

Effect of Managerial Coaching on Employees' Productivity in Commercial Banks in Calabar, Cross River State

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DOI: <https://doi.org/10.62154/mezqsw56>

Abstract

The study examined effect of coaching dimensions (task guidance, task feedback and employee support) on employee in-role and innovative performance, with role clarity mediating the effect of managerial coaching on employee productivity. Descriptive survey design was adopted and data collected from staff commercial banks in Calabar Metropolis, Cross River State using structured questionnaire. The validity and reliability of the instrument were ascertained using Cronbach alpha, convergent and discriminant tests. The sample size was 268 staff conveniently sampled from the population of 810. Descriptive statistics and correlation analyses were conducted using SPSS 25 and Amos 24 to analyse the data. The test of direct effects of the hypotheses was performed through multivariate regression analyses while the mediating effect was tested using structural equation modelling with Sobel estimations. The findings revealed that task guidance, task feedback and employee support had positive and significant effect on employees' in-role and innovative performance. Also, role clarity fully mediated the connection between managerial coaching and innovative performance but did not reveal any mediating effect between managerial coaching and in-role performance. The study expanded the extant notion on the results of managerial coaching on employee productivity. The findings provided justification for the inclusion of coaching practices in organisations and suggest direction for understanding the motivation underlying these relationships.

Keywords: Managerial Coaching, Role Clarity, Employee Productivity, Commercial Banks.

Introduction

Coaching is a managerial practice designed to facilitate employee learning and adaptation to work environments. It is a process by which new and existing workers are influenced to modify work behaviours leading to improved performance constructs of the workers. It focuses on strengthening the relationships between superiors and subordinates and improving employees' productivity. Coaching provides employees with the opportunity to enhance their capability through in-role and innovative engagements (Zhang, 2020). Although coaching is a relatively new concept in managerial literature, several of its dimensions have been explored leading to a growing volume of extant literature in the field. Coaching dimensions such as task guidance, task feedback and employee support and their influences on employee in-role and innovative behaviours have been studied separately (Viitala et.al., 2023; Ali, et.al., 2020; Heinonen, 2020; Steelman & Wolfeld, 2018; Hahn, 2016). However, the combine effect of coaching constructs on joint employee in-role and

innovative performance has not been established. Also, the measurement of managerial coaching is vague in existing literature, as well as the perceptions of effectiveness of coaching. Some believe there is “evidence of absence”, which means that coaching is not very effective, while others argue that there is in fact an “absence of evidence”, which suggests insufficiency of observed evidence in managerial coaching (Glover, Reddy & Crouse, 2023; Stodter & Cushion, 2019). Thus, the expected effect of managerial coaching on productivity remains unexplained, even as very few scholarships are associated with the mediating role of coaching on employee productivity. This suggests further investigation to clarify the connection between managerial coaching and productivity, particularly in commercial banks where coaching is a common strategy for admitting employees into managerial cadre. Exploring cognitive factors that can bring about coaching-productivity outcomes is necessary to understand the efficacy of coaching programmes on employee productivity. Against this backdrop, this study examines effect of coaching dimensions (task guidance, task feedback and employee support) on employee in-role and innovative performance, with role clarity mediating the effect of managerial coaching on employee productivity.

Problem statement

Although managerial coaching is a common management development strategy in commercial banks in Nigeria, there are problems with its programmes and delivery. The coaching programmes are poorly designed and focus on senior executives at the detriment of other employees. Coaching programmes are perceived to be time-consuming therefore the frequency and potency are often limited, which usually affect coaching dimensions with attendant consequences on task performance. Coaching arrangement provides for the coach to directly supervises the coachee, but the practice of assigning or allowing coachees choose coaches other than their supervisors as often observed in some banks could create role ambiguity. Also, though coaching is a common practice, not much empirical insights have been provided as to how the coaching process yields positive outcomes to organisations. As such, gaps exist between what is known about coaching and the outcomes. These gaps in addition to the to establish the combine effect of coaching constructs on joint employee in-role and innovative performance informed this study which examines effect of managerial coaching on employee productivity in Commercial banks in Cross River State, with role clarity as mediating variable.

