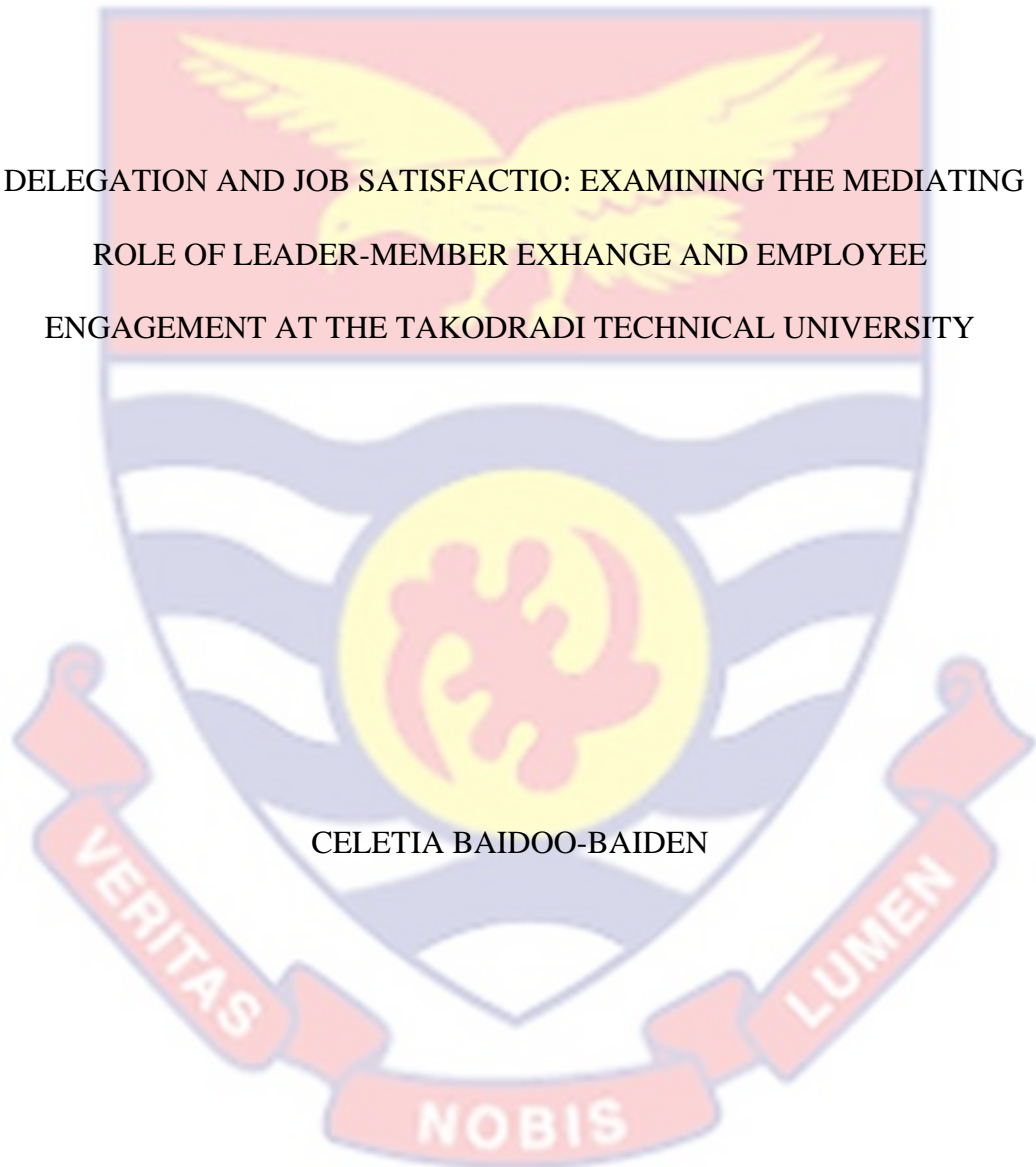


UNIVERSITY OF CAPE COAST

DELEGATION AND JOB SATISFACTIO: EXAMINING THE MEDIATING  
ROLE OF LEADER-MEMBER EXCHANGE AND EMPLOYEE  
ENGAGEMENT AT THE TAKODRADI TECHNICAL UNIVERSITY



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2023

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UNIVERSITY OF CAPE COAST

DELEGATION AND JOB SATISFACTION; EXAMINING THE MEDIATING  
ROLE OF LEADER-MEMBER EXCHANGE AND EMPLOYEE  
ENGAGEMENT AT THE TAKODRADI TECHNICAL UNIVERSITY

BY

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Thesis submitted to the Department of Human Resource Management, School of  
Business, College of Humanities and Legal Studies, University of Cape Coast, in  
partial fulfilment of the requirements for the award of Master of Commerce  
Degree in Human Resource Management

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## DECLARATION

### Candidate Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in the university or elsewhere.

Candidate's Signature..... Date.....

Name: Celetia Baidoo-Baiden

### Supervisor's Declaration

We hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature..... Date.....

Name: Dr. Nicodemus Osei Owusu

Co-supervisor's Signature..... Date.....

Name: Dr Edward Nii Amaar Amartefio

## ABSTRACT

The study's goal was to look at the influence of delegation on job satisfaction through the mediating roles of employee engagement and Leader Member Exchange (LMX) at Takoradi Technical University (TTU). The study employed the quantitative approach. Structured questionnaire was used as the data collection instrument. Two hundred and seventeen (217) respondents from Takoradi Technical University were considered as the study sample. The stratified sampling technique was employed to choose the appropriate sampling size. The data were been processed using the software IBM SPSS (v 26) and Smart PLS (v3). The hypothesis presented was tested by Partial Least Squares (PLS) structural equation modelling. The results show that the delegation ensures that university staff are satisfied with their job. The study also revealed that the employee engagement buffers partially the association between delegation and job satisfaction at the Technical University of Takoradi. The results demonstrated that the association between delegation and job satisfaction at the technical university in Takoradi was partially mediated at LMX. The study concludes that university managers and supervisors that make it a priority through delegation and responsibility to develop human capacity can increase employee satisfaction. The study proposes that management of higher institutions in Ghana focus on regularly reinforcing their staff through sector delegations in order to increase their employees' job satisfaction. This can be done by assigning the task and giving the employees a certain degree of autonomy to perform the task thoroughly.

## KEYWORDS

Job satisfaction

Delegation

Employee Engagement

Leader-member exchange (LMX)

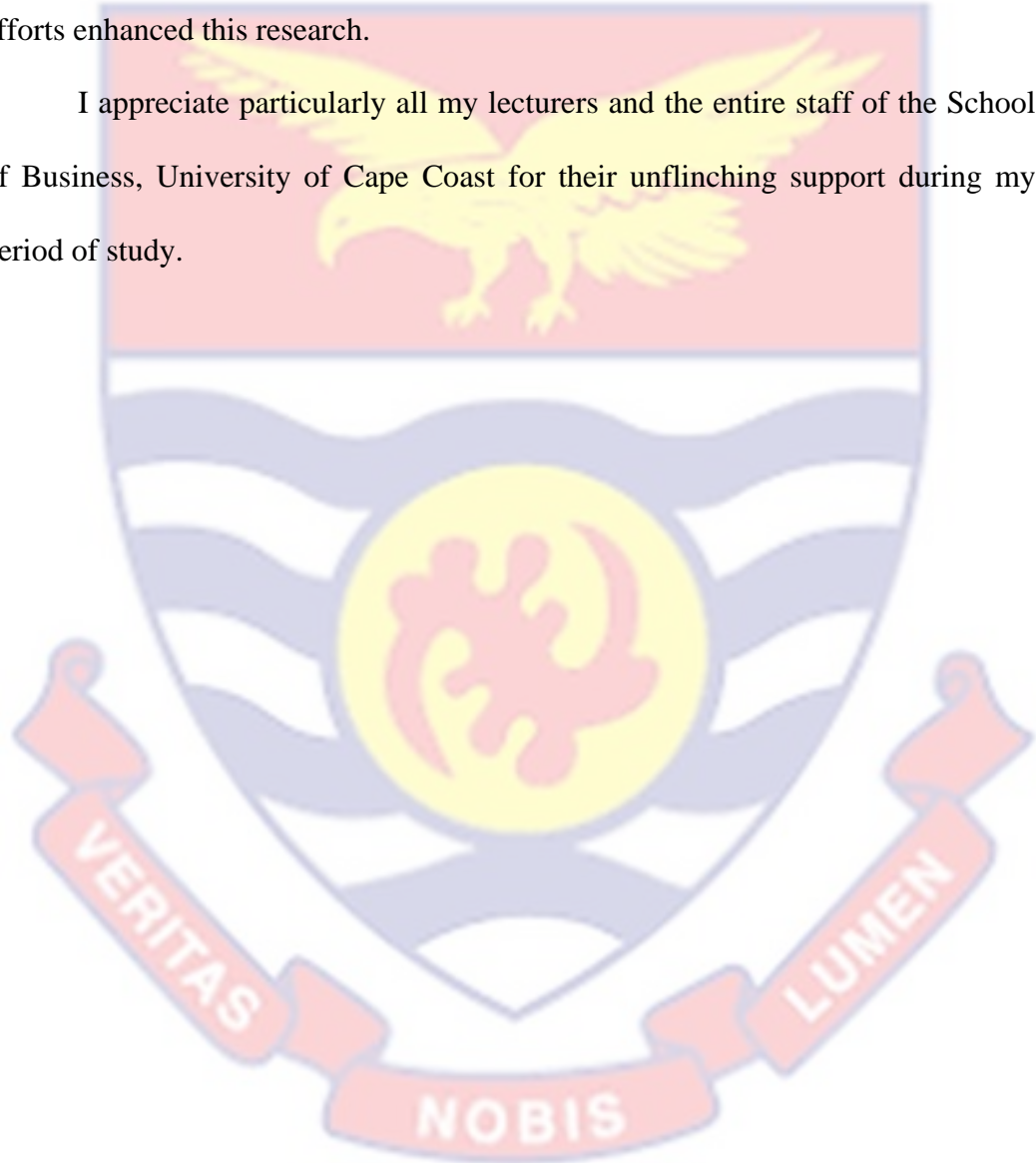
Public sector



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## DEDICATION

To my family



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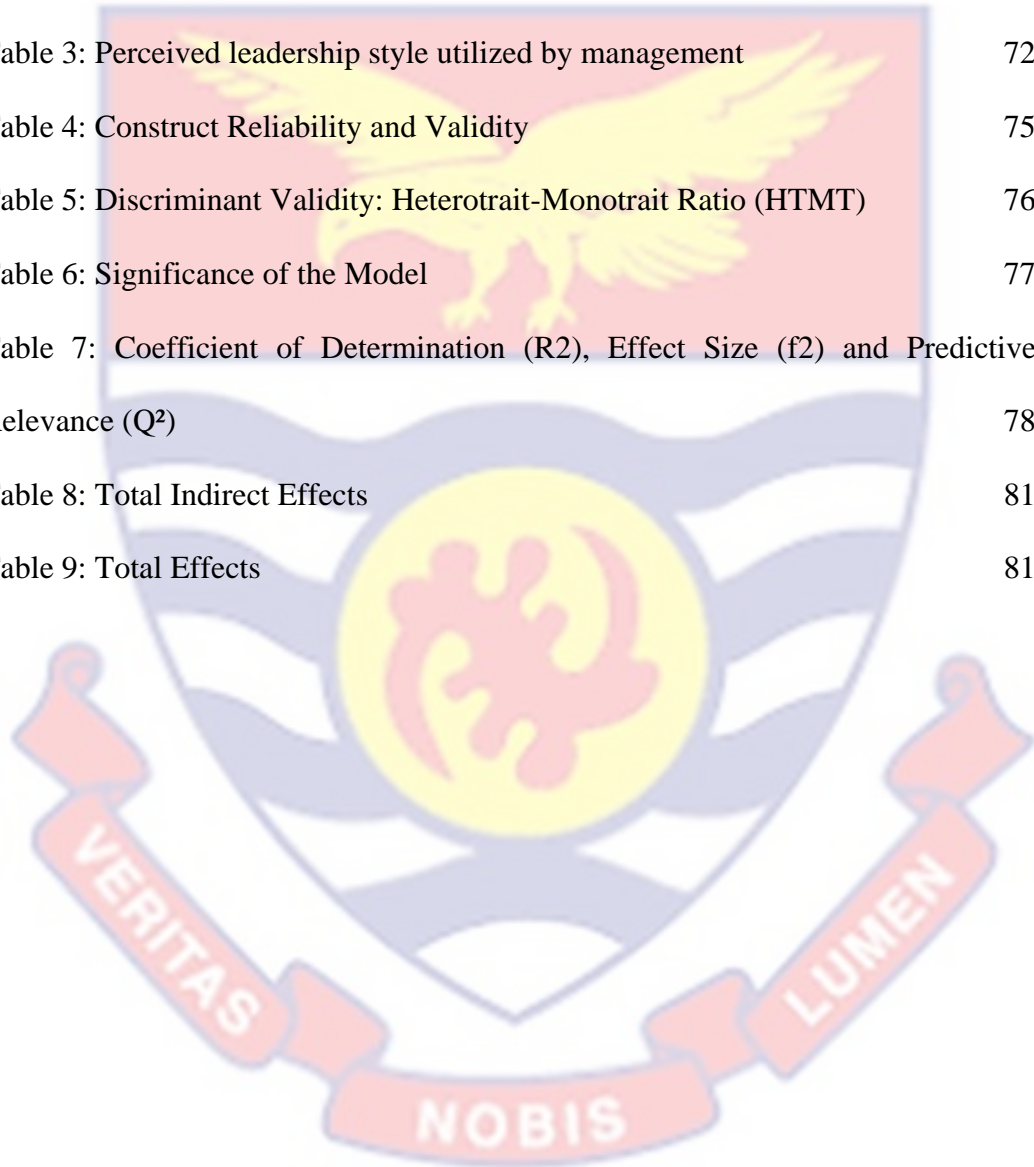
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## CHAPTER ONE

### INTRODUCTION

The total firm performance and quality of life are characterized by job satisfaction. It is one of the most sought-after behaviours within the academic literature and managerial practice. According to the assertion, worker satisfaction is an important predictor of public education service delivery. The quest of research has been how to harness the level of employee's satisfaction with their jobs. In this study, employee delegation is explored as an important determinant of job satisfaction among administrative staff within the educational sector. As with other organisational behaviour concepts, the means by which delegation can result in a high level of job satisfaction is the subject of this analysis. The role of leader-member exchange and job engagement is investigated as a mediating mechanism for answering the question of how delegation leads to job satisfaction.

#### **Background to the Study**

Over the past few decades, significant research efforts in quantity and quality have been aimed at job satisfaction (Judge, Weiss, Kammeyer-Mueller & Hulin, 2017). It appears to be the most investigated subject within the organisational behaviour field (Judge, et al., 2017; Ferdus & Kabir, 2018; An, Meier, Ladenburg & Westergård-Nielsen, 2020). One of the reasons given for the increased attention on job satisfaction is its connection with various performance indicators (Judge, et al., 2017). According to numerous studies, happy workers are more active, happier in their life, and healthier, whereas sad workers arrive late,

anticipate to quit, and engage in antisocial behavior (Cantarelli et al., 2015; Taylor & Westover, 2011; Judge & Klinger, 2007; Judge et al., 2001). The satisfaction of work is stated as "well-being at work and well-being because of work" (Asiedu & Folmer, 2007). It is also considered to be a favorable condition arising from the circumstances at work.

The quality of employees' satisfaction with their jobs has consistently been linked with the quality of the work environment, relationships with others and the extent to which tasks allow for autonomy and freedom (Riisgaard, et al., 2017). In this line, an important determinant of job satisfactions has been the extent and quality of delegation of authority (Musenze, Thomas & Lubega, 2014; Riisgaard, et al., 2017; Ugoani, 2020). Since higher education workers need to decide substantially, delegating authority supports to overcome distance obstacles through subjective knowledge, allowing employees to be satisfied at work (Muindi, 2011). Due to an increase in delegation knowledge in the last few decades, the delegation has reached its climax and become an established field of study (Bozkurt & Ergeneli, 2012). The need to improve decision making speed and quality, reduce managers' overload, enrich the job of subordinates and motivate subordinates and provide opportunities to develop their leadership skills subordinately has become significant and necessary (Muindi, 2011).

Using the idea of social exchange (Blau, 1964), it examines the function of delegation in reciprocity and exchange in determining employee satisfaction. The delegation is a downward transfer of authority, according to Cliffs (2010).

Delegation leads to empowerment so that people have the freedom to make the best possible contribution to ideas and to accomplish their work. As employees are offered more autonomy and freedom, it is reciprocated in higher levels of job satisfaction. Heller and Hindle (1998) state that delegations can range from key appointments, such as the leadership of a team, to other lesser responsibilities, including reviewing the organisation's reports. Effective delegation entails the circumstance of increased responsibility, which can enhance pleasure and self-worth of the subaltern (Ugoani, 2020).

