The present study is explanatory research that adopted a cross-sectional survey design to achieve the objectives of the study. Simple random sampling technique was used to obtain data from the teachers. The data were collected from n=10 public and general private universities of Sindh. The data were analyzed using SPSS v.22 and AMOS v.22. The findings revealed that firstly, a delegation of authority has a significant impact on job satisfaction because ($\beta = 0.928$, and $p$ value=$0.000$). Secondly, a delegation of authority has a significant impact on job performance because ($\beta = 1.047$, and $p$ value=$0.000$). Thirdly, job satisfaction has a significant impact on organizational growth because ($\beta = 0.407$, and $p$ value=$0.000$). Fourthly, job performance has a significant impact on organizational growth because ($\beta = 0.141$, and $p$ value=$0.000$). Therefore, this study recommends that the practice of delegation of authority should be adopted in public and private universities.

Key Words: Delegation of Authority, Job Satisfaction, Job Performance, Organizational Growth, Higher Educational Institutions of Sindh

Introduction

Delegation is no longer an unfamiliar term in management. It is broadly recognized as an indispensable component of efficient management (Joiner and Leveson, 2015). Delegation means assigning responsibility and authority for accomplishing objectives of an organization. Further, it shares power or authority to somebody in a lower position and grants additional authority to accomplish assigned tasks. It is a process of decentralization of power and authority to the subordinates to strengthen the organization, develop cooperation, coordination, skill development and efficiency of the organization itself (Lussier and Achua, 2013; Yukl, 2013). The purpose of delegation is to increase organizational performance (Venton, 1997). Similarly, according to Sev (2017), when a boss assigns the duty to employees in officialdoms, three main issues are understood; there occurs transfer of accountability, allocation of power and formation of accountability. Likewise, the study of Morakel, Monobe and Mbula (2012), talks about responsibility, authority and accountability. They are of the view that delegation means assigning authority and responsibility to the people and hold them accountable for the desired outcomes. Apart from that, there is consensus among many researchers that delegation leads to job satisfaction, job performance and organizational growth. However, caution must be engaged to distinguish between allocation and the routine job work which is invented to be achieved by the subordinates. It is not a delegation to tell the employees to the job that is already assigned to them and is in their job description. Obi, Okpara and Lugard (2018) recognize the importance of the delegation of authority. They remark that allocation of power does not mean the resignation of the account, but it purely means certain input sum of the accountability and power to the work as they can perform the allocated errands. However, the ultimate responsibility lies with the delegator.

The study of Joiner and Leveson (2015) assert that delegation causes a major influence on the work gratification and job routine of the employees. Accordingly, Bjornskov and Gur (2017) are of the opinion that delegation increases productivity and job satisfaction, but there is a fear that the delegation of authority might bring some chaos in the organization. When principal authorizes an agent to perform the task, the agent might not take such decision which is in the greatest benefit of
the organization. This is a fear that is always associated with the delegation of authority. However, this fear can be addressed by better mechanism and trust between delegator and delegatee.

We live in a reasonable era, and managers are forced to produce results. They fall short because they do not adequately utilize available resources, especially workforce for greater performance. This lack on the part of the managers causes serious issues for the managers, employees and organization itself. Usman (2014) testifies that there is no delegation of power by the managers in Pakistan, and when they make all the decisions, it causes serious problems for the institution. Regrettably, delegation is a slightest general workout in our society, particularly in the education sector. For decades, delegation is avoided in public and private institutions. Even if in some cases if delegation is exercised, enough authority is not granted to the delegate that leads to failure and disappointment on both ends (Swai, 2014). However, the study of Yukl (2013) asserts that delegation means giving new responsibilities to the employees and more authority to perform the tasks satisfactorily. This anomaly causes frustration, dissatisfaction and eventually leads to the slow or no organizational growth. Despite its recognition as an important tool, delegation is not a popular activity among managers.

**Theoretical Underpinning of the Study**

The present study is focused by a pyramid of wants philosophy given by Abraham Maslow in 1943 and Herzberg in 1965 that classifies work satisfiers. Abraham Maslow hypothesizes that there exist some needs among every human. Such wants are self-respect, independence, attainment, rank, credit and care from others and self-actualization. Delegation of authority falls within such areas as defined by Maslow.

