that I do
Job Satisfaction	
5	I feel that I am happier in my work than most other people
6	Most days I am enthusiastic about my work
7	My job is usually interesting enough to keep me from getting bored
8	My job is like a hobby to me
Empowerment	
9	The work I do is meaningful to me
10	I have the skills necessary for my job
11	I have significant autonomy in determining how to do my job
12	I am confident about my ability to do my job
Supervisory Support	
13	I find my supervisor very helpful in performing my job
14	When performing my service duties, I rely heavily on my supervisor
15	My supervisor provides me with important work-related information and advice that make performing my job easier
16	My supervisor strongly considers my goals and values