Even though there is an apparent conclusion that delegation may necessarily lead to employee satisfaction with their jobs, Joiner, Bakalis and Choy (2016) posit that the quality of delegation and its influence on employee behaviour is not always direct since it has been identified to be limited to other organisational factors. According to Joiner et al. (2016), delegation necessitates some type of relationship between superior and subordinate, and the nature and quality of the superior-subordinate relationship are critical in connecting delegation to subordinate job responses. In this regard, it may be said that the quality of LMX can decide how delegations might influence employee satisfaction (Pellegrini & Scandura, 2006). Mutual respect, trust, and like characterize high-quality leader-member interactions. Subordinates receive more support, resources, and opportunities as a result of delegating in this favorable social exchange situation (Feldman, 1986), which is likely to contribute to increased job satisfaction. As a result, the study looks into LMX as a moderating variable in understanding the relationship between delegation and job satisfaction.



Employees' sentiments about their employment are affected by delegation of authority, which leads to increased job engagement. Employee engagement is expected to be related to people's attitudes (i.e., job satisfaction) as delegation enhances employee job engagement (Saks, 2006). Engagement has been defined as a satisfying positive work-related experience and state of mind (Schaufeli & Bakker, 2004; Sonnentag, Mojza, Demerouti, & Bakker, 2012) and has been linked to good health and positive work affects such as job satisfaction. According to Garg, Dar, and Mishra (2018), employee engagement is vital in the organisation since it can increase individual performance in their responsibilities, resulting in improved job satisfaction. Higher levels of authority delegation correspond with higher levels of self-determination, implying that when a leader delegate authority effectively, individuals will have autonomy in selecting how to meet the expectations imposed on them (Mendes & Stander, 2011). It is obvious that delegation of authority has an impact on how committed people are.

Jobs in the 21<sup>st</sup> century comes with a lot of demands, evidenced in a high task environment such as higher education administration (Beerkens, 2018). To elicit the right among of performance and satisfaction with the job, employees will need to be provided the right number of resources (Van Wingerden, Derks & Bakker, 2018; Ogbonnaya & Messersmith, 2019). Employing the job demand-resources theory, this study also explores delegation of authority as a resource provided for the increased demand of the job of administrators at TTU, this therefore results in an emotional attachment to with the job, work commitment, (Van Wingerden, et al., 2018) which results in improved job satisfaction. According

to the JD-R hypothesis, job resources (delegation of power) are the primary motivators of work engagement (Bakker & Demerouti, 2007, 2014). Work engagement, in turn, is seen as a critical moderator variable between these job resources and outcomes such as job satisfaction (Bakker et al., 2011). This process, which begins with job resources and progresses through work engagement and, eventually, performance, is referred to as a motivational process.

### **Statement of the Problem**

According to Abugre (2014), employee satisfaction in state-owned institutions in Ghana, such as tertiary institutions, is positively correlated with decision-making skills and opportunities to execute tasks requiring the investment of their skills and abilities. A survey among employees of Technical University in Ghana conducted by Yawotse, Micah and Annan-Prah (2020) showed that Staff professed a low desired for work as a result of the nature of leadership behaviour that was exhibited by supervisors in terms of poor levels of delegation. In view of that, it was recommended that leaders at the Public Technical Universities should be encouraged to improve upon their leadership behaviours specifically delegating responsibilities, monitoring operations, empowering followers, solving the challenges of followers, provide sense of direction and show empathy and support. Abugre (2014) posits that among other things, staff of public Ghanaian institutions are dissatisfied about their working conditions and work autonomy.

Job dissatisfaction has been linked to a variety of occupational ailments, including hypertension, heart disease, stomach ulcers, asthma, smoking, and



alcohol misuse (Peltzer et al., 2009). It has been discovered to encourage the development of antisocial behavior (Vigan & Giaque, 2018). Job discontent leads to greater absenteeism in the educational setting (Ejere, 2010). According to Vigan and Giaque (2018), based on an extensive empirical review of studies on job satisfaction on the African continent, factors related to the working environment (e.g., superior support, interpersonal relationships, quality of life at work) are more frequently linked to job satisfaction/dissatisfaction. The quality of employee delegation is one of these work environment characteristics.

In the view of Swai (2014), efficient delegation practices have largely been overlooked for decades, which are vital to efficient managerial practices. In Africa, delegation practices in the public sector have been disregarded. Some researchers have recognized the widespread cases of inadequate delegation methods, which are bad employee relationships and manager's unwillingness to delegate (Mushi, 1983; Mlinga, 2009). Delegation problems in Africa continue to settle, leading to a bad organisation's performance (Mlinga, 2009). individual behaviors, such as their job satisfaction, are affected (Riisgaard, et al., 2017).

Several studies have attempted to explore the nature, extent and quality of employee delegation (Joiner, Bakalis, & Choy, 2016; Musenze, Thomas & Lubega, 2014; Cliffs, 2010; Kyarimpa, 2010), likewise have other studies considered determinants and quality of job satisfaction (Vigan & Giaque, 2018; Ahmed, Ullah, & Ahmed, 2015; Abugre, 2014). But few studies have taken account of how employee delegations work within higher educational institutions, such as Ghana,

with their pleasure at work. Much of that is not thoroughly examined within the books on the ways and mechanisms of delegating to achieve greater job satisfaction (Vorina, Simonič & Vlasova, 2017; Joiner et al, 2016; Thakur, 2014). The study seeks to analyse the function and quality of leadership dimension in the creation of the mechanism through which delegating leads to satisfaction in the workplace.

### **Purpose of the Study**

The aim of the study is to assess the role of the delegation in the mediation of the relation in terms of work satisfaction between the teaching staff of the Takoradi University.

### **Research Objectives**

The study's specific objectives will be to:

1. To analyse the perceived level of employee delegation among staff of Takoradi Technical University.
2. To analyse the perceived level of employee job satisfaction among staff of Takoradi Technical University.
3. To investigate the impact of task delegation on job satisfaction at Takoradi Technical University.
4. To examine the effect of delegation on employee engagement of Takoradi Technical University.
5. To analyse the effect of employee engagement on job satisfaction of Takoradi Technical University.

6. To examine the mediating role of employee engagement on the relationship between delegation and job satisfaction of Takoradi Technical University.
7. To examine the effect of delegation on leader member exchange of Takoradi Technical University.
8. To examine the effect of leader member theory on the job satisfaction of Takoradi Technical University.
9. To investigate the mediating role of leader member exchange on the relationship between delegation and job satisfaction of Takoradi Technical University.

#### **Research Question**

1. What is the perceived level of employee delegation among staff of Takoradi Technical University?
2. What is the perceived level of employee job satisfaction among staff of Takoradi Technical University?

#### **Research Hypotheses**

1. H<sub>1</sub>: There is no significant relationship between delegation and job satisfaction of staff of Takoradi Technical University.
2. H<sub>2</sub>: There was significant relationship between delegation of task and employee engagement
3. H<sub>3</sub>: There is significant relationship between employee engagement and job satisfaction
4. H<sub>4</sub>: There is a mediating role of employee engagement on the relationship between delegation and job satisfaction.

5. H<sub>5</sub>: There is a significant relationship between delegation and leader member exchange
6. H<sub>6</sub>: There is a significant relationship between leader-member interchange and job satisfaction
7. H<sub>7</sub>: There is a significant mediating role of leader member exchange on the relationship between delegation and job satisfaction.

### **Significance of the Study**

The study focused on delegation and how it impacts employee work satisfaction, which is one of the most important aspects of operating educational institutions. The results of this study will assist managers in enhancing employee job satisfaction by properly allocating tasks to workers, assigning roles, and providing a good response to challenges associated with delegation so that they can work without fear. The managers would be relieved of the heavy workload they would have been responsible for if delegation had not taken place. Workers are more likely to be productive, have stronger leadership abilities, and be able to handle additional duties when authority is successfully delegated to them. Stakeholders in such organisations, including as parents, the Board of Governors, and local council leadership, will find it easy to run the organisation efficiently if they collaborate with management and personnel. This could help to promote educational quality, as mandated by the Ministry of Education and Sports and other policymakers such as funding agencies. It may also bring new information to academics and academicians involved in delegation studies, particularly at Takoradi Technical University (TTU).



### **Delimitation of the study**

The study aims to investigate the impact of delegation on job satisfaction among teaching staff at the TTU in Ghana's Western Region. The scope was reduced to the TTU in Ghana's Western Region. The descriptive survey was used in the study, and a sample of 217 people were contacted via self-administered questionnaire to aid in primary data collection using the simple random sampling approach and quota sampling technique. This sample size was determined using the Krejcie and Morgan (1957) table for estimating sample size, which is used as a reference to sample selection in social scientific research studies.

### **Organisation of the Study**

The research was divided into five chapters. The first chapter discussed the study's history, problem statement, research aims, research questions, study organisation, study importance, and study limits. The researcher explored the theoretical element of delegation in the second chapter, which concentrated on the literature. The third chapter introduced us to study technique, where we learned about research design, population size, sample procedures, and data gathering methods. The fourth chapter dealt with data display and analysis. The findings of the study, as well as the conclusion and recommendations, were summarized in Chapter five.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This study will look into delegation and work satisfaction at Takoradi Technical University, as well as employee engagement and the effect of leader-member interchange. This chapter provides an overview of the current literature on delegation, employee engagement, leader-member exchange, and job satisfaction. This chapter also discusses the ideas underlying the study as well as the creation of the study's hypotheses. The chapter also examined thematic areas such as empirical findings and the conceptual framework of the investigation. First, the hypotheses underlying this investigation are examined.

#### Theoretical Framework

Three related theories were used in this investigation. These theories are the social exchange theory, the job demand resource model, and the leader-member exchange theory. These theories were employed in the study to explain the impact of delegation on job satisfaction, employee engagement as a mediator, and leader-member exchange as a mediator.

#### Social Exchange Theory

The social trade thought was made by George Homans in 1958. He depicted social trade as the trade of exercises between at slightest two individuals, where the exercises can be more or less fulfilling or costly, and can be unmistakable or unimportant (Emerson, 1976). From a social brain research and sociological



approach, social trade hypothesis investigations social trade and balance as a way of commonly agreed-upon intelligent between at slightest two people. Taking after George Homans' advancement of the thought, two extra analysts, Dwindle Blau and Richard Emerson, continued to type in almost it. Blau's distributions on social trade concentrated on financial and utilitarian points of view, though Richard's articles on social trade centered on support standards, demonstrating that human beings' future social move choice is established in earlier encounters (Emerson, 1987).

Social trade hypothesis is organized into three categories: accomplishment suggestions, incitement recommendations, and hardship suggestions. Agreeing to the victory recommendation, when somebody is complimented for their choices, they need to replicate them (Blau, 1987). Agreeing to the jolt theory, the more as often as possible a jolt has already brought about in a compensate, the more likely the person will be moved by it. The third recommendation is that the more frequently a individual gets a specific remunerate in later times, the less important any additional unit of that remunerate gets to be.

The drives the inquire about by letting the analyst

get it connections within the association and how they influence designation and work fulfillment, why individuals acknowledge designation and proceed to acknowledge certain assignments (Molm, 2006). Communication and interaction that exist within the association and how it influences designation and work fulfillment are too clarified by this hypothesis. The hypothesis holds that a part will acknowledge designation when he values the benefits, he will determine

actually from the work he needs to do. This hypothesis will be utilized to clarify how designation influences employee's work fulfillment (Blau, 2002).

### **Implication of the current study**

Social exchange theory is a concept based on the notion that a relationship between two people is created through a process of cost-benefit analysis. In other words, it's a metric designed to determine the effort poured in by an individual in a person-to-person relationship. This implies that, as supervisors delegate works to their subordinates, it strengthens their relationship which would create a conducive and peaceful working environment. This will subsequently improve their level of job satisfaction.

### **Leader-Member Exchange Theory (LMX)**

Dansereau Jr, Graen, and Haga's (1975) leader-member trade hypothesis, too known as the Vertical Dyad Linkage Hypothesis, tries to characterize leaders' bury with respect to keeping up and developing ties with bunch individuals. It proposed that pioneers familiarize their administration fashion to deliver a relationship that's equipped towards adherents or subordinates. Concurring to the theory, leadership may be a two-way association between a pioneer and a part. The level of believe, regard, back, and devotion between the pioneer and the part can be utilized to decide the quality of the relationship (Liden, Sparrowe & Wayne, 1997).

The leader-member Trade Hypothesis (LMX) proposes to set up a relationship with pioneers whereas association with their subordinates, which has an vital affect on responsibility, choices, asset administration and business productivity of subordinates (Control, 2013). The LMX hypothesis is based on the

perception that decision-makers commonly shape two sorts of followers: in-groups and out-groups. Within the position of subordinates as exterior bunches and in-group individuals, the consistency of a relationship can be copied. The leader-member Trade Hypothesis (LMX) proposes to set up a relationship with pioneers whereas collaboration with their subordinates, which has an imperative affect on responsibility, choices, asset administration and work proficiency of subordinates (Burns & Otte, 1999). The LMX hypothesis is based on the perception that decision-makers commonly shape two sorts of followers: in-groups and out-groups. Within the position of subordinates as exterior bunches and in-group individuals, the consistency of a relationship can be copied.

In three steps the LMX builds a relationship. A unused part start and relationship forming are made in a bunch in these three forms (Case, 1998). These steps include part taking, part play, and schedule. The modern member was invited to the gather, and through role-making the pioneer analyzes their aptitudes and capacities. The head and the modern part get to know at this stage of the pioneer trade hypothesis, what exercises the association looks like (LMX. Taking after that, the modern part is distributed to his starting errands, and the pioneer and the modern part have a customary casual and unstructured exchange concerning business-related components or relationship issues (Pellegrini, Scandura & Jayaraman, 2010). The foremost noteworthy organize is the creation of certainty and the degree of regard is significant amid this stage. Social and ethnic disparities can lead to a number of issues on the off chance that they are not fittingly tended to. The leader hopes that new members would try their best during the preparatory phase and be

trustworthy and truly There are different sides: in-group or outgroup, the leader now, and subliminally.

Routineization is the ultimate stage. At this phase, schedules, desires, and beliefs are formed, and the two groups have a better grasp of how the other works. A good example is the ongoing social discourse between the leader and the new member. Members of the in-groups are forthright in their efforts and acknowledge the leader's preconceptions. Respect, consistency, perseverance, and compassion are all values they wish to maintain in order to maintain their position and reputation.

LMX theory focuses on two elements, that is, the connection between a leader and every particular subordinate is considered differently, rather than the leader dealing with the group in general (Ivancevich & Matteson, 1993). As mentioned earlier the relationships are based on quality. Thus, a particular leader may lack interpersonal relations with some members and have a very good relationship with others. The Leader-Member Exchange Theory (LMX) predicts that individuals in the in-group will develop faster than those in the outgroup. Because of the leader's propensity, a substantial portion of the party (Outgroup) will not be able to be used satisfactorily and to their maximum potential. The leader exchange theory says that he has an essential role to play in fixing this and capitalizing on himself and his staff (LMX). The leader is likely to know ahead of time who is a member of the outgroup. Using this data to achieve change thus demands order and self-awareness. In this study, this theory will be used to



determine how leader-member relationships effect delegation and work satisfaction.

### **Implication of the theory on the current study**

As a manager, it's not always right to treat everyone on the team in the same way. For instance, supervisor would probably have team members that he has developed a great relationship with. The supervisor would trust them, they work hard, and they've never let the supervisor down. Through this, the superior would have confident in them and delegate tasks to them. This can also improve the satisfaction they have in job.

### **Job Demand Resource Model (JD-R)**

Job Demand Resource model was developed by Bakker and Demerouti, (2007). The Job Demand model integrates previous models such as the demand-control model of Karasek (1979), the job characteristic model of Hackman and Oldham (1980), the Hobfoll (1989) resource conservation model, and the effort-reward imbalance model of Siegrist (2002) It assumes that each occupation has its particular risk factors, together with the pressure of work and the well-being of employees. JD-R model works since every company has its own unique working environment. They are divided into two: demand for work and resources for jobs. Both creates an impairing health process and an organisational motivation process.

The demand for work is a physical, psychological, social, organisational feature of a job that requires ongoing physical and psychological (cognisant and emotional) effort in connection with the physiological and psychological costs, according to Bakker and Demerouti (2007). The demand for work is not negative,

but might be work stresses. This happens when the requirements for work are high and the employee needs a great deal of effort (Meijman& Mulder, 1998). The working resource in hand is the 'physical, psychological or organisational part of the job, which is effectively arranged for working, reducing demand for jobs and related physical and psychic costs (Demerouti, Bakker, Nachreiner& Schaufeli, 2001).

The theory relates to the current study that engaged employees to optimize their own work environment. The theory is that employees are constantly involved in the case of strong demands for jobs and high job resources. This means that the management should provide all the necessary resources needed by the employees to accomplish their duties, targets and objectives. This will create high work engagement and make the employees satisfied with their work.

### **Implication of the theory on the current study**

The JD-R Model states that when job demands are high and job positives are low, stress and burnout are common. Conversely, good job positives can offset the effects of extreme job demands, and encourage motivation and engagement. This indicates that, when employees are engaged with the work they do, their level of satisfaction would also increase.