Maslow (1954), in his book motivation and personality, writes that from a cultural point of view, physiological and security needs are important. When such needs are fulfilled, the performance of the employees would ultimately increase. Jerome (2013) is of the view that the effective manager is one who satisfies employees’ self-actualization needs. It means to utilize employees’ ability and potential. This would definitely enhance the overall productivity and effectiveness of the organization. The organization must provide a creative and innovative environment for the employees.

According to Pang and Lu, (2018), motivation plays an important part in the job satisfaction and organizational performance of the employees. However, the study of Oloko, Obonyo and Kodmbo (2014) asserts that delegation increase employees’ sense of achievement, self-esteem. Delegation of authority grants autonomy/empowerment to an employee, and empowerment leads to job satisfaction and self-actualization. According to the theory, people do the job to satisfy their needs and organizations provide those jobs and try to fulfill their needs as they may actively work for the growth of an organization. In such way when employees’ needs are realized they would feel satisfied with their jobs hence work energetically to fulfill organizational goals. Similarly, Tahir and Iraqi (2018) conducted on X, Y and Maslow’s Theory. According to the results of the study when managers use X theory, they do not get the desire results. However, such managers, when use Y and Maslow’s theory, are able to get stronger outcomes in terms of retention and performance.

**Research Hypotheses of the Study**

**H1:** Delegation of authority has a significant impact on job satisfaction at public and private higher educational institutions of Sindh.

**H2:** Delegation of authority has a significant impact on job performance at public and private higher educational institutions of Sindh.

**H3:** Job satisfaction has a significant impact on organizational growth at public and private higher educational institutions of Sindh.

**H4:** Job performance has a significant impact on organizational growth at public and private higher educational institutions of Sindh.
Theoretical Framework of the Study
To device, the study the theoretical outline of the study is established by describing independent, dependent variables. Responsibility, Authority, Accountability, Job Performance and Job Satisfaction are the independent variables, while organizational growth is a dependent variable employed in this study.

Research Model

```
Delegation of Authority
1. Responsibility
2. Authority
3. Accountability

Job Satisfaction

Job Performance

Organizational Growth

Model: Delegation of Authority
Source: Author's contribution
```

Literature Review
According to Yukl (2014), a delegation of authority means giving new responsibilities to employees and extra authority to perform satisfactorily. The empirical study of Sev (2017) defines authority as the right to give orders for the accomplishment of any task. It is true to take any action or choice which otherwise managers have done. Delegation provides a platform to the subordinates to showcase their abilities and aptitudes and establish their worth in the institute. Moreover, delegation improves skills, confidence, competency and moral of the subordinates. They become vibrant and energetic. This strategy becomes instrumental for employees and organizational growth. Venton (1997) says that delegation accountability and authority are enforced in an organization to augment the performance of the employees. Delegation of authority is a double-edged weapon because on one hand delegation it exposes the shortcomings and abilities of subordinates; on the other hand, it provides an opportunity to subordinates to showcase their talent. It is a duty of the organizational manager to unearth the hidden talent and bring them in the mainstream and provide them with the opportunities to demonstrate their talent and excel in their fields. Further, they think that good managers multiply their effectiveness through the efforts of others. They take along a talented group of the people and train. They prepare future leaders by delegating them and provide them with opportunities for personal growth. However, there is fear among some leaders who think that they are training their replacement. The reality is that managers are not producing clones. However, according to Swai (2014), the real allocation is one of the greatest important skills that types or disruptions a director and his/her job.

Hypotheses Development
Responsibility
Responsibility is taken from the Latin verb “respondeo” that means to respond. Musenze, Thomas and Lubega (2014), state that assigning responsibility is an essential part of the delegation. When managers assign responsibility to subordinates, they essentially trust their employees and provide them with the opportunity to develop skills and prove their worth within the organization. Kennedy and Keino (2017) are of the view that delegation of responsibility to employees in organizations relieves managers from work stress. According to Yukl (2014), delegation means giving the new responsibilities to employees, and assigning extra authority to them perform satisfactorily. Study of Njine, Nzulwa, Kamaara and Qmbui (2017) confirm that delegation of responsibilities and job performance are positively and significantly related. The study of Mbunde (2018) statistically proves that there is a considerable
influence of the delegation of responsibility on the performance and job satisfaction of the subordinates.