Research objectives

The main objective of the study was to examine the effect of managerial coaching on employee productivity among Commercial banks in Cross River State. The specific objectives were:

1. to examine the effect of task guidance on employee productivity
2. to investigate the effect of task feedback on employee productivity
3. to assess the effect of employees' support on employee productivity.

4. to examine the mediating effect of role clarity on the relationship between managerial coaching and employee productivity.

Research questions

The following questions guided the attainment of the study objectives:

1. To what extent does task guidance affect employee productivity?
2. To what extent does task feedback affect employee productivity?
3. To what extent does employee support affect employee productivity?
4. To what extent does role clarity mediate the relationship between managerial coaching and employee productivity?

Literature Review

Clarification of concepts

Three dimensions of managerial coaching are considered: task guidance, task feedback, and employee support. Task guidance is the extent to which expected information are available on how employees are required to execute their task (Zhang, et.al., 2021). Feedback orientation is a multivariate term that regulates receptiveness to task execution feedback (Yang, 2021). Steelman and Wolfeld (2018) opined that factors that constitute feedback orientation are trust, feedback, inclination to search for feedback and process it and the understanding of others' perspectives about oneself. Research suggests that person's receptiveness to feedback is crucial in the coaching process (Black et. al., 2019). Employees that score highly on feedback orientation are opened to coaching (Katz, et.al., 2023). Organisational support refers to employees' perception of how the organisation values their contributions, cares about their wellbeing and ready to assist them when needed (Adrin & Utama, 2019). Frear, et. al, (2018) posited that organisation that cares about workers' career growth, accords encomiums for task done well, and assists workers acquire relevant job skills and capabilities. This kind of supports aligned with human capital development (Usoro, et.al. 2023).

A strong organisational support is connected with improved satisfaction on the job (Karaalioglu, & Karabulut, 2019; Mary, 2015). Research has shown that employee that enjoy supervisor's supports are likely to record improved satisfaction on the job, higher commitment and loyalty and a improve work life balance (Kalliath, et. al., 2020). Role clarity adds another dimension to the managerial coaching concept. In order for employees to understand what is expected of them, their roles, job designs, performance behaviours, and task expectations must be communicated to them before and during the discharge of their responsibility. This will provide guidance, direction and facilitation of the performance of their tasks (Adrin & Utama, 2019). Employee productivity is a measure of a worker's performance. In this study, employee productivity was evaluated in terms of effectiveness and efficiency of the employee's in-role and innovative performance. In-role performance are those behaviours that are officially expected for task and the compensation systems (Rai, et. al., 2018). It is used interchangeably with in-role behaviour or job performance.

Innovative performance is a multifaceted behaviour involving the generation and implementation of new skills (Scott & Bruce, 1994).