### **Conceptual Reviews**

This section explains and analyse the concepts underpinning the study. Delegation, job satisfaction and job engagement were explained under this section.



## Delegation

One perception that is regularly related to authority is delegation. As the leader's job intensifies and outweighs his personal capacity, it becomes very problematic, if not unbearable for the leader to exercise all the authority vested in him for making decisions. Leaders delegate responsibility to members to ease the workload of the leader. Employee delegations are defined as the procedure by which subordinates are assigned responsibilities, provided them with the power to perform these tasks and required to perform them successfully. According to Frischmann (2010), delegation occurs when top management of a company delegate decision-making authority to lower levels. Delegation is needed at all levels in the organisation.

Cliffs (2010) states that delegation is a transfer to a subordinate or a member of power from the manager or a leader. Today's world encourages CEOs to rely on their subordinates to fulfill all client needs for some of their work. In delegating authority, the leader or the supervisor must perform the four specific functions. The first thing the leader does is to determine the standard which is the results expected. Duties or tasks needed to meet the standard are given to the subordinate. The leader then grants authority the member will need to complete the task. The leader can then hold the member responsible for the completion of the task. Effective delegation techniques can help leaders save time, set people up for the task, and motivate people in the organisation. However, when there are no delegation opportunities in an organisation, the employees get frustrated, unenthusiastic, and undertrained, while the leaders remain loaded with routine works.

Delegating authority always comes with three basic issues. These issues are responsibility, authority, and accountability. Responsibility is the duty felt by subordinates to work with the authority given to them by their superiors in carrying out assigned duties within the limits of a delegated authority, and in accepting possible reprimand for unsatisfactory performance. According to Kinard (1988), a subordinate cannot be given full responsibility for a work, the superior who delegated the work still has the responsibility to higher superiors than himself. The superior at the end can never shift blames to the subordinate. A delegated authority is the right given to a subordinate by a superior to do actions, make decisions or command others in the place of their superior. The superior's legal rights to expect the subordinate to perform the work and the right to remedy action if the subordinate fails to comply with the required standard are considered accountable.

### **Employee Delegation in Institutions of Higher Learning**

Delegation of activities in institutions of higher learning is a very important practice of management. According to Chandan (1999) delegation among employees of institutions of higher learning gives upcoming managers the authority and responsibility to make informed decisions by themselves and within the firm's rules and guidelines. Delegations of activities make the employees more versatile and dedicated to their work and they are happy to the given authority. When given the opportunity to make informed decisions, it also gives them the recognition and increases their status resulting in loyalty and job satisfaction. Chandan (1999) further indicates that delegations enable members to decide for themselves in

accordance with their organisation's own needs. Staff are more thoughtful and critical. It promotes the formation and development of staff.

### **Benefits of Delegation**

According to Cliffs (2010), delegation is the descending power from a superior to a subordinate to do a particular job. Most companies today urge various leaders in the company to give authority and responsibility so as to give the greatest adaptability in addressing client needs. Likewise, assignment prompts strengthening, in that individuals have the opportunity to contribute thoughts and carry out their responsibilities in the most ideal manners. This inclusion can build work fulfilment for the individual and as often as possible outcomes in better employment execution. Without delegation, supervisors accomplish all the work themselves and underutilize their members. Delegating assignment prompts strengthens individuals and gives them opportunity to contribute thoughts and do their occupations in the most ideal manners.

Delegation frees a leader or a manager from routine and time-consuming duties so that he can concentrate on more important issues like planning for the firm. Delegation makes members satisfied with their job because responsibilities for certain activities have been given to them. With the decrease of burden on the leader or superior, he can focus his vitality on most significant issues also, basic issues of concern. As a result, he can achieve viability in both his work and the work unit. This affectivity encourages a leader to demonstrate his ability, knowledge, and skills in the most beneficial way for the company. Delegation of power is the foundation upon which a relationship between a superior and a

subordinate is built. As authority flows from the top to the bottom of the organisation, the corporation is able to increase employee engagement. In actuality, this demonstrates that when the leader-member relationship is strengthened by delegation, there is a rise in job satisfaction and engagement. Delegation is a strategy for increasing productivity in a business.

Delegating power, responsibility, and holding people accountable in a way that allows subordinates to flourish in their capacities and skills. Subordinates gain a sense of importance as a result of delegation. They are persuaded to work, and this motivation results in the proper resolution of a problem. Job satisfaction and dedication are critical indicators of the strength and sufficiency of a manager-subordinate relationship.

Delegation also aids in breaking subordinates' monotony, allowing them to be more creative and proficient in their work. Both subordinates and supervisors profit from delegation of authority since it allows them to develop their abilities, expertise, and skills. Because delegation gives the leader more time to focus on critical issues, their dynamic becomes more stable, allowing them to develop the talents that are needed of him. By delegating authority to subordinates and completing tasks, the leader may improve his or her relational skills, supervision and direction, persuasive motivation, and initiative. In this manner it is just through delegation, a leader can be tried on his ability, knowledge and skills. Delegation helps both leaders and subordinates. This, as it were, offers dependability to a concern's working. In this manner, from the above points raised, we can legitimize that delegation isn't only a procedure be that as it may, it is a path by which leaders



produce himself and can bring steadiness, capacity and adequacy to worry to subordinates. (Van Deventer & Kruger 2003)

### **Employee Engagement**

Employee engagement is one of the key concepts in the effort to comprehend and express the concept of an organisation's relationship with its employees. Employee engagement, according to Kahn (1990), is the harnessing of company members' self to their job duties; through engagement, employees employ and explain themselves psychologically, cognitively, and emotionally during work performances. Employee engagement is state of mind that goes beyond satisfaction and represents an employee's voluntary effort. According to Hewitt (2015), employee engagement is because of employee drivers of which delegation is one of them. Thakur (2014) noted that the current test isn't just about identifying bright employees, but also about thoroughly engaging them, capturing their mind and heart at every stage of their work lives. Employee engagement is a scientific concept that, at its most fundamental level, depicts the human condition itself (ADP Research Institute Survey Report, 2012) and has emerged as a critical driver of corporate performance in today's highly competitive economy. According to Robinson and Hayday (2007), employee engagement is the level of commitment and participation that an employee has towards their organisation and its core principles.

An engaged employee knows the organisation's structure and works with co-workers to help the company succeed. The company or institution must work to build and sustain engagement, which necessitates a two-way connection between



the employer and the employee. Furthermore, employee involvement might be the deciding element in an organisation's success. Staff engagement has the potential to influence employee retention, profitability, and consistency, as well as being a crucial link to customer loyalty, company reputation, and overall partner respect. As a result, in order to gain a competitive advantage, organisations are turning to HR to set the motive for employee involvement and accountability.

Employee engagement, according to Thakur (2014), is defined as the degree to which employees focus on a person or object in their organisation, how hard they work, and how long they stay because of it. Employee engagement is the right feeling that employees have in the direction of their work and furthermore the inspiration and exertion they put into it (Macey & Schneider, 2008). Robinson, Perryman, and Hayday (2004) defined employee engagement as a "positive attitude employees have towards the organisation and its value. An engaged employee is open to new ideas from the company and collaborates with colleagues to improve organisational performance. The organisation must seek to build and nurture engagement, which necessitates a two-way interaction between employer and employee."

According to Khan's (1990) seminal work on "psychological conditions of personal engagement and disengagement at work", which provided the first definition for employee engagement (Bailey et al., 2017). Khan defined engagement as "the harnessing of organisation members' selves to their work roles". He added that "in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances". Khan

postulated that engaged employees put their physical, emotional and cognitive selves together in executing their job in their company. Therefore, a worker who wants to be fully engaged must perform their work wholly. He also emphasized that an engaged worker needs a full psychological presence in event of accomplishing roles given to them by their company. Khan stated that psychologically behaved employees are very attentive, connected to the company, integrated and focused when performing work roles. On the other hand, disengaged employees distant themselves from their job duties and are less enthused as well.

### **Dimensions of Employee Engagement**

Employee engagement has several characteristics, but this study will focus on the Chartered Institute of Personnel and Development (CIPD) degree of employee engagement and The Aon Hewitt Employee Engagement Model. Chartered Institute of Personnel and Development (CIPD) (2013) grouped employees' level of engagement into three main types namely actively disengaged employees, partially engaged employees, and the actively engaged employees. The actively disengaged employees are the employees with negative energies and tend to focus on the barriers of the employee and the company. These employees are distinct from the mission and vision of the organisation (CIPD, 2012). Moving on is the partially engaged employees complete their duties on time but, are unlikely to add any extra effort after completing their duties. This is because they lack strong motivation. According to CIPD, (2012) these groups of employees are average employees by nature. The bosses of this group dislike them because they lack team spirit. Finally, the last kind of employees are those who are actively engaged in

their organisation's activities. They are people who have a strong organisational spirit and will go to any length to fulfill the organisation's objectives. They will speak up if a problem prevents them from being completely engaged and are personally motivated to become more active (CIPD, 2012).

### The Aon Hewitt Employee Engagement Model

With over 30,000 employees in 90 countries serving more than 20,000 clients globally, Aon Hewitt is the global leader in human resource solutions (Hewitt, 2015). This group created a model for determining the level of employee engagement in an organisation.

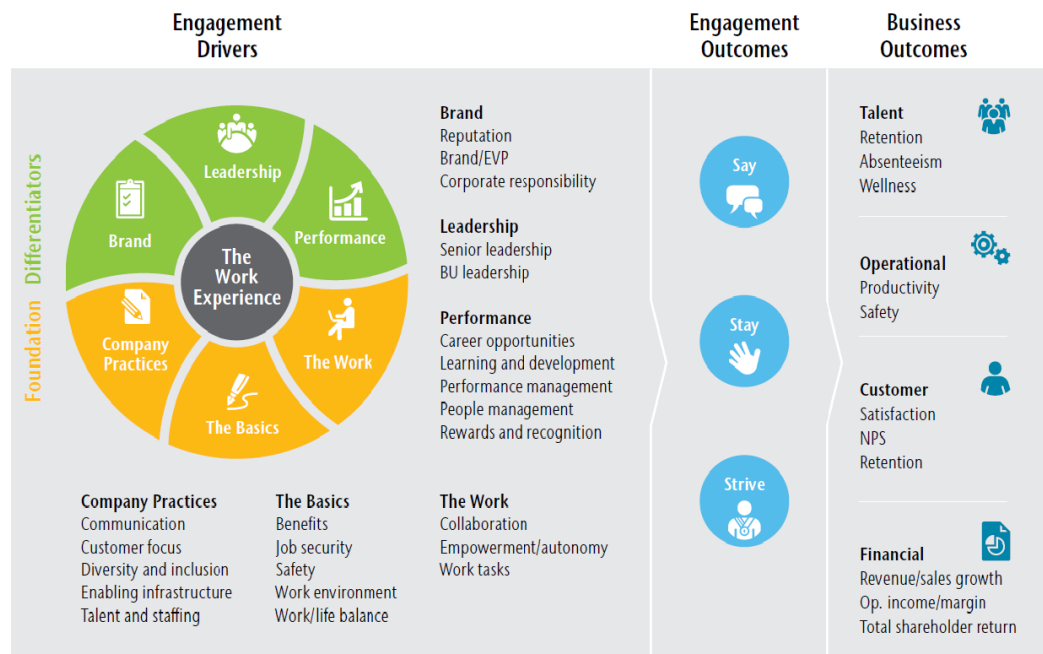


Figure 1: The Aon Hewitt Employee Engagement Model

Source: Hewitt, (2015)

Figure 1 depicts the Aon Hewitt engagement model, which includes the organisational causes and business results of engagement, as well as the individual

outcome engagement itself. They lay a heavy emphasis on the concept of employee engagement, which refers to the psychological state and behavioral consequences that contribute to increased success. Affective and continuous engagement, inspiration, and organisational citizenship behaviours are only a few of the frameworks that are commonly discussed in academic literature. In practice, participation entails a mix of critical thinking, emotions, intentions, and behaviours that are essential for peak performance and productivity. Employee engagement is measured by a six-item construct made up of three measurable facets of "tell, remain, and strive," each of two things.

### **Employee Engagements among Institutions of Higher Learning**

Education is a crucial driver of every country's development is it developing or developed countries. Education is significantly needed in economic and social development. Higher learning institutions develop a larger pool of talent human resources for countries. Lecturers are the major resources of every educational institution. According to Simpson (2009) Employee engagement at institutions of higher learning has emerged as a potentially relevant issue for organisational management and employee success. Thongpoon, Siriluck did a study on Enhancing Work Engagement among Higher Education staff and realized that staff in higher institutions are engaged when job and personal resources are available at the workplace. Employees who are committed are more loyal and concerned about the company's future. They are ready to go above and beyond to meet the institution's objectives. According to Sulistiowati, Komari, and



Dhamayanti (2018), higher education administrators use employee engagement to motivate workers to go beyond and above in their efforts for the organisation.

A huge driver of employee engagement is delegation (Hewitt, 2015). Employee involvement is a key concept in the effort to understand and portray the relationship between higher education institutions and their employees. Without a doubt, staff are considered as indispensable to the achievements of higher learning institutions. Supporting this declaration, Donkoh (2016) guarantees that staffs, are the mainstay of an educational system. Sung, Yee, Bahron, and Rahim, (2017) explained that employee engagement in higher education institutions helps to reduce turnover intention among the employees. Byrne and MacDonagh, (2017) discussed work engagement and organisational engagement among higher education workers. Their research looked into how different job environments, as well as the physical, cognitive, and emotional contexts of involvement, affect employee engagement. Finally, they posited that lecturers' emotional connection to the institution is a driver to their engagement. They came to the conclusion that a person's passion for their work has a lot to do with their commitment.

### **Leader-Member Exchange (LMX)**

According to Graen and Uhi-Bien (1995), the quality of a superior's or leader's connection with a subordinate or member indicates leader-member interchange. The concept of leader-member exchange was influenced by social exchange theory. According to LMX, a genuine interpersonal interaction between bosses and their subordinates develops over time with the establishment of any formal organisation (Graen & Cashman,1975). Leader-Member Exchange (LMX)



refers to the types of High-Quality LMX (in-group) and Low-Quality LMX (out-group) qualities that leaders have with their members.

LMX has a characteristic that leaders or superiors don't deal with members or subordinates the same way; that is there is no uniform set of behaviours set for all members. The behaviour put forth by a leader towards a member is dependent on how active or involved the member is in the organisation. As a result, there are always two groups of people within every organisation under LMX. The first group is called the In Group. The relationship with the members in the group is based on High-Quality LMX with mutual trust support and respect. The in-group is respected, and it is given increasingly dangerous tasks and hence greater responsibility. It also receives additional career opportunities and self-awareness opportunities, as well as regular support and direction. They typically have sufficient resources to carry out their ideas.

The Outgroup is the second subgroup. Since the leader does not have enough faith in them, they are assigned tasks that are not difficult. Low-Quality LMX is a rudimentary task for deciding the form that is only concerned with getting the job done. As a result, they will be deprived of opportunities to develop their abilities, competencies, and capacities. The desire of any leader should be to obtain high-quality LMX. According to previous research, High-Quality LMX would reward the institution by improving efficiency, increasing worker satisfaction, and improving representative maintenance. Low-Quality LMX indicates a low-level, value-based market perspective in which people show up, do their job, and go

home. Workers are frequently not genuinely taken in by the Leader/adherent interactions and are not primarily devoted to the success of the organisation.

### **Job Satisfaction**

One of the most significant goals that each manager has for his or her employees is job satisfaction. There is a belief that an organisation with high level of job satisfaction has employees with better working attitude. Job satisfaction is described by an employee's overall actions and attitudes towards their role and mission within the organisation, according to Robbins and Coulter (2010). Every employer's dream and aim are to have his or her employees satisfied with their job. Previous study has shown that there is a link between job satisfaction and a more positive attitude toward work (Fox, Spector, Goh, Bruursema, & Kessler, 2012; Ahmed, et al., 2015; Lai Wan 2007). According to the study's findings, work satisfaction has a negative impact on absenteeism, labor turnover, and morale.

According to Locke (1976), as referenced by Fadlallh (2015), job satisfaction is described as an employee's joyful or good emotional state resulting from an assessment of his job or employment experience. In a similar vein Fadlallh (2015) also cited Neuman (1989) who posited those employees who get satisfied turn to perform more than the dissatisfied employees when managers control and delegate part to their employees. Job satisfaction experienced at a workplace can be a result of the equitable distribution of firms' favours, delegations, employee engagement and leader-member relations. Employee work satisfaction can be harmed where there is suspected inequity. The ability of a person to meet or surpass expectations at work influences job satisfaction. Individual job satisfaction can be

influenced by monetary and non-monetary compensation, depending on the employee (Okeke 2010).

Job satisfaction of employees towards a particular kind of work is seen in how emotional and psychological the employee will be in giving value judgments. If the employees' job values are allegedly supposed to be fulfilled, he will be having the enjoyable emotions of satisfaction; if they are frustrated in the organisation, he will be dissatisfaction as a result of experiencing unpleasant emotions (Henne& Locke 1985). Job satisfaction can group into intrinsic and extrinsic. Salanova and Kirmanen (2008) cited Hirschfield (2000) to define intrinsic job satisfaction as the feelings employees have for the nature of the job duties and task as they fulfil organisation objectives whereas extrinsic job satisfaction is the feeling, they have about aspects of working situations that surrounds the job duties and task.