Authority
Authority is another essential component of the delegation process. Joiner and Leveson (2015) say that delegation comprises transferal of authority from manager to an outranked. In this connection study of Sev (2017) guides that there should be clarity of purpose in the delegation of authority. If staffs do not recognize the determination of the duty and its significance, they may not put in their finest in the task. Al-Jamal and Al-Khasawneh (2015) statically prove that there exists a positive and considerable association between a delegation of authority and job performance. Further, that there is a constructive and considerable association among a delegation of authority and job concert and job satisfaction. The study of Kennedy and Keino (2017) shows that delegation of authority is also one of the ways to enhance organizational performance. Venton (1997) says that delegation accountability and authority are used in an organization so that the performance of the employees may be improved. Bernard and Umar (2014), state that power and authority may be judicially exercised as they become instrumental to organizational goals. The study of Noureen, Iqbal, Awan, and Azher (2017) reasserts the claim of the other researchers that workplace empowerment is related to job satisfaction.

Accountability
Accountability is one of the main components of delegation process without which the process of delegation is incomplete, and there is a relation between accountability and performance of the employee (Hall, 2005; Sev, 2017; Jamal, Essawi, and Tilchin, 2014). Han and Hong (2016) assert that there exists a positive and considerable association between accountability and organizational performance. Venton (1997) is of the view that delegation accountability and authority improve the performance of the employees, and enhances the job satisfaction of the employees.

Job Satisfaction
Job satisfaction is a much-researched variable in research. Belias and Koustelios (2014) define Job satisfaction as subordinates understanding of their operational conditions, relationships among co-workers, income and job promotion opportunities. It is said that a content worker is a useful worker. Osabiya and Joseph (2015) are of the view that the success of any organization depends on the job satisfaction of its workers. Highlighting the importance of job satisfaction Oloko, Obonvo and Kombo (2014) emphasis that job satisfaction causes a central role in long term growth of an organization all over the world. Joiner and Leveson (2015) in their study, empirically prove that there exists a strong association between delegation and job satisfaction. Further, if the needs of the employees are realized, they surely would contribute to organizational growth. Al-Jamal and Al-Khasawneh (2015) statically prove that there exists a strong and considerable association between delegation and job satisfaction. Joiner, Bakalis and Choy (2016) also reveal that there exists a considerable relationship between delegation and job satisfaction. Ahmad, Iqbal, Javed and Hamad (2014) highlight that employee satisfaction is an essential element for organizational growth. Osabiya and Joseph (2015) are of the view that the success of any organization depends on the job satisfaction of the employees.

Job Performance
Research Design

Bhattacherjee (2012) describes the research design as a comprehensive plan for data collection. Its goal is to respond to the research question/hypothesis. This study employs a cross-sectional survey. The population of the current research study was the university teachers who voluntarily participated in the study. Six public and four private universities of Sindh province were selected for the revision. The information was unruffled over simple random sample technique spending 7-point Likert scale from 1-7. 1 specifies "strongly disagree", and 7 specify "strongly agree". The questionnaire was established by adapting items from numerous readings.

Operational Definition and Measurement

Delegation of Authority

Allocation of power is an exogenous variable which was unrushed by 16 items modified from Kyarimpa, (2010); Victor, (2017); Schriesheim et al. (1998) and Angela (2005). Delegation of power has three dimensions, such as responsibility (6 items), authority (5 items) and accountability (5 items).

Job Satisfaction

Work gratification was an endogenous variable which was unhurried by three items modified from Brayfield (1951).

Job Performance

Work presentation was an endogenous variable which was measured by three items modified from Al-Jamal and Al-Khasawneh (2015).

Organizational Growth

Executive development was an endogenous variable which was measured by three items modified from Drew, (1997) and Deshpande, Jarley, and Webster, (1993).

Total of 26 items was selected from different studies and slightly altered in accordance to the context of the current study. Reliability of the questionnaire was measured through piloting among the university teachers who were not part of the sample of the study. Reliability statistics (Cronbach’s Alpha) of the pilot study was found .890. Apart from this, the teachers were briefed about the objects of the study before the collection of the main data. Having gone through the piloting and briefing about the study questionnaire was distributed among 700 public and private university teachers. Out of 700 responses, 640 were selected for further analysis.