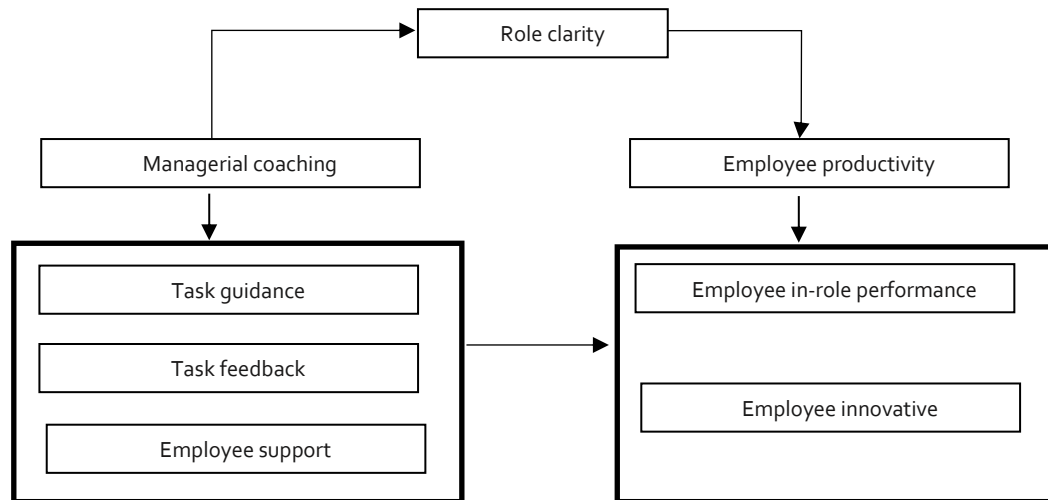


Fig 1: Conceptual framework

Source: Researchers' computation

Managerial coaching and employee productivity

Coaching is important for its ability to assist supervisors influence the workers capacity to acquire and apply skills necessary to enhance personal and organisational outcomes (Imron, et al., 2024). Through managerial coaching, organisations develop their ability to induce appropriate changes in workplace and the capability to sustain long-run collaborations between the workers. Also, it creates the opportunity for the organisation to reflects its values on the workers, and entrench the culture of effective employee and organisational performance. Coaching is a skill development strategy that favourably impacts on organisations by aligning employees' skills and aspirations with organisational goals (Kuan & Bakar, 2023). When organisations correctly fit in coaching into their human development strategy, choosing an appropriate coach for the coaching process is a major factor that determines the outcome of the coaching. Coaches that possess high skills can offer support to improve worker's capability and chances to increase self-knowledge, positive behavioural changes and inspire for self-development and accomplishments (Nyfoudi et al. 2023; Achi & Sleilati, 2016).

Assessing workers' productivity can assist supervisors with necessary information to track organisational outcomes. Such assessment can suggest areas of weaknesses and strengths as well as strategies for improving organisational productivity, as well as provide feedback on the efficacy of supervision. Also, learning on the job can improve coachee's skills, efficiency and productivity because the instant feedback they employees get about their productivity assists them swiftly adjust any error. Therefore, coaching fast-tracks

performance enhancement as it instils in employees the ability to collaborate and think critically (Makela, et.al., 2024; Imron, et.al., 2024).

Managerial coaching and in-role performance

During the coaching process, a affirm communication link is established between the coach and the employees to channel the expectations of the organisation. Collaboratively, they set performance targets, and provide feedback as they strive to achieve the set targets. Such ongoing supports and engagements throughout task execution encourage employees to apply themselves to relevant task knowledge and capabilities that yield higher employee performance (Kim, et.al., 2023). In this context, managerial coaching is a form of social support provided by managers through relevant work information and feedback. Through feedback, supervisors tender gratitude to workers for their performances. Shanock and Eisenberger (2006) expressed that workers who appreciate the degree by which the organisation supports them may reciprocate the gesture by increasing efforts at performance to the organisation. Performance progression is advanced as the first objective of managerial coaching (Hahn, 2016). Researches on correlation between coaching and performance support the finding that coaching accelerates performance. Thus, positive relationship between managerial coaching and in-role behaviours and performance has been reported (Huang & Hsieh, 2015). Akhtar and Zia-ur-Rehman (2017) affirmed that employees that received effective managerial coaching exhibit significant improvement in job performance. Pousa et.al. (2018) and Ali and Aziz (2020) corroborated that positive association exists between coaching and performance.