### **Job Satisfaction among Institutions of Higher Learning**

Education has an important and undebatable role in developing and sustaining the country. Institutions of Higher learning are perceived as the key group of actors in influencing and developing human resource need for the future. Educators are anticipated to impact the manpower of the country with knowledge and deliver relevant work with high quality. For this reason, job satisfaction among institutions is a topic of interest to every country. Fadlallh (2015) has studied the effect of job satisfaction on employee efficiency at the University of Salman Bin Abdul-Aziz-Faculty Aflaj's of Science and Humanity, and has shown that job satisfaction for the higher education workers is influenced by working conditions, wages and promotion and working relationships for the employee. Similarly, a

study by Kyarimpa (2010) on job satisfaction among school teachers found that assigning activities to teachers, assigning tasks to teachers, and giving teachers leadership power all result in high levels of satisfaction among teachers.

### **Hypothesis Development**

This section analyses and sets up the hypothesis for the study. The section set up the seven hypotheses for the study.

### **Delegation and job satisfaction**

Every effective delegation has three key pillars, that is authority, responsibility, and accountability for the part of the member. The delegation is a key aspect of all superior, subordinate relations, according to Kyarimpa (2010). Cliffs (2010), said delegating the superior/subordinate is a downward relationship. In order to do the best out of every superior, companies encourage the delegation to their subordinates, but they ask the subordinates for accountability. Delegation doesn't just lead to subordinate empowerment, it also frees the superior from routine duties, giving him ample time to consider more thoughtful responsibilities in the organisation. This leads to job satisfaction for both parties. Superiors are overburdened with work without delegation and superior is always left alone with little or no workload. Therefore, delegation will lead to empowerment which will accordingly let the job satisfaction with the firm increase.

Chandan (1999) stated that delegating to employees some authority and responsibility of the superior makes the employee more dedicated to their work and lets them have the feeling of being involved in the company. In the process of delegation, the subordinates become more innovative and they are able to grow and



develop themselves. The opportunities have given them make them become satisfied and content with their work. Decentralization in companies, according to Frischmann (2010) is a strategy for delegation to reduce organisation's tiers of decision-making authority. There are fewer levels within an organisational structure in a decentralized company, wider variety of powers, and a flow of decision-making and ideas both up to and down. For example, if you have less experienced newly employed workers at the lowest level and delegation of authority, responsibility and at the end of the period he is held accountable for the particular work, they become motivated and satisfied with the work.

This assisted the research in determining that if supervisors at Takoradi Technical University empower their subordinates by delegation, job satisfaction would improve. The above-mentioned literature demonstrates how delegation works more effectively since it shows the benefits of delegations, including enhanced junior employees' positions in favour of the agency, preparedness to take up top positions, employee potential and flexibility in decision making. This study tried to determine how successfully delegation at Takoradi Technical University influences job satisfaction.

An empirical review discussing some results of other researchers in relation to delegation and job satisfaction are as follows. Case of Mukono Town Council Schools in Uganda: Kyarimpa (2010) researched delegations of teacher secondary education and work satisfaction in Mukono district. This study aims to determine the relationship between the satisfaction of the work of the teacher and the task of the instructor. This includes the relationship between his roles and contentment in



the job. This study has employed methodologies of quantitative and qualitative analyzes. The participants in the report were teachers (255) and directors (50). This report has adopted a descriptive survey research design. Questionnaires and an interview guide were the data gathering method for analysis. The data were also analyzed by the simple frequency, percentage, mean, correlation and default. The study indicated a positive association between assigning teachers' activities, assigning teachers' duties and teacher power and happiness with their employment. The study showed that the greater the pleasure of the delegate.

Study on delegation, job satisfaction, and subordinate performance by Joiner, Bakalis, and Choy (2016): the mediatory effects of the exchange between leaders and the Church. The paper states that Chinese cultural values are incompatible with delegation and so employed the model for the mediation of the link between delegation and subordinate job fulfilment and success in the Chinese context. Chinese cultural values were also incompatible. The research covered a total of 186 Chinese subordinates working for a prominent transportation company in Hong Kong. The data were also analyzed with ordinary, low-field regression, easy frequency, percentages, mean and standard deviation. Delegation and job satisfaction are connected in a favorable way, according to the conclusions of the survey. The delegations also said that subalterns have more tough, engaging, and enriched jobs than would otherwise be regimented and monotonous tasks as defined in this report. Changes in the design of tasks can lead to greater intrinsic satisfaction.

Research conducted by the Ugandan Primary Education Sector in Uganda with the title "Delegation and Job Satisfaction: An Eview of the Relationship within Uganda." The study was intended to examine the impact of each facet of the delegation on the satisfaction of elementary teachers in Eastern Uganda. In the studies, 247 primary school instructors were researched across sections in eastern Ugandan schools. This study targeted. Data were gathered using teacher-distrusted surveys. Research carried out in Uganda by Mosenze, Thomas and Lubega, (2014) on "Delegation and Job Satisfaction: Evaluation of the Uganda Primary Education Sector Relationship." The study was designed to investigate the impact on the satisfaction of primary school teachers in universal primary education in East Uganda from the individual characteristics of delegations. This study employed a cross-sectional approach and focussed on 247 teachers at primary schools in Eastern Uganda. Data have been acquired via teacher-distrusted questionnaires.

Based on the above reviewed studies, it can therefore be proposed that;

*H<sub>1</sub>: There is no significant relationship between delegation and job satisfaction of staff of Takoradi Technical University.*

### **Delegation of Authority and Employee Engagement**

Kyarimpa says (2010) that the commitment of employees in this modern period is crucial to all managers. To be effective, delegating requires committed staff. The employee considers it significant for the manager and the company when authority is handed to the employee. When delegation expands day by day and the management looks for the views and suggestions of the employee about tasks and processes, the employee becomes involved. Leaders not delegating have an adverse

effect on employee engagement. Delegation act as an employee engagement tool or driver. The employee involvement level in a company mainly depends on how frequent work is outsourced to them, according to Kim (2011). When the employee feels that the work assigned to him or her is directly related to his development, he is more engaged. Delegation with the purpose of developing the individual makes them motivated and engaged.

Delegation involvement of employees will lead to various other benefits for the enterprise. The company can do more. The personnel might make further efforts to help the organisation realize its personal goals. The employee that receives delegated authorities improves his or her talents, extends his or her experience and shows his or her supervisors. When authority is effectively transferred to a subordinate, the work or task he or she will have to increase and the obstacles he/she has in the job increase. The degree of commitment within the company is increasing as the obstacles mount.

This allowed the study establish that if supervisors from the Technical University of Takoradi empower their subordinates through delegations, the employees' degree of involvement in the university will increase. Generally speaking, the aforementioned literature explains that the delegation increases employee engagement because it points out that the delegation's outcomes increase the job challenges, improve the position of the junior personnel towards the institution, develop the personnel for top positions, exploit the staff potential and make decisions flexible. The study sought to assess how the participation of staff at Takoradi University affects delegation.

In Uganda, Kyarimpa (2010) researched secondary school teacher delegation and work satisfaction in Mukono district. The objective of the study is to identify the relationship between teacher allocation and job satisfaction; the relationship between teacher allocation and job satisfaction, and the link entrepreneurs' position of authority and job happiness. The study employed quantitative and qualitative approaches of investigation. Professors (255) and head teachers were included in the study (8). The research was designed using a descriptive survey. The data gathering instrument is the study using questionnaires and an interview guide. The data were also analyzed by the simple frequency, percentage, mean, correlation and default. Following the study, they also developed the willingness to work beyond usual time, put more effort and have a greater attitude towards their work after delegation of tasks to the instructors. They are much more involved, they feel more attached, they work hard to justify their positions and enjoy work since they play high-level responsibilities. They are encouraged.

Van Schalkwyk, Du Toit, Bothma, Rothmann, (2010) undertook a study in the petrochemical laboratory on job safety, leadership behaviour, commitment of employees and intent to leave. This study was designed to examine the association between work insecurity (such employee reporting to leaders), employee commitment and the intention of leaving work at the petrochemical laboratory in order to improve leadership. There has been a correlation design. The survey used 169 respondents. Data were acquired using the Job Insecurity Index, the LEEQ and the Scale of Work Engagement. To gauge the intention of leaving the employment, two independent questions were employed. The study showed that leadership,



which includes, inter alia, delegation of authorities, has a good association to employee participation. They stressed that delegating by leader to employees favorably influences the level of commitment of employees.

Kim (2011) conducted a study on factors affecting the involvement of public workers in the United States and their impact on corporate performance. The aim of the study was to analyze the factors that affect the commitment of employees and their potential result. The study employees from 72 US federal government departments have been examined in a big scale. The study examined three elements that affect the involvement of employees. The results of the study demonstrated that leadership support like the delegation has a good effect on the commitment of employees. The study indicated that support for participatory management can forecast the involvement of employees. The preceding arguments and the empirical examination of the connected works may be based on increased levels of employee's engagement, delegation authority, responsibility and holding of the subordinate responsible. From the above review, it can be hypothesised that;

*H<sub>2</sub>: There was significant relationship between delegation of task and employee engagement*

### **Employee Engagement and Job Satisfaction**

If a company is to get the best out of its workforce and thrive over time, the best possible attention should be given to employee commitment and satisfaction. The employee needs work satisfaction in order to work in the same company or company for many years and help the same employee to maximize his potential. An employee who thinks he's content with employee commitment will nonetheless



leave the organisation when there's a chance. A high level of employee engagement indicates that employees feel engaged and participate in their work or work. This will influence the contentment of the workforce, which is the content of the employee as he works. An employee can still be content without commitment only that the employee is not part of the company's growth and achievement.

An engaged employee will do everything within its effort to make the company achieve its objectives. Engaged employees are satisfied with their job. Engagement will make the satisfied employee go beyond and above their work responsibility. An engaged employee is not only happy about their job they think about better ways to make achieve its objective. An employee who is engaged says good things about the company, talks to people about the company and strive for the company to achieve its objective, as a result, the employee gets satisfied with the job he is doing. A satisfied employee will only show up for work but an engaged employee will not only show up for work but will also contribute his best to the company.

This aided the study in determining that when employees at Takoradi Technical University become more engaged, they also become more contented. In general, the aforementioned literature demonstrates that employee engagement promotes work satisfaction in the company since the results of employee engagement are that the employee does what is expected of him and goes above and beyond to help the firm achieve its goal. Thus, the study sought to determine how well employee engagement influences job satisfaction at Takoradi Technical University

Thakur (2014) conducted study on the effect of employee involvement on work satisfaction in India's IT sector. The study's goal was to examine the impact of employee involvement on work satisfaction in the IT industry. The investigation was carried out using both primary and secondary data. The study's respondents included both officials and clerks from the IT sector. Questionnaires were used to collect data. The sample size for the study was 120 participants, all of whom worked in the IT business. The Statistical Package for Social Sciences, as well as Regression Analysis and Correlation Analysis, were used to analyze the data. According to the report, there is a positive association between employee engagement and work satisfaction in the IT sector, or employee engagement has a beneficial impact on job satisfaction.

In addition, Vorina, Simoni, and Vlasova (2017) conducted a study on the association between employee involvement and work satisfaction in Slovenia. The study's goal was to determine whether and how employee engagement affects work happiness. The sample size for this study was 584 people from Slovenia's public and private sectors. In this report, a descriptive survey research design was used. Questionnaires were utilized to collect data for this analysis. IBM SPSS 20 was utilized for the statistical analysis. In addition, basic frequency, percentages, mean, correlation, and standard deviation were used to examine the data. The data suggest that there is a positive and statistically significant relationship between employee involvement and job satisfaction.

Employee engagement and job satisfaction construct overlap: a hallmark of semantic equivalence? Nimon, Shuck, and Zigarmi studied this (2016). This paper

investigated employee involvement and job satisfaction. The investigation employed ordinary least squares (OLS) regression to examine the extent to which employee engagement and job satisfaction are related. According to the data, there is a high association between employee involvement and job happiness. According to the preceding debates and the empirical assessment of linked works, when employees are engaged, they are also satisfied.

*H<sub>3</sub>: There is significant relationship between employee engagement and job satisfaction*

### **Mediating Role of Employee Engagement on the Relationship between Delegation and Job Satisfaction**

The function of employee involvement in mediating the relationship between delegation and job satisfaction is based on two major reasons. The first is that delegation influences job satisfaction and employee engagement, and that employee engagement can influence job satisfaction through a better attitude of junior staff for the institution, top-level personnel training, maximizing employee potential, and decision-making flexibility. Earlier research by Kyarimpa (2010), Joiner, Bakalis, and Choy (2016), and Musenze, Thomas, and Lubega (2014) found that successful delegation techniques involving power, responsibility, and accountability resulted in higher employee satisfaction. According to Kyarimpa (2010), Van Schalkwyk, Du Toit, Bothma, Rothmann, (2010), and Kim (2011), successful delegation has an impact on employee engagement. At the same time, Thakur (2014), Vorina, Simoni, and Vlasova (2017), and Nimon, Shuck, and Zigarmi (2016) found that employee engagement boosts job satisfaction. As a

result, efficient delegation leads to increased employee engagement and thus job satisfaction.

Employee engagement is at the root of the second method. This method discusses the relationship between delegation and job satisfaction from the standpoint of employee involvement. According to this concept, an engaged person is willing and ready to do everything to assist the organisation achieve its goals, so giving authority to them is simple and leads to job satisfaction. Employees that are engaged and have tasks assigned to them have a higher level of satisfaction. As a result, there is a high degree of satisfaction as a result of a calm environment for delegating to subordinates. As a result, employee involvement is likely to act as a buffer between delegating and job satisfaction. In view of that, the study seek to test this hypothesis.

*H4: There is a mediating role of employee engagement on the relationship between delegation and job satisfaction.*

### **Delegation of Authority and Leader-Member Exchange**

Leaders who give responsibility to subordinates frequently cultivate high-quality relationships with their followers. This relationship will be built on both parties' trust, respect, and loyalty. Subordinates who are delegated tasks are more likely to experience trust and respect, which will support and encourage the leader (Deluga, 1994; Graen, &Uhl-Bien, 1995). Delegating authority on the part of leaders is viewed as a technique of developing relationships with subordinates. Delegating authority and responsibility demonstrates that the leader recognizes the



subordinate's talents and trusts his competence, which aids in the development of the social interaction between the two groups.

Delegation may be associated with leader-member interaction, however when delegation is ineffective, the subordinate ends up in the outgroup firm. According to Deci, Connell, and Ryan (1989), the leader plays a vital role in delegating to subordinates the authority and responsibility that the leader is to perform. The underlying concept of LMX theory is that leaders approach subordinates differently (Dansereau, Graen, & Haga, 1975). As a result, a leader may have high-quality conversations with some subordinates while having low-quality exchanges with others. These two groups are referred to as the ingroup and outgroup, respectively. According to the LMX literature, the supervisor-subordinate relationship appears to have a major impact on workers' work experiences (Liden, Sparrowe, & Wayne, 1997).

The preceding discussion suggests that when delegation occurs, the superior or leader must select the subordinate or member to whom he is delegating. As a result of the selection, the team will have an ingroup (high-quality relation) and an outgroup (low-quality relation). Delegating authority to members communicates a message of trust and competence to the LMX partnership, which it feeds. This aided the study in determining that as the size of a delegation at Takoradi Technical University grows, so does the leader-member interchange. As a result, the study tried to determine how delegation affects leader-member exchange at Takoradi Technical University.



Delegation, Job Satisfaction, and Subordinate Performance: The Mediating Effect of Leader-Member Exchange in China, by Joiner, Bakalis, and Choy (2016). According to the study, Chinese cultural norms are incompatible with delegation, so a model in which leader-member exchange (LMX) mediates the relationship between delegation and subordinate work satisfaction and performance in the Chinese context was adopted. The study included 186 Chinese subordinates from a prominent transport company in Hong Kong. In addition, the data was analysed using ordinary least-squares regression, correlation simple frequency, percentages, mean, and standard deviation. According to the study's findings, delegation was positively connected with inferior perceived quality LMX connections. Delegation, in other words, feeds the LMX connection.

Pellegrini and Scandura (2006) also investigated Leader-member exchange (LMX), paternalism, and delegation in Turkish corporate culture: an empirical examination in Turkey. The study investigated the links between leader-member exchange (LMX), delegation, paternalism, and work satisfaction in Turkish commercial organisations using a structural equation modeling approach. The study's sample size was 185 participants. The data was further analyzed using ordinary least-squares regression, correlation simple frequency, percentages, mean, and standard deviation. The findings indicate that there is a considerable beneficial association between delegation and leader-member exchange. According to the study, in high power distance cultures, members prefer the leader to take charge and give orders rather of delegating decision-making authority to subordinates.