Table 1. Details of Participants of the Study (N=640)

<table>
<thead>
<tr>
<th>Demographic Items</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public university</td>
<td>480</td>
<td>75%</td>
</tr>
<tr>
<td>Private university</td>
<td>160</td>
<td>25%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>516</td>
<td>80.6%</td>
</tr>
<tr>
<td>Female</td>
<td>124</td>
<td>19.4%</td>
</tr>
<tr>
<td>Qualification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor of Philosophy (PhD)</td>
<td>148</td>
<td>23.1%</td>
</tr>
<tr>
<td>Master of Philosophy (MS/M.Phil.)</td>
<td>419</td>
<td>65.5%</td>
</tr>
<tr>
<td>Masters (Sixteen years of education)</td>
<td>73</td>
<td>11.4%</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>261</td>
<td>40.8%</td>
</tr>
<tr>
<td>Assistant professor</td>
<td>238</td>
<td>37.2%</td>
</tr>
<tr>
<td>Associate professor</td>
<td>112</td>
<td>17.5%</td>
</tr>
<tr>
<td>Professor</td>
<td>29</td>
<td>4.5%</td>
</tr>
</tbody>
</table>
Data Screening

Data screening is an important step before going for further analysis. It is a process that ensures that data is clean, useable, and reliable and is prepared statistical analyses. The researcher did not find any out of the range values and missing values in the data. There were 78 outliers in the study which were removed from the study.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Construct</th>
<th>Dimension</th>
<th>Items</th>
<th>Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Delegation of Authority</td>
<td>1. Responsibility</td>
<td>6</td>
<td>.872</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Authority</td>
<td>5</td>
<td>.795</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Accountability</td>
<td>5</td>
<td>.834</td>
</tr>
<tr>
<td>2</td>
<td>Job Satisfaction</td>
<td>3</td>
<td></td>
<td>.796</td>
</tr>
<tr>
<td>3</td>
<td>Job Performance</td>
<td>4</td>
<td></td>
<td>.787</td>
</tr>
<tr>
<td>4</td>
<td>Organizational Growth</td>
<td>5</td>
<td></td>
<td>.808</td>
</tr>
<tr>
<td></td>
<td>Overall Instrument</td>
<td>26</td>
<td></td>
<td>.891</td>
</tr>
</tbody>
</table>

Source: Author’s estimation

Table 3. Rotated Component Matrix

<table>
<thead>
<tr>
<th>Rotated Component Matrix</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>RS4</td>
<td>.823</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RS2</td>
<td>.813</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RS6</td>
<td>.783</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RS3</td>
<td>.690</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RS5</td>
<td>.632</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3</td>
<td></td>
<td>.809</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC4</td>
<td></td>
<td>.772</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2</td>
<td></td>
<td>.768</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC5</td>
<td></td>
<td>.671</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1</td>
<td></td>
<td>.641</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AU4</td>
<td></td>
<td></td>
<td>.837</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AU2</td>
<td></td>
<td></td>
<td>.814</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AU3</td>
<td></td>
<td></td>
<td>.748</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AU5</td>
<td></td>
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<td>.680</td>
<td></td>
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<tr>
<td>AU1</td>
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<td>.593</td>
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<td></td>
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</tr>
<tr>
<td>JP2</td>
<td></td>
<td></td>
<td></td>
<td>.842</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JP4</td>
<td></td>
<td></td>
<td></td>
<td>.824</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JP3</td>
<td></td>
<td></td>
<td></td>
<td>.714</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JP1</td>
<td></td>
<td></td>
<td></td>
<td>.628</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Author’s estimation
Structural Equation Modeling Analysis

Organizational calculation modelling (SEM) is used to observe interrelationship among different dependent and independent variables at the same time (Hair et al. 2006). The current study utilizes a two-step method of SEM to investigate the model as proposed by (Hair et al., 2006; Henseler et al., 2009; Anderson and Gerbing, 1998). Both the assessment of the measurement model and the assessment of the structural model were carried out.

Convergent and Discriminant validity

CFA was applied to assess the measurement model and evaluate the reliability and validity of the variables. The validity of the measurement model is measured through discriminant and convergent validity. Discriminant validity is established by the criteria proposed by Fornell and Larcker 1981. According to this rule AVE of each variable should be higher than the squared correlation between the variables and any other variables. Table 3 shows satisfactory discriminant validity.