Prior empirical investigations have identified a positive relationship among delegations and LMX quality (Scandura, Graen, & Novak, 1986; Graen & Scandura, 1987; Sparrowe, 1994; Liden et al., 1997; Schriesheim, Neider, & Scandura, 1998; Yukl & Fu, 1999). (Pellegrini and Scandura, 2006). The researcher expect to find a positive association between delegation and quality LMX based on past theory and research findings.

*H<sub>5</sub>: There is a significant relationship between delegation and leader member exchange*

### **Leader-Member Exchange and Job Satisfaction**

The quality of leader-member exchange ties in the workplace can have an impact on the organisational structure and success. Instead of examining the behaviors and features of the leaders or followers, LMX concentrates on the quality of the ties between leaders and members. LMX is a group and their interactions in the group, both partners of a dyad being interreliant, sharing instrumentalities of mutual results and creating environmental conceptions, maps of cause and values. According to Graen and Uhl-Bien (1995), “Leadership does not rest on the leaders alone’ and subordinates’ behavior, but on the relationships formed” as well. This relationship will be based on trust on the part of both parties, respect and loyalty.

Employees are content with their leaders when they are satisfied with their jobs. Thus, because the LMX relationship is the most important aspect of subordinates' experiences in the organisation, satisfaction with the leader has a major impact on job satisfaction. The leader per one or two encounter forms a good or bad impression about the employee. The leader, consciously or not creates two

groups of people under him. That is the In-group and the Out-group. When the leader is satisfied with the employee, he puts him in the In-group otherwise he adds the employee to the Out-group. These two groups have the opportunity of being satisfied just that the In-group members get satisfied early.

From the previous discussion, we can deduce that the superior or leader will be in a position to satisfy the employees of the organisation when there is a high-quality interchange of leaders. Thus, through what is called the ingroup (high-quality relation) and outgroup (low-quality relation) in the team he able to know each employee's strength and decide on the job to allocate to that employee. This helped the study in establishing that as the quality of leader-member exchange at Takoradi Technical University increases, job satisfaction becomes stronger. The study thus attempted to establish that leader-member exchange affects employee job satisfaction at Takoradi Technical University.

Mardanov, Heischmidt, and Henson (2008) did study on the issue "Leader-member interchange and work satisfaction bond and projected employee turnover." The goal of this study is to show a greater relationship between LMX and employee job satisfaction. This study also attempts to forecast staff attrition in the banking business based on low-quality LMX and job discontent. The Leader-Member Exchange Scale and the MSQ were employed in the study to collect data on leader-member exchange and job satisfaction, respectively. The sample consisted of 130 associates, with managers accounting for 2.17 percent of the population. Primary data from questionnaire distributions were used in the study. The collected data was examined and summarized in the form of frequencies and percentages. To find

correlations between variables of interest, two distinct multiple hierarchical regressions and one simple regression were done. According to the study's findings, leader-member interchange has a favorable association with job satisfaction. The study further stated that Satisfaction with supervision had a significant impact on job satisfaction.

Harris, Wheeler, and Kacmar (2009) conducted a study on Leader-member interchange and empowerment: Direct and interactive effects on work satisfaction, turnover intentions, and performance. The study investigated the moderating effect of empowerment on the links between leader-member exchange (LMX) quality and self-rated outcomes of work satisfaction and turnover intentions, as well as supervisor-rated outcomes of job performance and organisational citizenship behaviours. To test the assumptions, the study used two samples of 244 and 158 employees, respectively. The data collected through questionnaire distribution was analyzed using SPSS. According to the findings, leader-member exchange has a beneficial effect on job satisfaction.

Erdogan and Enders (2007) conducted research on Supervisors' Perceived Organisational Support as a Modifier of Leader-Member Exchange to Satisfaction and Performance Relations. The researchers predicted that the supervisor's perceived organisational support (POS) would influence the relationships between leader-member exchange (LMX), work satisfaction, and work performance. A grocery store chain's 210 subordinates and 38 supervisors were included in the study's sample. The data was also analyzed using hierarchical linear modeling, percentages, mean, and standard deviation. According to the findings of the study,



leader-member exchange has a beneficial effect on job satisfaction. The findings revealed that the quality of LMX had a beneficial effect on both job satisfaction and performance. Furthermore, when they gain more benefits, high Leader-member exchange members should have a strong sense of responsibility to respond to work, resulting in a stronger connection between LMX, satisfaction, and performance. Prior empirical research has discovered a link between high-quality LMX and job satisfaction (Graen, Novak, & Sommerkamp, 1982; Janssen, & Van Yperen, 2004.; Joiner, Bakalis, & Choy 2016). The researcher also expects to uncover a positive association between high-quality leader-member interchange and work satisfaction based on past theory and study findings.

*H6: There is a significant relationship between leader-member interchange and job satisfaction*

### **The Role of Leader-Member Exchange as a Mediator in the Relationship Between Delegation and Job Satisfaction.**

Never underestimate the direct relationship between leader-member interchange and the two factors. What's more intriguing now is how the trade of leaders and members affects work satisfaction indirectly through delegation. Thus, when a leader delegated authority effectively to a member, there is potential for mutual trust, respect, and ongoing social mutual exchange to form within the leader-member dyad. Delegation serves as a platform for high-quality dialogue between leaders and members. This is true in a corporation whose individuals readily accept delegated responsibility in exchange for benefits, opportunities, and recognition. High-quality leader-member interchange has a good effect on job

satisfaction because of the positive benefits that accrue to them, such as support, recognition, and privileges. Finally, if delegation has an effect on work happiness and leader-member exchange has an effect on work satisfaction, then leader-member exchange has an effect on work satisfaction. This indicates that when there is high-quality leader-member interchange through delegation, work satisfaction will always rise. The study therefore analyses the mediating role of leader-member exchange on the relationship between delegation and job satisfaction

*H7: There is a significant mediating role of leader member exchange on the relationship between delegation and job satisfaction.*

### **Conceptual Framework**

Sinclair (2007) describes a conceptual framework as a map or guide that brings together the factors of interest to the research process. Figure 2 clearly shows the conceptual framework that will guide the research. Figure 2 predicted that delegation of authority had an effect on job satisfaction. According to the framework, delegation of authority influences both leader-member exchange and employee engagement. As a result, both variables have an impact on job satisfaction. Employee engagement and leader-member interchange serve as moderators in the link between delegation of authority and work satisfaction.

Also, employees consider delegation as a form or approach that supervisors use to improve their experiences. Undertaking delegated tasks would improve their experience and skills in the task. This would improve their satisfaction in the organisation. This can be effective when employees are engaged in the relationship between delegation and job satisfaction. Also, the relationship between delegation

and employee engagement can be better when there is leader member exchange theory. This means that, when relationship between members and leaders yield a high level of trust, delegation of task would be smoothly done which would improve on the level of satisfaction the employees have in the organisation.

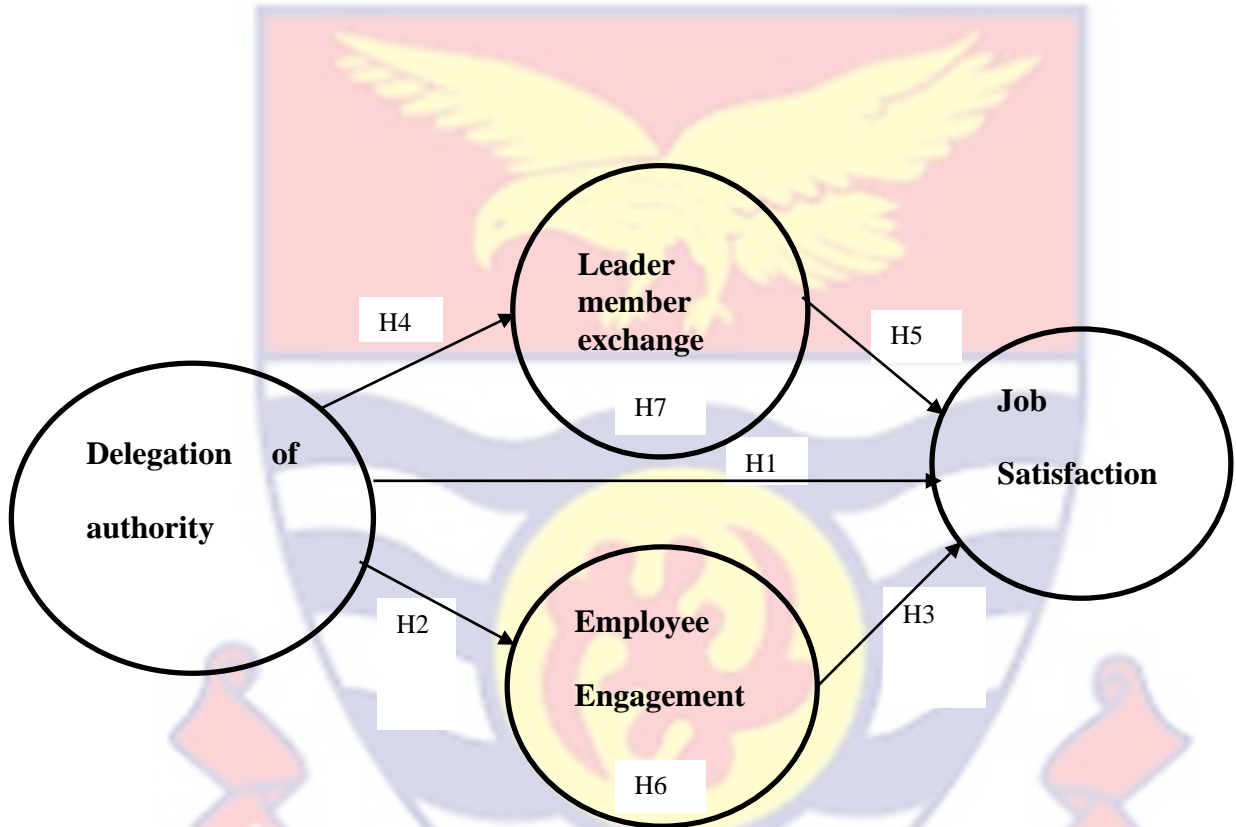


Figure 2: Conceptual Framework

Source: Field Survey (2019)

### Lessons Learnt

Based on the above empirical and conceptual reviews, most of the studies considered the multiple regression analysis. Also, limited studies has been done in Ghana. Moreover, studies that have been done in relation to delegation and job satisfaction were done without considering the role of any other variable. Employee

engagement as a mediating variable has not been considered by any study. Finally, leader member exchange has not feature in the relationship between delegation and job satisfaction.

### **Chapter Summary**

In this chapter, we examined the theory of Social Exchange that explains how the Delegation's work happiness influences, and the theory of Leader Exchange, as Mediator and Job Demand Resource Model, which explains employee involvement as moderator and also empirical and conceptual study reviews. A conceptual framework for the study was constructed from the preceding literature review and based on the study objective. One conclusion which can be made from the lecture review is that authority delegation has a beneficial effect on employment satisfactions, exchange of leaders and commitment to employees. The commitment of employees and the interchange of leaders have a favorable effect on job happiness. This chapter explored the moderating role of staff involvement and the exchange of leadership on the relationship between delegations and work satisfaction. The two factors are clearly linked and can assist us make the different features regarding delegation and satisfaction at Takoradi Technical University.



## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

This chapter is about the research methodology. It covers the strategies, tools and methods utilized in collecting and analysing data to answer a research issue. The paradigm for research, research design and demographics, sampling and sampling were all thoroughly evaluated. This chapter also covered the protocol for the investigation, data analysis and ethical considerations. This chapter started with a case study description of the design of the study and also explained why the TTU was chosen as the area of study. The data collection and analysis processes have been explained in the next section. The chapter ended with a discussion of the study's ethical assessment.

#### Research Paradigm

Research paradigm of a study explains how knowledge is developed and the nature that knowledge takes. Guba (1990) explained Research Paradigm as “sets of beliefs that guide action”. He further stated that they are assumptions which are conceded before the start of the study. Brooke (2013) posited that Research Paradigm is rooted in all educational research. Adjei, (2015) postulated that what guides every researcher through the entire research are certain beliefs, values and a view of the world making up the research paradigm. Burrell and Morgan (1979) also indicated that subjects of research are approached by all social scientist through implicit or explicit presumptions about how the social world is and how the social

world may be investigated or investigated (paradigm). As a result, research paradigm has an essential influence on every decision to be taken in the research process (Kivunja & Kuyini, 2017).

Chilisa and Kawulich (2012) indicated that understanding of what knowledge is and what truth differs from one researcher to the other. A research paradigm (also known as a research philosophy) is a set of beliefs and assumptions about how knowledge evolves, according to Saunders, Lewis, and Thornhill (2016). The types of beliefs generated by a researcher as a result of these aspects will most likely lead to the use of a strong qualitative, quantitative, or mixed-methods approach in their study (Creswell & Creswell, 2018). According to Saunders et al. (2016), there are five primary philosophical schools that have affected social science research throughout the years: positivism, critical realism, interpretivism, postmodernism, and pragmatism.

This study adopted a post positivist approach. The post-positivist paradigm evolved from the positivist paradigm. It is concerned with the subjectivity of reality and moves away from the purely objective stance adopted by the logical positivists (Ryan, 2006). Postpositivism rejects the positivist approach that a researcher can be an independent observer of the social world. Postpositivists argue that the ideas, and even the particular identity, of a researcher influence what they observe and therefore impacts upon what they conclude. Post-positivism offers a fresh perspective here through acknowledgement of such built-in partiality. Through recognition of reality as a social construction, its focus transfers to circumstantial

context and discursive process to shape the narrative. This is appropriate since the study analyse the relationship between the variables.

### **Research Approach**

According to Cresswell & Cresswell (2016), there are three types of research techniques: qualitative, quantitative, and mixed methodologies. The quantitative technique was used by the researcher in his investigation. Patel and Davidson (2003) expressed that quantitative research as comprising the measurement of data collection and statistical processing. Furthermore, Bryman and Bell (2003) stated that quantitative research provides some advantages to the researcher over qualitative research consist of administration, time and cost, no interviewer inconsistency, the absence of interviewer effect, and respondent convenience.

In fact, quantitative research is less expensive than qualitative research. This method, according to Curran and Blackburn, is becoming more common in business and management courses (2001). The quantitative technique is ideal because it allows the researcher to collect data using standardized processes based on well-defined study themes and variables, as well as correctly structured research instrument(s) (Zickmund, 2000). Data analysis in quantitative research is simple and straightforward (Malhotra, 2007). On the other side, quantitative research has limitations in that it ignores a crucial human factor such as respondents' emotions, behaviour, and feelings.

## Research Design

Moulton, (2009) defined research design as the set of plans and instructions that connect the conceptual problem to the pertinent empirical research which researchers follow in addressing the research problem. The research design according to Yap (2016) is a way of gathering data from the necessary information as well as preparing replies to queries from the study. Plonsky (2017) defines the design of the research as the whole of the plan adopted to deal with the problem of research. A good research design is very crucial in deciding the type of data, the data collection technique and the sampling type to use in a study. Crofty (2008) focused on four crucial characteristics to examine when adopting a research design: the epistemology that underpins the research, the philosophical views that underpin the methodology in issue, the methodology itself, and the tools and processes utilized to collect data in the research design. Williams (2011) showed that the choice of research design should base on the research setting, research problem, possible limitations and its underlying paradigm that informs the study. Research design can be either exploratory, descriptive and explanatory (Saunders, Lewis & Thornhill, 2012).

The descriptive research design and explanatory was adopted in this study, to assess people's knowledge, beliefs, preferences and satisfaction about delegation and job satisfaction at Takoradi Technical University; the role of leader-member exchange and employee engagement, in an attempt to measure these magnitudes in the general population (Kotler& Keller, 2013). Leedy and Ormrod (2010) highlighted that descriptive surveys record a transitory instant in time, similar to



how a camera captures a single frame of an item in view and then generalizes about the state of affairs over a longer period of time. Kothari, (2004) also indicated that descriptive survey aims at offering the explanation of the state of affairs as it exists at present. Descriptive research is directed at making careful observation and detailed documentation of a subject matter (Bhattacharjee, 2012). On the disadvantage of adopting descriptive survey, Zickmund, (2000) revealed survey is susceptible or easily influenced by the introduction of biases in measuring instruments and being relatively painstaking and time-consuming research design method. The explanatory research design was adopted because the study sought to analyse the causal relationship between the variables underpinning the study

### **Study Organisation**

Takoradi Technical University (TTU) was the site of the study. The TTU was chosen for the study because it is independent, designing and implementing its own delegation processes. TTU is a public tertiary university in Sekondi-Takoradi, Ghana's capital and the Western Region's capital. TTU was founded in 1954 as a Government Technical Institute, and in 1992, the Polytechnic Law (PNDCL 321 of 1992), which has since been replaced by the Polytechnics Law, elevated it to become a component of the Tertiary Education System.

TTU began providing Higher National Diploma programs in the 1992/93 academic year. TTU's current campuses are in Effia (Takoradi) and Butumagyebu (Sekondi). The Takoradi campus is home to the Schools of Applied Arts, Applied Science, and Engineering, as well as the Central Administration, while the Butumagyebu site is home to the School of Business Studies (Sekondi campus). It

is a university with faculties, schools, and non-academic administrative departments. At the upper level of management is the Rector who is the Chief Executive Officer and is assisted by the Registrar, who is the employer of the University, serves as the Administrative Chief Executive. Both academic and non-academic functional directorates such as the division of academic affairs, division of human resources, finance and faculties are taking control of by Deputy Registrars and Deans in various disciplines.

Due to the numerous tasks present at the technical university, the TTU was appropriate to analyse the effect of the delegation on the job satisfaction. Also, level of employee engagement at the workplace also has a significant effect on the selection of TTU.

### **Study Population**

The entire number of cases that meet a set of criteria is referred to as the population (Ary et al. 2006). Taking into consideration, the policy and divisions governing the TTU it was convinced to use both the administrative and clerical support (Senior members, senior staff & Junior staff) rather than the teaching staff and the supporting staff, normally known as Chief Research Assistants (CRAs), Principal Research Assistants (PRAs), and Senior Research Assistant (SRAs).

The frame of the available population was identified through personnel records of the individual Faculties provided by the Division of Human Resource of the TTU. The available population was defined as senior members, senior staffs and junior staff who are not part of the teaching staff. Thus, the target population at TTU consisted of 507 senior and junior staff members, including Chief

Administrative Assistants (CAA), Principal Administrative Assistants (PAA), Senior Administrative Assistants (SAA), Administrative Assistants (AA), Network Assistants (NA), Senior Clerks (SC), and Clerks Grade 1. (CG1).

### Sample and Sampling Procedure

About 64.1 percent of the study's target population was represented by the sample size. As a result, 217 questionnaires were issued to TTU employees in order to collect input. The sample size of 217 was determined using the sample size table developed by Krejcie and Morgan (1957).

$$s = \frac{X^2 NP(1-P)}{D^2(N-1)+X^2(1-P)}$$

s - Required sample size

$X^2$  = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N= the population size.

P= the population proportion (assumed to be .50 since this would provide the maximum Sample size)

d= the degree of accuracy expressed as a proportion (.05)

Given the impossibility of collecting data on the entire population, as well as the researcher's time constraints, the need to pick a sample that would reflect the entire population was critical. By assigning numbers and picking without replacement, simple random sampling was employed to first pick the departments to which questionnaires were distributed (lottery). Stratified sampling technique was employed further for the study, due to the nature of the departmental setup. This allows the researchers to get a proportion of the each of the component of the

population groupings. From the population, it can be found that staff of TTU can be classified into groupings. This makes the stratified sampling technique appropriate for the study. To gather the necessary information, a cross-section of senior members, senior staff, and junior staff were polled.

### **Data Collection Instrument**

The research tool in this study was a self-administered questionnaire. The choice of the instrument was the fact that it was in line with the quantitative approach of the study, it allowed for consistency and objectivity in data collection and ensures privacy and convenience of the respondents (Sekaran & Bougie, 2016; Neelankavil, 2015). The questionnaire for the study has five (5) sections: A, B, C, and D each with 30 items. Section A was utilized to collect respondents' demographic information, as such variables were measured categorically. Sections B, C, D, and E were used to collect data on delegation of authority, leader-member exchange, employee engagement, and work satisfaction, all of which are phrases that are used interchangeably. All items in sections B, C, D, and E were assessed on a seven-point Likert-like scale, with one representing the least amount of agreement with the assertions and seven suggesting the most.

In this study, Delegation of authority was measured using the scale of Schriesheim and Neider (1988), the scale is made of 6 items, sample items include “My supervisor lets me make decisions by myself, without consulting with him/her” and “My supervisor gives me the authority to make my own decisions, without any input from him/her”. LMX has been evaluated on the basis of the conceptual work of Dienesch and Liden and a 6-point scale produced by



Schriesheim et al (1998). (1986) One example is "I believe that my work goals and those of my supervisor are the same." Employee engagement was measured using the JRA Employee Engagement scale, which consists of six items, two for each of the cognitive, emotional, and behavioral components of engagement. Xu and Thomas (2011) Furthermore, Price and Mueller measured job satisfaction using a six-item index developed from Brayfield and Rothe's (1951) 18-item index adapted from Monroe and DeLoach (2004).

### **Ethical consideration**

As most workers at the university were aware of the researcher, ethical considerations were significant. The Ethical Committee of the School of Business at TTU assessed this study and approved it. Before the questionnaires were disseminated, a letter from the written authorisation was issued to all the Department Heads concerned for approval. The quality of the responses was based on open and honest answers, as the research study sought to convey a comprehensive comprehension of the subject. As such, a high degree of trust in the honesty of the researchers was critical. The researcher made a commitment to anonymity and secrecy for all participants and did not remark on individuals.

### **Pre-test study**

Validity and reliability indicate how best the instrument used in the study best measures the parameters it is meant to measure and it is the measure of accuracy in terms of results attained in the study (Cook and Campbell, 1979). In this study, 20 employees at the BU (Butumagyebu) campus tested the questionnaire before the research was conducted at the same college. This procedure was

designed to assess the questionnaire's correctness and strength in eliciting data for the study. In other words, we did this to evaluate the intelligibility of our questions and to help people to understand how they can reply. The questionnaires were administered and after receiving them back, it was realized that the questionnaires did not need any significant changes.

### **Data Collection Procedure**

The data collection was done on the premises of TTU. The data collection took place between the period of October and November, 2021. A random sample of junior and senior workers of different departments managed by the various schools was provided with an anonymous questionnaire. On average the questionnaire was distributed and collected within two weeks. The language used throughout was English and local languages since not all the respondents were literates. However, a cover letter and a questionnaire were delivered to the different participants via interoffice mail before actual data collection took place. A week later, they received memoranda to thank the participants and to urge them to return the questionnaires. The study recorded a response rate of 100 percent.

### **Data Analysis**

The study used statistical instruments such as SPSS version 24 and SmartPLS version 3. Statistical Package for Solution Services. For the structural equation modeling, the SPSS was employed in the descriptive analysis and the Smart PLS was used based on the hypotheses of the present research. In order to reflect the nature of the individuals the descriptive statistics, such as the frequency and

percentage were used. The following were analysed for each of the research objectives:

1. To analyse the perceived level of employee delegation among staff of Takoradi Technical University.
2. To analyse the perceived level of employee job satisfaction among staff of Takoradi Technical University.
3. To investigate the impact of task delegation on job satisfaction at Takoradi Technical University.
4. To examine the effect of delegation on employee engagement of Takoradi Technical University.
5. To analyse the effect of employee engagement on job satisfaction of Takoradi Technical University.
6. To examine the mediating role of employee engagement on the relationship between delegation and job satisfaction of Takoradi Technical University.
7. To examine the effect of delegation on leader member exchange of Takoradi Technical University.
8. To examine the effect of leader member theory on the job satisfaction of Takoradi Technical University.
9. To investigate the mediating role of leader member exchange on the relationship between delegation and job satisfaction of Takoradi Technical University.

## Structural Equation Modelling

There are two generations of Statistical methods. The modelling of structural equations is one of the statistical techniques of the second generation established in the 1980s. It helps researchers to incorporate multivariate statistical techniques and analysed unobservable variables measured indirectly by indicator variables. Measurement errors that occurred in the observed variables are accounted for (Chin, 1998 as cited in Hair, Jr., Hult, Ringle & Sarstedt, 2014:3). Partial Least Squares-Structural Equation Modeling (PLS-SEM) is the foundation of available data for assessing the route relations in the model to reduce the endogenous structure's residual variance. SED consists of two key elements: measuring equations and structural equations (confirmatory factor analysis) (by path analysis). Confirmatory factor analysis models (CFA), however, are utilized to establish the relationship between study structures by way of a path analysis.

PLS-SEM estimates associations with a route model that optimize endogenous structure R<sup>2</sup> values (Hair et al., 2014). In working on complex models and tiny sample dimensions, this also is significant (Hair et al., 2014; Rezaei & Ghodsi, 2014; Rezaei, 2015; Shahijan, Rezaei, Preece & Ismail, 2014). PLS-SEM will also be more suited for less advanced theory (Ravand & Baghaei, 2016; Evermann and Rönkkö, 2013). According to Hair et al. (2014), structural equation modeling is used for two measures: formative or reflective. In a formative measurement scale, it is the indicators that cause the constructs of the study, but in a reflective measurement scale it is the constructs that cause indicators of the study.



The current study used a reflective measurement scale because all the indicators were caused by the constructs.

Moreover, Jeon (2015) has listed a number of benefits SEM has over other models such as regression. She stated that SEM uses “latent variables” which lets multiple indicators to capture constructs validly and reliably. Also, in comparison to regression, the SEM model causal equation between latent variables is apparent. She further highlighted that SEM allows for the regression of one or more independent factors to one or more dependent variables. Finally, the direct effect, indirect effect and total effect may be detected in SEM, since a number of exogenous variables and endogenous variables can be assessed at the same moment. PLS is rather strong when it comes to insufficiencies, such as skewness, multi-linearity of indicators and structural model misspecification (Cassel et al, 1999). SEMs can simultaneously analyze the confirmatory factors, analyze the correlation and analyze the regression in a model. Testing multiple hypotheses was based on PLS-SEM in keeping with the advantages previously connected with SEM.

### **Mediation Procedure in SEM**

Hair, Hult, Ringle and Sarstedt (2017) explain the mediatory effect as if two other linked constructions are affected by a third variable. "Mediator variables fascinate part of the link between an exogenous and endogenous construction of the partially least squared model of the path. The mediators thus talk about the "real" relation between an exogenous building and an endogenous one. The mediating role of exchange between leaders and employee involvement in this study will be

evaluated on the link between exogenous delegation and job satisfaction (endogenous). Hair et al. (2017) have established a PLS-SEM systemic mediator analytics to deal with the PLS-SEM misemployment (Nitzl, Roldan & Cepeda, 2017; Carrión, Nitzl & Roldán, 2017) in the Baron and Kenny Procedure sector.

Hair et al. (2014) argued that mediation takes place in a structural equation where there are both direct and indirect effects. The authors also claimed that for (VAF) accounting, which is equivalent to the proportion of the total indirect impact over the total effect, the degree of mediation should be determined. The authors subsequently indicated that VAF implies no mediation below 20%; partial mediation between 20% and 80%; and full mediation above 80%.

### **Validity and Reliability of the Model**

There are various ways in which model structures are measured. In general, the various methods are systematically applied in the two-phase procedure (1) the measured model evaluation and (2) the structural model assessment. Reflective measurement models' assessment comprises composite reliability for internal consistency assessment, individual indicator reliability, and extracted average variance (AVE) for the assessment of convergent validity. In addition, the Fornell-Larcker criterion and the cross-loading measures discriminatory validity (Hair et al, 2013).

### **Internal Consistency Reliability**

The consistency of the findings of the same test is a sort of reliability accepted. It reveals whether the items evaluating a building are comparable, i.e. whether the correlations between things are significant (Drolet & Morrison, 2001).

The composite dependability is better than the Cronbach alpha the measure of internal consistency (Rossiter, 2002). With higher numbers showing more reliability the configuration of the composite differs between 0 and 1. It is often construed in the same way as the alpha of Cronbach. In explosive research, precisely, 0.60 to 0.70 composite reliability values are accepted, whereas values between 0.70 and 0.90 can be considered satisfactory in advanced research (Nunally & Bernstein, 1994).

### **Convergent validity**

Multiple measurement elements of the same concept agree on convergent validity (MacKinnon, 2008). Anderson and Gerbing (1988) argued that converging validity exists when statistically significant factor charges for the elements assessing the same construct. Convergent validity could be assessed using factor loads and the average variance retrieved according to Hair, et al. (2016) (AVE). Hair, Ringle and Sarstedt (2011) indicate that factor loadings should vary between 0.70 and higher in order to establish convergent validity. An AVE score of 0.50 or above implies that the structure regularly accounts for most of the difference in its indicators. In reverse, an AVE of less than 0.50 shows that more errors remain in the items on a regular basis than the variance explained by the structure.

### **Discriminant Validity**

Discriminatory validity shows how truly a structure is distinguished by empirical standards from other structures. In other words, an assessment of discrimination reveals that a structure is unique and that measures are not reflected by other structures in the model (MacKinnon, 2008). The Monotrait Ratio (HTMT)

is an instrument used to measure the discriminating validity of the PLS-SEM model. Accordingly, a latent construction is discrimination when its HTMT ratio is less than 0.850, according to Henseler, Ringle & Sarstedt (2015). In the measuring of discriminating validity, too, the Fornell-Larcker criterion. The latent variable correlation is comparable to the square root of the AVE values (Fornell and Larcker, 1981). The square root of every AVE building should certainly be above its highest connection with any other structure (Hair et al. 2013).

### **Assessment of the structural model**

The coefficient of multiple determinations ( $R^2$ ) for every endogenous component is the most essential parameter in the evaluation of the PLS-SEM.  $R^2$  is a measure of a latent variable's explained variance in relation to its overall variance. According to Hair et al. (2014), coefficients of determination ( $R^2$ ) of 0.25, 0.5, and 0.75 are considered weak, moderate, and considerable for structural models, respectively. The next step in evaluating the structural model is to calculate the regression coefficients between the validated latent variables. The strength of the association between two latent variables is indicated by a regression coefficient magnitude. Moreover, in order to establish the importance, the regression coefficients should be significant at 0.05 level (Bradley & Tibshirani, 1993).

The last phase of the structural model assessment includes the ability of the model to predict. Stone- $Q^2$  Geisser's statistics measure the predictive importance of the structural model (Stone, 1974). For a specific latent reflexive variable, a structural model with  $Q^2$  values bigger than nil specifies the predictive



importance of the path model for the building. If 0,02, 0,15 and 0,35 are predictive, it suggests that an exogenous building has a low, medium or highly predictive significance for an endogenous building (Hair et al, 2016). It also assesses the effects on the exogenous variable of individual endogenous factors. This is done through an impact assessment ( $f^2$ ). As Cohen (1988) indicates,  $f^2$  values of 0.02, 0.15, and 0.35 correspond to minor, medium, and large latent exogenous variable effects.

### **Common Method Bias**

Common technique bias occurs because of self-reporting measures (Podsakoff, MacKenzie, Lee & Podsakoff, 2003). Common method bias can be interpreted as bias of results that occur using a common approach, for example a single survey (Favero & Bullock, 2015). The implicit social desire accompanying questions in a questionnaire and in a specific way again causing indicators to share a certain common variability is also likely to lead to a shared methodological preference (Kock & Lynn, 2012). Use of previously tested scales to deal with the common method bias (Alfes, Shantz, Truss & Soane, 2013).

Using the Harman single factor test (Podsakoff & Organ) and VIF values the common method bias (CMB) can be measured (Kock & Lynn, 2012). Podsakoff and Organ (1986) claimed that a single factor in a factor analysis would arise or that most of the indiscriminate covariance and criterion variables would be explained if CMB were a severe concern. A major axis of factoring analysis was entered in all seven variables, which were extracted with eleven factors, with factor 1 representing only 30.32% of the variance. The table in Annex C is attached. The

results showed that there was no one factor and no one was the main part of covariance among the latent factors. CMB in this investigation was therefore unlikely to be a severe problem.

### **Chapter Summary**

This chapter examined the methodology utilized in the study in detail and in a methodical manner including the research environment, the research design, the population of the study, the methods used for sampling and sampling the instruments employed and procedures followed for data collection. The debate formed the basis for the study population decision and the study sample. The chapter detailed the tool to be used and the analyzes to be performed on each aim in accordance with the purpose of the study. The SPSS was used to describe analysis and the Smart PLS was used to model structural equations based on the assumptions of this investigation. The chapter gave data on the dependability and ethical consideration of a measuring instrument utilized in this study. It consists of protecting the confidentiality of respondents and using results for academic purposes only.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

The results of this study are presented in this chapter. This study examined the influence of authority delegation on job satisfaction and the mediating role of the interaction of leaders and employees. The chapter is organized into two main sections in accordance with the goal of the study. In the first half, the profile of the study participants is explained and discussed. The second portion examines the study and the test hypotheses measurement and structural patterns. The measurement models were specifically addressed with regard to loading indicators, CR (composite reliability), AVE (average variance extracted) and DV (discriminant validity). The direct and indirect effects have also been investigated.

#### Demographic Information of Respondents

This part concentrates on the demographic information of the research respondents, including their age, sex, organisational tenure and designation or position.

**Table 1: Background of respondents**

Variable		Frequency	Percent
Sex	Male	76	54
	Female	64	46
	Total	140	100
Age	21-30	25	18
	31-40	47	34
	41-50	58	41
	51-above	10	7
	Total	140	100

Staff ranking	Junior staff	83	59
	Senior staff	57	41
	Total	140	100
Position	Chief Administrative Assistants	10	7
	Principal Administrative Assistants	16	11
	Senior Administrative Assistants	24	17
	Administrative Assistants	46	33
	Senior Clerks	28	20
	Clerks Grade 1	16	11
	Total	140	100
	Work Experience	Less than 1 year	9
1-5 years		37	26
6-10 years		59	42
11-15 years		29	21
21 years and above		6	4
Total		140	100
Educational Levels	HND/Diploma	48	34
	First Degree	51	36
	Post graduate Degree	11	8
	Professional qualification	30	21
	Total	140	100
Experience	1-5 years	44	31
	6-10 years	50	36
	11-15 years	31	22
	16 and above	15	11
	Total	140	100

Source: Field Survey (2020)

### Perceived level of employee delegation

The first objective of the study is to analyse the perceived level of employee delegation. The mean and standard deviation was used to analyse this objective.