Table 4. Validity and Reliability

<table>
<thead>
<tr>
<th>Measure</th>
<th>CR</th>
<th>AVE</th>
<th>MSV</th>
<th>MaxR(H)</th>
<th>JP</th>
<th>JS</th>
<th>DOA</th>
<th>OG</th>
</tr>
</thead>
<tbody>
<tr>
<td>JP</td>
<td>0.805</td>
<td>0.584</td>
<td>0.263</td>
<td>0.838</td>
<td>0.764</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JS</td>
<td>0.802</td>
<td>0.576</td>
<td>0.355</td>
<td>0.903</td>
<td>0.245</td>
<td>0.759</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOA</td>
<td>0.812</td>
<td>0.522</td>
<td>0.158</td>
<td>0.921</td>
<td>0.513</td>
<td>0.596</td>
<td>0.654</td>
<td></td>
</tr>
<tr>
<td>OG</td>
<td>0.825</td>
<td>0.612</td>
<td>0.208</td>
<td>0.944</td>
<td>0.261</td>
<td>0.404</td>
<td>0.456</td>
<td>0.782</td>
</tr>
</tbody>
</table>

Table 4 shows CR ranges from 0.82 to 0.825, while the AVEs range from 0.522 to 0.612. Table 4 demonstrates that the model falls within suggested criteria.

Goodness of Fit Measures

The ratio of X2/df for CMIN/DF is 1.767; however, the threshold is 0 ≤ X2/df ≤ 3; RMR is .043; however, the threshold is 0 ≤ RMR ≤ 0.10; SRMR is .0448; however, the threshold is 0 ≤ SRMR ≤ 0.10; CFI is .971; however, the threshold is 0.90 ≤ CFI ≤ 1.00, TLI is .965 however, the threshold is 0.90 ≤ CFI ≤ 1.00 and root mean square error of approximation (RMSEA) .037 however, the threshold is 0 ≤ RMSEA ≤ 0.07.

Table 5. CFA Model Fit

<table>
<thead>
<tr>
<th>S. No</th>
<th>Measure</th>
<th>Threshold</th>
<th>Result</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X2/df for CMIN/DF</td>
<td>0 ≤ X2/df ≤ 3</td>
<td>1.767</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>RMR</td>
<td>0 ≤ RMR ≤ 0.10</td>
<td>.043</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>SRMR</td>
<td>0 ≤ SRMR ≤ 0.10</td>
<td>.0448</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>CFI</td>
<td>0.90 ≤ CFI ≤ 1.00</td>
<td>.971</td>
<td>Great</td>
</tr>
<tr>
<td>5</td>
<td>TLI</td>
<td>0.90 ≤ CFI ≤ 1.00</td>
<td>.965</td>
<td>Great</td>
</tr>
<tr>
<td>6</td>
<td>RMSEA</td>
<td>0 ≤ RMSEA ≤ 0.07</td>
<td>.037</td>
<td>Good</td>
</tr>
</tbody>
</table>

Source: Author’s Estimation
Table 5 indicates that the model is fit because all the goodness of fit meets the required threshold values.

Table 6 shows that all the hypotheses were accepted as p-value is < 0.05.
Key Findings of the Study

- The first finding empirically proved that delegation of authority (with three dimensions such as responsibility, authority, and accountability) has a significant impact on JS at public and private higher educational institutions in Sindh because ($β= 0.928$, and $p$ value=$0.000$).
- The second finding empirically proved that delegation of authority (with three dimensions such as responsibility, authority, and accountability) has a significant impact on JP at public and private higher educational institutions in Sindh because ($β= 1.047$, and $p$ value=$0.000$).
- The third finding empirically proved that JS has a significant impact on organizational growth at public and private higher educational institutions in Sindh because ($β=0.407$, and $p$ value=$0.000$). Fourthly, job performance has a significant impact on organizational growth because ($β=0.141$, and $p$ value=$0.000$).
- The Fourth finding empirically proved that JP has a significant impact on organizational growth at public and private higher educational institutions in Sindh because ($β=0.141$, and $p$ value=$0.000$).

Discussion

The result of the first hypothesis shows that allocation of power has a considerable influence on work gratification at public and private higher educational institutions of Sindh. The study contains three dimensions of the delegation of authority. These are responsibility, authority and accountability. The consequence shows that all these dimensions have a positive association with job gratification of the teachers of the public and private universities. The results of the current study are similar to the earlier results of Leana’s (1986) revision which confirms that job satisfaction and delegation are significantly related. A recent study of Kumari and Rachna (2011) expresses the similar idea that there happens an optimistic relative between allocation and job satisfaction. Likewise, the study of Musenze, Thomas and Lubega (2014) on the delegation and job gratification of the primary school teachers. Choice creation, independence, power and accountability were the dimensions of the delegation and reward, promotion, working conditions and co-workers were the dimensions of the job satisfaction. The results of the study show that all the dimensions of the delegation of authority are significantly related to the dimensions of job satisfaction. Study of Elnaga and Imran (2014) show almost the same results. Similarly, Al-Jamal and Al-Khasawneh (2015) statically prove that there is a constructive and considerable association among a delegation of authority and job satisfaction. The study of (Lyons, 2016; Kennedy and Keino, 2017; Noureen, Iqbal, Awan, and Azher, 2017; Mbunde, 2018) similarly assert that there is a strong and positive relation of the delegation of authority with job satisfaction.

The second hypothesis is about the relationship between a delegation of authority and job performance of the employees at higher educational institutions. The result shows that there exists a positive association between a delegation of authority and job performance. The result is aligning with the study of (Leana, 1986; Venton, 1997; Yukl, 1998) who also claim that there exists a relation between a delegation of authority and job performance. The study of (Hoque, 2011; Elnaga and Imran, 2014; Jammal, Khasawneh and Hamadat, 2015; Lyons, 2016; Njine, Nzulwa, Kamaara and Ombui, 2017; Mbunde, 2018) statically proves that there is a significant impact of the delegation of authority on the job performance of the subordinates.

The third hypothesis is also accepted, which statistically proves that there is a significant and positive relationship between job satisfaction and organizational growth. The current study shows harmony with the findings of (Kwasi and Agatha, 2010; Antonic, and Antonic, 2011; Aziri, 2011; Manzoor, 2012; Latif, Ahmad, Qasim, Mushtaq, Ferdosos and Naeem, 2013; Mafini, and Pooe, 2013; Dobre, 2013; Elnaga and Imran, 2014; Oloko, Obonvo and Kodmo, 2014; Belias and Koustelios, 2014; Ahmad, Iqbal, Javed and Hamad, 2014; Nur, Dahie and Osman, 2015; Osabiyaand, Joseph, 2015; Joiner and Leveson, 2015; Bakotic, 2016). Aforementioned studies empirically prove that there exists a strong and positive relationship between job satisfaction and organizational performance.

The last hypothesis of the study is about the relationship between job performance with organizational growth. The results show that there exists a strong relationship between job performance with organizational growth. Result of the hypothesis is in harmony with the study of
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Implications of the Study
The findings of this study suggest various administrative implications. University administers must use the findings of the study for the benefit of the organization. Following implications are suggested.

- Model of the delegation of authority contributes immensely to university teachers. This model statistically proves that delegation of authority has a positive and significant relationship with the job satisfaction and job performance of the employees. Moreover, job satisfaction and job performance lead to organizational growth.
- The model has implication for the administration that responsibility, authority and accountability, which are the integral parts of the delegation process. The process of delegation is incomplete without giving responsibility, authority and accountability to the subordinates. When subordinates are given (responsibility, authority and accountability) they feel job satisfaction and their performance increase which ultimately boosts up organizational growth.
- This model can positively contribute to other sectors like health, revenue, agriculture, public administration and so on.
- This model is tested on public and private universities which testify that this model can be applied to the various private sector institutions across the country.
- The proposed model is useful for policymakers. They need to make such policies that consider delegation of authority as a tool to motivate employees and boost up organizational growth.

Conclusion
The chief aim of the present revision was to examine the influence of delegation of authority on work gratification, work presentation and governmental growth at a higher educational institution in Sindh. The findings revealed that the allocation of power has a statistically important influence on organizational growth. The findings indicate that the respondents believe that delegation of authority is an essential tool in management. There is a statistically significant relationship between the allocation of power dimensions (responsibility, authority and accountability) with job satisfaction and job performance. The second most important step in the process of the delegation is giving authority to the subordinates as they may freely accomplish the assigned tasks. No doubt, authority leads to both the work gratification and job performance and at the end, it enhances the organizational growth. Further, the results show that there is a statistically important connection of accountability to job satisfaction and job presentation. Without accountability, the whole process of the delegation of the authority seems useless. When the subordinates know that at the end of the day, they are accountable to the boss for the results, they work with great care and bring about good results. Further, job satisfaction, along with the job performance, ultimately boosts up the organizational growth.
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