**Table 2: Perceived Level of Employee engagement**

Employee Engagement	Mean	Std. Deviation
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My supervisor gives me areas where I decide on my own, after first getting information from him/her.	3.19	1.244
My supervisor gives me the authority to make my own decisions, without any input from him/her.	3.09	1.408
I ask my supervisor for information and then make job-related decisions for myself.	3.03	1.233
My supervisor does not require that I get his/her input or approval before making decisions	3.00	1.133
My supervisor lets me make decisions by myself, without consulting with him/her	2.98	1.109
My supervisor does not require that I get his/her input or approval before making decisions	2.94	1.197

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Source: Field Survey (2022)

From the Table 2, “My supervisor gives me areas where I decide on my own, after first getting information from him/her” recorded the highest mean. This factor recorded an average of 3.19 with a corresponding standard deviation of 1.244.

“My supervisor gives me the authority to make my own decisions, without any input from him/her” also recorded the highest average. This item recorded the second highest average of 3.09 with a corresponding standard deviation of 1.408.

“I ask my supervisor for information and then make job-related decisions for myself” recorded the third highest average. This item recorded an average of 3.03 which is the third perceived delegation with a higher average. The item recorded a corresponding standard deviation of 1.233.

“My supervisor does not require that I get his/her input or approval before making decisions” recorded the fourth highest average. This item recorded an average of 3.00 with a corresponding standard deviation of 1.133.

“My supervisor lets me make decisions by myself, without consulting with him/her” recorded the fifth higher average.” This item recorded an average of 2.98 with a corresponding standard deviation of 1.109.

My supervisor does not require that I get his/her input or approval before making decisions recorded the least average. This item recorded an average of 2.94 with a corresponding standard deviation of 1.197.

The findings of the study are consistent with the study by Avery, McKay and Wilson (2007).

### **Perceived level of job satisfaction**

The second objective of the study was to analyse the perceived level of job satisfaction among staff of TTU.

**Table 3: Perceived leadership style utilized by management**

	Mean	Std. Deviation
I am seldom bored with my work	3.18	1.141
I feel fairly well satisfied with my job	3.16	1.326

I find real enjoyment in my work	3.13	1.228
I love my job better than the average worker does.	3.13	1.252
Most days I am enthusiastic about my job	3.06	1.238
I would not consider working for another	3.00	1.090

Source: Field Survey (2022)

Table 3 shows the perceived job satisfaction of TTU. From the table, it can be found that, “I am seldom bored with my work” recorded the highest average. This recorded an average of 3.18 with a corresponding standard deviation of 1.141.

“I feel fairly well satisfied with my job” also recorded the second highest average level of satisfaction. This recorded an average of 3.16 with a corresponding standard deviation of 1.326.

“I find real enjoyment in my work” recorded the third highest average of level of satisfaction. This leadership style recorded an average of 3.13 with corresponding standard deviation of 1.228.

“I love my job better than the average worker does” recorded the fourth highest average of job satisfaction. This style recorded an average of 3.13 with a corresponding standard deviation of 1.252.

“Most days I am enthusiastic about my job” recorded the fifth highest average. This recorded an average of 3.06 with a corresponding standard deviation of 1.238.

The job satisfaction item with the least average was “I would not consider working for another”. This recorded an average of 3.00 with a corresponding standard deviation of 1.090.

The findings are consistent with Kadiyono et al. (2020) and Purwanto et al (2020).

### **Findings of Research Hypothesis**

The outcomes of the study objectives were addressed in this part. The measuring model of the PLS-SEM was first and mainly evaluated. The study presented and discussed the results of each research goal following the evaluation of the measuring methodology.

### **Item Loading**

It could be deduced from the Figure 3 that all item loadings  $<0.7$  were removed to indicate the quality measures of a given construct unless those items that loaded below and did not affect overall reliability of the model. As a result, the final model extracted served as a basis for further assessment of the PLS-SEM.



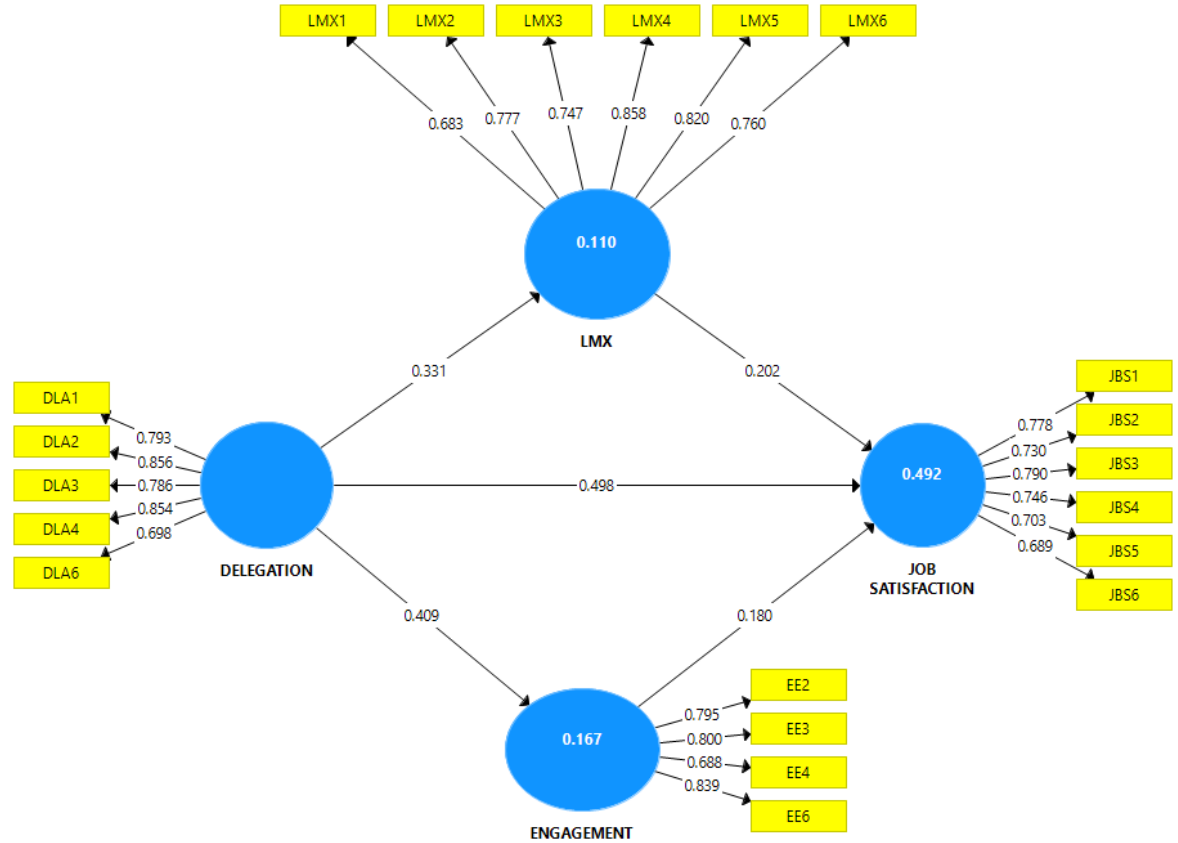


Figure 3: Final model extracted

Source: Field Survey (2020)

**Internal Consistency Reliability**

Table 4 presented the results of other assessment criteria including construct reliability and convergent validity (average variance extracted).

**Table 4: Construct Reliability and Validity**

Constructs	CA	rho_A	CR	AVE
DL	0.857	0.859	0.898	0.639
EE	0.788	0.799	0.863	0.612
JS	0.836	0.844	0.879	0.548
LMX	0.868	0.876	0.900	0.602

Notes: DL – Delegation, EE – Engagement, JS – Job Satisfaction, LMX – Leader-Member-Exchange, CA – Cronbach’s Alpha, CR – Composite Reliability, AVE – Average Variance Extracted.

Source: Field Survey (2020)

The internal consistency was assessed using the Cronbach’s alpha (CA) result and rho\_A result. The study reported the rho\_A result because it is regarded as a much more rigorous measure of indicator reliability as compared to the CA (Hair et al., 2014). The reliability criteria can be regarded as being all Rho A ratings in the constructs were > 0.70, i.e. between 0.799 and 0.876. In addition, the thumb rule (AVE ~0.50) suggests the convergent validity of the model was fulfilled as well. The AVE scores therefore showed that the assessment scale validity was convergent.

**Discriminant Validity**

The DV was tested primarily utilizing the Fornell and Larcker criteria (1981), as well as the HTMT ratio, respectively.. The HTMT ratio, as contrasted to the Fornell and Larcker(1981) criterion (Hai et al., 2014) is therefore recommended for DV-testing by Sarstedt, Ringle, Smith, Reams and Hair, is considered a better and quality measure of discrimination in validity (DV) (2014). The study therefore evaluated the DV with the HTMT score.

**Table 5: Discriminant Validity: Heterotrait-Monotrait Ratio (HTMT)**

Constructs	DL	EE	JS	LMX
DL				
EE	0.491			
JS	0.735	0.571		
LMX	0.370	0.522	0.511	

Source: Field Survey (2020)

Table 5 shows that all of the values for each of the constructs were less than HTMT.85. This is a strong indicator that every building was really different.

Following these fundamental assessments, the analysis of the research goals in the following parts was followed by the study.

### Assessment of the Structural Model

The study revealed the outcomes of the study's research objectives after assessing the measurement model to ensure that it fits the PLS-SEM requirement. Hair et al. recommended assessing the direction and strength with the path coefficient and the degree of significance with t-statistics calculated from 5000 bootstraps (2014). Furthermore, the coefficient of determination (R<sup>2</sup>), effect size (f<sup>2</sup>), and predictive relevance (Q<sup>2</sup>) were evaluated to supplement the significance of the research objectives investigated. The VAF generated from the results of total indirect effects and total effects, as advocated in chapter three, was used to calculate the mediation analysis. In light of the foregoing, the findings of the study's three major aims are provided in the tables that follow.

**Table 6: Significance of the Model**

Path	Beta	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values	Remarks
DL-> EE	0.409	0.077	5.327	0.000	Supported
DL->JS	0.498	0.064	7.775	0.000	Supported
DL -> LMX	0.331	0.088	3.754	0.000	Supported
EE-> JS	0.180	0.074	2.433	0.015	Supported
LMX -> JS	0.202	0.064	3.147	0.002	Supported

Source: Field Survey (2020)

The findings were reported using the t-stat values proposed by Hair et al (2014). They suggested that t-stat values greater than 1.96 correspond to p-values greater than 0.05, and vice versa. In addition, the path coefficients were explained

using Cohen's criteria (1988). He proposed that correlation coefficients (R) of 0.10 signify a weak or tiny connection, 0.30 represents a moderate correlation, and 0.50 denotes a big or strong correlation.

**Table 7: Coefficient of Determination (R<sup>2</sup>), Effect Size (f<sup>2</sup>) and Predictive Relevance (Q<sup>2</sup>)**

Path	R Square	R Square Adjusted	f <sup>2</sup>	Q <sup>2</sup>
DL-> EE	0.167	0.162	0.201	0.094
DL-> JS	0.492	0.483	0.393	0.260
DL -> LMX	0.110	0.104	0.123	0.061
EE-> JS			0.047	
LMX-> JS			0.063	

Notes: R<sup>2</sup> of 0.75 is significant, 0.50 is moderate, and 0.25 is weak; effect size of 0.02, 0.15, and 0.35 suggest small, medium, and big effect sizes, respectively; predictive relevance of 0.02, 0.15, and 0.35 indicates small, medium, and large effect sizes, respectively.”

Source: Field Survey (2020)

### Effect of Delegation on Job Satisfaction

This section looked at the study's primary goal, which was to investigate the influence of delegation on job satisfaction at Takoradi Technical University. According to the findings in Table 4, delegating has a significant positive influence on job satisfaction ( $\beta = 0.498$ ;  $t = 7.775$ ;  $p = 0.000$  0.05). This is because the model's t-stat was 7.775, which is more than 1.96. As a result, the study discovered that delegation had a considerable impact on job satisfaction. This suggests that a unit increase in delegation will result in a modest unit rise in work satisfaction of 49.8 percent. Furthermore, from Table 5, the result in respect of the R<sup>2</sup> suggests that 49.2% of variations in job satisfaction was in regard of the changes in delegation. As a result of additional factors that were not examined in the present study, the



remaining % changes in work satisfaction. On the subject of the effect sizes of the predictor variable, delegation, had large effect ( $f^2 = 0.393$ ; Table 5) on the  $R^2$  value of job satisfaction. At a whole, delegation had a medium predictive relevance on job satisfaction at the Takoradi Technical University.

Based on the results, it can be asserted that when the administration of the University of Technology of Takoradi want to improve employee happiness, certain aspects of decision-making and work obligations should be transferred to staff. This will spur their satisfaction level and eventually improve the work done. In line with studies of Joiner, Bakalis and Choy (2016) and Musenze, Thomas and Lubega (2014) who found that delegation of authority has significant influence on the job satisfaction of teachers. Musenze, Thomas and Lubega's (2014) results suggested that autonomy, authority and accountability elements in delegations have a beneficial impact on the satisfaction of teachers working in the Eastern Uganda Universal Primary Education sector. Similarly, a Kyarimpa research (2010) on job satisfaction between school teachers revealed that teachers are all highly satisfied with activities, teachers are tasked, and teachers are leadership powers. This study showed that the delegation expects university staff to be satisfied.

#### **Delegation of task and employee engagement**

The fourth objective of the study was to analyse the effect of delegation on employee engagement. The study found that there was a positive and significant relationship between delegation and employee engagement ( $\beta = 0.409$ ;  $t = 5.327$ ;  $p = 0.000 < 0.05$ ). The level of significance was at 5 percent. A unit increase in delegation would lead to a 0.409 increase in employee engagement. Effective

delegation provides psychological empowerment and a collaborative, co-ordinated and comprehensive managerial technique for motivating and evaluating employees over their performance. It enhances self- confidence and reduces power distance necessary for employees to seek performance feedback from managers. When tasks are delegated to employees, they usually, get engaged with the organisation. This in the long run improves their level of performance and satisfaction in the organisation.

### **Employee engagement and job satisfaction**

The fifth objective of the study was to analyse the effect of employee engagement on the job satisfaction. The study found that, there was positive and significant relationship between employee engagement and job satisfaction ( $\beta = 0.108$ ;  $t = 2.433$ ;  $p = 0.000 < 0.05$ ). A unit increase in employee engagement would lead to a 0.108 increase in job satisfaction. Employee engagement is the emotional connection with the company that impacts a person's dedication and belonging. The more engaged a person is, the more likely they are to display higher levels of loyalty. On the other hand, job satisfaction is when an employee enjoys the work they do. The finding is consistent with studies by Alarcon and Edwards (2011).

### **The Mediating Role of Employee Engagement on the Relationship Between Delegation and Job Satisfaction at Takoradi Technical University**

The sixth aim of the study was to examine the role of employee participation in moderating the link between delegation and employee happiness at Technical University of Takoradi. In the first place, the results shown in Table 4 suggested that the staff participation (EE) has important relationships ( $\beta = 0,180$ ;  $T = 2,433$ ;  $p$

= 0,015 < 0,05) with work satisfaction. The medial analysis criteria as down by Hair et al., (2014) were met because there were both direct, substantial, and meaningful linkages to job satisfaction (DL->EE;  $\beta = 0,409$ ;  $t = 5,327$ ;  $p = 0,000 < 0.05$ ). The requirements required for the calculation of the VAF were therefore equally suitable for establishing mediation types. VAF is, according to Hair et al., (2014), a proportion of the ratio of the total indirect effect to total effect.

**Table 8: Total Indirect Effects**

Constructs	DL	EE	JS	LMX
DL			0.140	
EE				
JS				
LMX				

Source: Field Survey (2020)

**Table 9: Total Effects**

Constructs	DL	EE	JS	LMX
DL		0.409	0.638	0.331
EE			0.180	
JS				
LMX			0.202	

Source: Field Survey (2020)

Tables 8 and 9 show that commitment at the Technical University in Takoradi partially mediates the link between delegation and job satisfaction (VAF results of 0,140/0,180 x 100 per cent=77,8 per cent, therefore indirect total impact/total effect). This means that 77.8% of the delegation’s effect on job satisfaction is accounted for by the intervention of employee engagement as mediator. In addition to the foregoing, the results in Table 5 delegation has a large

and medium significant effect on the  $R^2$  values of job satisfaction ( $f^2 = 0.393$ ) and employee engagement ( $f^2 = 0.201$ ) respectively. Again, employee engagement had a small effect ( $f^2 = 0.047$ ) on the  $R^2$  value of job satisfaction. In furtherance to the results, it was found that delegation had moderate and small predictive relevance on job satisfaction ( $Q^2 = 0.260$ ; Table 5) and engagement ( $Q^2 = 0.094$ ; Table 5) respectively.

In other words, if the university management wishes to boost employee happiness via delegation, the administration should ensure that staff are well involved in doing the task they are entrusted with. When this is done, the employees will be well enthused to take extra roles and become more committed to the overall activities of the organisation. Vorina, Simonič and Vlasova (2017) concluded in their study that the commitment of employees serves as an important way of encouraging the interrelationship between delegation of authority and work satisfaction. In the findings of the authors, engagement influences job satisfaction significantly. The Joiner, Bakalis and Choy study (2016) also showed that the effective practice of delegating, including authority, responsibility and accountability, enhances employee engagement and ultimately satisfies employees. In light of the above, this study concludes that employee engagement mediates delegation and job satisfaction nexus.

### **Delegation and Leader Member Exchange**

The seventh objective of the study was to analyse the effect of delegation on leader member exchange. From the table, there was a positive and significant relationship between delegation and leader member exchange ( $\beta = 0.331$ ;  $t = 3.754$ ;



$p = 0,000 < 0.05$ ). A unit increase in delegation would lead to a 0.331 increase in leader member exchange. This means that, as employees are given the authority to undertake tasks, it will improve the trust that employees have in the leader. This can improve on the level of satisfaction and performance of employees.

### **Leader member exchange and job satisfaction**

The eighth objective of the study was to analyse the effect of leader-member interchange on job satisfaction. The study found that, there was a positive and significant relationship between leader member exchange and job satisfaction ( $\beta = 0.202$ ;  $t = 3.147$ ;  $p = 0.000 < 0.05$ ). A unit increase in leader member exchange would lead to a 0.202 increase in job satisfaction. Leader-member exchange (LMX) theory suggests that leaders and followers develop unique relationships based on their social exchanges, and the quality of these exchanges within an organisation can influence employee outcomes (Graen & Uhl-Bien, 1995; Liden et al., 1997). This would improve on the level of satisfaction that the employee has in the organisation.

### **Mediating Role of Leader-Member Exchange on The Relationship Between Delegation and Job Satisfaction**

The final objective of the study examined LMX's mediating role in the link between DE and JS of the Takoradi University employees. Since the important link between delegation and job satisfaction was established directly and indirectly (see Table 5), the analysis of mediation was certified. VAF results show that LMX mediates partly the association between delegation and job satisfaction at Takoradi Technical University ( $0.140/0.202 \times 100\% = 69.3\%$ ). According to the VAF results.

Thus, due to the presence of LMX in the model, variation in job satisfaction was explained by approximately 69% of changes in delegation. Furthermore, delegation has a large and medium significant effect on the  $R^2$  values of job satisfaction ( $f^2 = 0.393$ ) and LMX ( $f^2 = 0.123$ ) respectively. Again, LMX had a small effect ( $f^2 = 0.063$ ) on the  $R^2$  value of job satisfaction. Moreover, the revelations from the results suggest that delegation had moderate and small predictive relevance on job satisfaction ( $Q^2 = 0.260$ ; Table 5) and engagement ( $Q^2 = 0.061$ ; Table 5) respectively.

### **Chapter Summary**

The results and discussion of the study goal were reported in this chapter. The PLS-SEM technique was employed for analysis with regard to study objectives. The study revealed that delegation works well and positively. Furthermore, the findings reveal that commitment and interchange between the executive and employee satisfaction influence both the links. A summary, conclusions and recommendations from the study were discussed in the next chapter.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

The main results of the research goals as well as the results of the findings and policy recommendations were summarized in this chapter. The chapter also contained ideas for research.

#### Summary

The study was thrived with conceptual opinions in relation to the significant contribution of delegation in improving the job satisfaction at the Takoradi Technical University. The aim of the study was to examine the influence of delegation on the happiness of employment at Takoradi Technical University by mediating employees' commitment and the LMX. The research examined, in particular, the following research goals to:

1. To analyse the perceived level of employee delegation among staff of Takoradi Technical University.
2. To analyse the perceived level of employee job satisfaction among staff of Takoradi Technical University.
3. To investigate the impact of task delegation on job satisfaction at Takoradi Technical University.
4. To examine the effect of delegation on employee engagement of Takoradi Technical University.

5. To analyse the effect of employee engagement on job satisfaction of Takoradi Technical University.
6. To examine the mediating role of employee engagement on the relationship between delegation and job satisfaction of Takoradi Technical University.
7. To examine the effect of delegation on leader member exchange of Takoradi Technical University.
8. To examine the effect of leader member theory on the job satisfaction of Takoradi Technical University.
9. To investigate the mediating role of leader member exchange on the relationship between delegation and job satisfaction of Takoradi Technical University.

The study was based on the quantitative and descriptive approaches of research. A comprehensive questionnaire was developed on the basis of detailed analyses of prior research to collect data from 217 respondents within the target category. The data were then analyzed with the program IBM SPSS (Version26) and the software SmartPLS (Version3). The study objectives were addressed through inferential statistics (regression by partial minimum squares). The following sections showed the study's main findings.

In regard to research aim one, the results showed that delegation had a significant positive impact on job satisfaction at Takoradi Technical University. This suggested that a unit increase in delegation may result in a unit increase in job



satisfaction for the employees in the research. Clearly, delegation guarantees that university personnel are happy with their jobs. The study also found that there was a positive and significant relationship between delegation and employee engagement of staff of Takoradi Technical University. The study also found that, there was a positive and significant relationship between employee engagement and job satisfaction. The fourth purpose of the study was to investigate the role of employee involvement in mediating the link between delegation and work satisfaction. According to the findings, at Takoradi Technical University, involvement plays a role in buffering the relationship between delegation and job satisfaction. This demonstrated that when people are fully involved in the positions to which they are assigned, their job happiness improves. Subsequently, there was a positive relationship between delegation and leader member exchange. Also, the study found that there was a positive and significant relationship between leader-member exchange and job satisfaction. The ultimate research goal at Takoradi Technical University was to investigate the function of leader-member exchange in mediating the relationship between delegation and work satisfaction. LMX was discovered to partially moderate the relationship between delegation and job satisfaction at Takoradi Technical University. This implies that LMX plays a significant role in the relationship between delegation and job satisfaction. As a result, when university employees are satisfied with the type of union they have with their superiors, their job happiness will rise.

## Conclusions

The study sought to investigate the impact of delegation on job satisfaction at Takoradi Technical University. As a result of the study's principal findings, the following conclusions were developed. In relation to the first research objective, the study's findings revealed that delegation has a favorable and significant effect on the job satisfaction of Takoradi Technical University personnel. The findings suggested that university managers and supervisors that prioritize human potential development through delegation and responsibility are able to boost employee job satisfaction. As a result, the study showed that delegation can predict work satisfaction among employees at the university analysed.

In terms of research aim two, the study's findings revealed that in the Takoradi Technical University, involvement mediates the relationship between delegation and job satisfaction. This result was substantially in accordance with prior empirical studies, which suggest that if university management wishes to improve employee work satisfaction through delegation, it must ensure that employees are highly interested in the task they are entrusted with. In terms of research aim three, the study concluded that LMX has a significant influence in the relationship between delegation and job satisfaction. The results show that LMX mediates the association between delegation and job satisfaction at the Takoradi Technical University.

### **Recommendations**

Based on the research findings and conclusions made, the following recommendations are provided: The study suggested that management in Ghana should focus on continual employee reinforcement by the industry department in order to increase employee enjoyment in the workplace. This could be achieved through assigning of task and granting some level of autonomy to the employees to fully execute the task. The study also recommended that university administration regularly engage their staff, at all levels of the organisation, in the pursuit of the mission and work collaboratively to achieve organisational goals. This could be accomplished through monthly meetings, conferences, seminars, and workshops in which all employees' opinions, thoughts, and recommendations are analysed and, where appropriate, adopted in order to build comprehensive delegation policies for the university.

The study further recommended that, management of the university should emphasise on building strong cultures by strengthening their internal systems to continuously support problem solving, efficiency, and effectiveness through delegation of authority. This will make the employees take full charge of their work and accept their work as their own so as to improve job satisfaction.

### **Suggestions for Further Research**

The research centered on how delegation contributes to the pleasure of the employees at the Technical University of Takoradi. Of the countless eight Technical Universities across 16 locations in the country, the research was

obviously focused on certain people at only 1 Technical University. As a result, generalising the study's findings to cover all the Technical and other tertiary institutions across the country could be misleading. The study therefore proposes expanding future research to cover all eight technical universities across the country to support the universality of findings.





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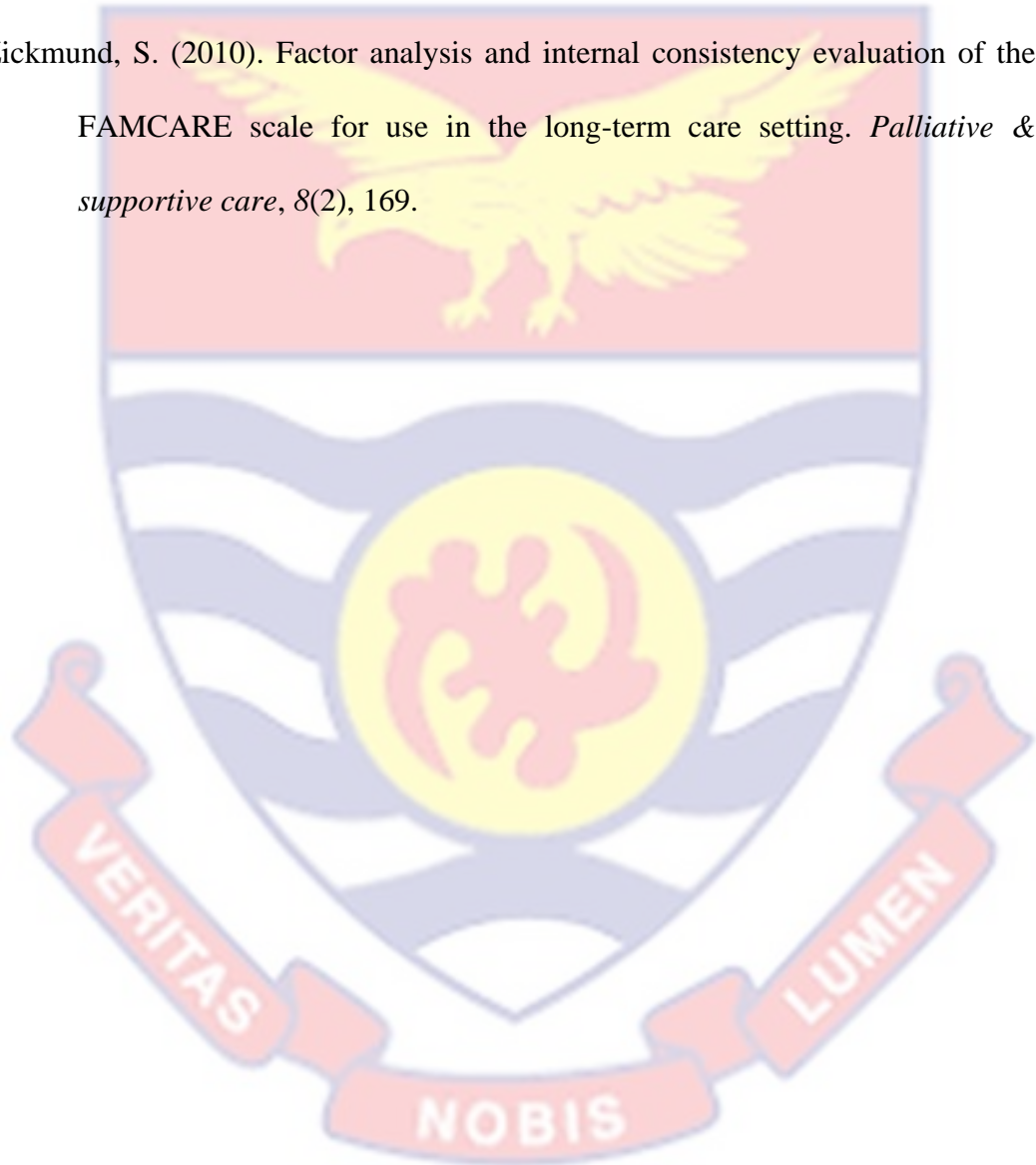
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APPENDIX A

QUESTIONNAIRE

University of Cape Coast

College of Humanities and Legal Studies

School of Business, Department of Human Resource Management

Dear Sir/Madam,

With this instrument, you are invited to participate in a research project entitled Delegation and job satisfaction; examining the mediating role of leader-member exchange and employee engagement. This is in partial fulfilment in the award of a Masters of Commerce degree in Human Resource Management at the University of Cape Coast. As a result, any information given would be treated with utmost confidentiality. Thank you for your time.

**Section A: Background of respondents**

1. Sex of respondent: [1] Male [2] Female
2. Age (years) of respondent: [1] 21 and 30 [2] 31 – 40 [3] 41 –50  
[4] 51 and above
3. Level of Staff: Junior staff [ ] Senior Staff [ ] Managerial [ ]
4. Please, indicate your rank by ticking appropriately
  - a. Chief Administrative Assistants [ ]
  - b. Principal Administrative Assistants [ ]
  - c. Senior Administrative Assistants [ ]

- d. Administrative Assistants
- e. Network Assistant
- f. Senior Clerks
- g. Clerks Grade 1

5. Number of years working with the University: Less than 1 year  11 to 15 years   
 1 – 5 years  16 – 20 years  6 – 10 years  21 years +
6. What is your highest academic qualification? HND/Diploma  First Degree   
 Post Graduate  Professional Qualification

**SECTION B: DELEGATION OF AUTHORITY**

Please indicate your agreement level with respect to the underlying statements of delegation of authority of your supervisor by ticking (√) the most appropriate column: Where 1 represents a lowest agreement whilst 7 represents a highest agreement.

Statement							
DLA1... My supervisor lets me make decisions by myself, without consulting with him/her	1	2	3	4	5	6	7



DLA2... My supervisor gives me the authority to make my own decisions, without any input from him/her	1	2	3	4	5	6	7
LA3... I ask my supervisor for information and then make job-related decisions for myself	1	2	3	4	5	6	7
DLA4... My supervisor gives me areas where I decide on my own, after first getting information from him/her.	1	2	3	4	5	6	7
DLA5... My supervisor permits me to get needed information from him/her then make my own decisions	1	2	3	4	5	6	7
DLA6... My supervisor does not require that I get his/her input or approval before making decisions	1	2	3	4	5	6	7

### SECTION C: LEADER MEMBER EXCHANGE

Please rate the following with respect to the leader-member exchange relationship in the university by ticking (√) the most appropriate column:

Where 1 represents a lowest agreement whilst 7 represents a highest agreement.

Statements	1	2	3	4	5	6	7
LMX1... The way my supervisor sees it, the importance of my job to his/her performance is exceptional							

LMX2... The way my supervisor sees me, he/she would probably say that my ability to do my job well is exceptional	1	2	3	4	5	6	7
LMX3... My supervisor would probably say that my work goals and his/hers are the same	1	2	3	4	5	6	7
LMX4... I feel that my work goals and those of my supervisor are the same	1	2	3	4	5	6	7
LMX5... On my present job, this is how I feel about the way my supervisor and I understand each other	1	2	3	4	5	6	7
LMX6... On my present job, I am satisfied about the way my supervisor provides help on hard problems	1	2	3	4	5	6	7

### SECTION C: EMPLOYEE ENGAGEMENTS

Please rate your level of agreement (from 1 to 7) with the following statement, Where 1 represents a lowest agreement whilst 7 represents a highest agreement.

Statements	1	2	3	4	5	6	7
EE1... Overall, I'm satisfied with my job	1	2	3	4	5	6	7
EE2... I feel a sense of commitment to this organisation.	1	2	3	4	5	6	7
EE3... I take an active interest in what happens in this organisation	1	2	3	4	5	6	7

EE4... Overall, I would recommend this organisation as a great place to work	1	2	3	4	5	6	7
EE5... I feel inspired to go the extra mile to help this organisation succeed	1	2	3	4	5	6	7
EE6... I look for ways to do my job more effectively	1	2	3	4	5	6	7

### SECTION E: JOB SATISFACTION

Please rate your level of agreement (from 1 to 7) with the following statement, Where 1 represents a lowest agreement whilst 7 represents a highest agreement.

Statements	1	2	3	4	5	6	7
JS1....I love my job better than the average worker does	1	2	3	4	5	6	7
JS2...I am seldom bored with my work	1	2	3	4	5	6	7
JS3.....I would not consider working for another job	1	2	3	4	5	6	7
JS4....Most days I am enthusiastic about my job	1	2	3	4	5	6	7
JS5.....I feel fairly well satisfied with my job	1	2	3	4	5	6	7
JS6....I find real enjoyment in my work	1	2	3	4	5	6	7

**Thank you for participating**