Managerial coaching and innovative performance

An optimistic outcome of managerial coaching on employee in-role behaviour has been recommended to inspire employee innovative behaviour. Unlike the other management model, managerial coaching leads employees to self-development by providing guidance and motivation to fully engage in their work roles and surpass the previous level of performance (Hahn, 2016). Coaching encourages the coachees to seek and advance new skills in preparation for new job roles. Innovation has many stages beginning with revealing the challenge, come up with new solution to the problem and execute the task in most efficient way. It is imperative for the workers to witness recurring and sometimes depressing outcomes in connection with innovation as innovative behaviour is principally a matter of personal inducement and capabilities (Grant, 2010). Accordingly, research has stressed the functions of supervisors in assisting and sustaining innovative behaviours in employees. In line with organisation support theory, workers who are coached by their supervisors believe that the organisation will support them when they are expected to execute task in different ways or in stressful circumstances occasioned by innovative behaviours. In essence, managerial coaching encourages innovative behaviours in employees by supporting employees emotionally. Available studies in this regard suggest the existence of direct result of managerial coaching on employee innovative behaviour.

Viitala et al (2023) provided evidence in support of association between managerial coaching and employee innovative work behaviour mediated by work engagement. Also, Kim and Oh (2021) and Ali, et.al (2020) separately found evidence in support of influence of managerial coaching on innovative behaviours through affective leadership support and supervisory commitment respectively. Equally, Heinonen (2020), De Jong and Hartog (2017) and Hahn (2016) in their surveys provided positive relationship in support of connection between managerial coaching and employee innovative outcomes.

Role clarity: The mediating variable

Rizzo *et al.* (2007) explained role clarity as the extent to which employees comprehend the task required and the expected outcomes. Role clarity as distinguished from role ambiguity describes the extent to which the employee understands their job expectations. Gary and Faruk (2015) explained role clarity as the presence of role-relevant information. Roles demarcate the scope of one task from the others, and showcases the expectations which the organisation expects from the employees. Accordingly, a low level of ambiguity increases the possibility of job satisfaction leading to low level of job stress and burnout (Tang & Chang, 2010), and increases the extent of employee performance but a clearer role clarity will reduce role strain and possibility of vague circumstances (Gopalakrishnan & Abu, 2024).

In this context, adequate information about the job is vital for employee's performance. Dissatisfaction usually set in when such information is inadequate or completely lacking or misunderstood, and may lead to disengagement (Ahmad et.al., 2023). Communication with the supervisor is required for better comprehension of job expectations. Also, regular feedback is expected to create awareness and provide clarity and diffuse any doubt (Kim 2014). When workers understand their expectations, it gives them control over their task execution and could bring innovation into the performance of the tasks. Studies indicate that role clarity influences workers creativity and performance (Hughes et.al., 2018). In this study, role clarity has been proposed to mediate the effect of managerial coaching on workers' productivity, and the association between managerial coaching and innovative behaviour. Extant studies have provided though scanty, that observed evidence of managerial coaching is related to more understanding of job roles and expectations (Gopalakrishnan & Abu, 2024; Thomas 2024; Manolache & Epuran, 2023; Hahn, 2016; Dahling *et al.*, 2016). Yadav and Kumar (2017) found that both genders have significant role in the organisation's growth and that role clarity plays a mixed role in employee productive behaviour.

Theoretical framework

Career motivation theory as introduced by London (1983) and London and Mone (1987) holds that organisational supports enhance employee career motivation and commitment. They explained that career motivation is a multivariate term that embraces career insight, identity and resilience. Career insight is the extent to which persons are optimistic about

their career long-term plan and objectives. Career identity is the degree to which persons identify with their career while career resilience is the degree to which persons are able to acclimatise to varying work situations. The interplay between career enthusiasm and the support received from the organisation regarding career development indicate the level of career identity and insight, and are significantly related to the later (London, 1993). Organisational supports could be in form of employee career direction, assisting employees to create career plan and creating feedbacks to help achieve goals. In this study, managerial coaching behaviours and employee's role outcomes were framed from career motivation theory. Managerial coaching was treated as organisation support arising from efficacious management behaviour for employees' career development. Managerial coaching, guidance and facilitation, supportiveness, constructive feedback, and empowerment influence employees' commitment and ultimately influence their job outcomes (Tajudin et.al., 2023; Zhang et.al., 2023; Burroughes & Grant, 2023).

Methodology

A descriptive survey research design was employed in this study. Hypotheses were tested and findings generalised. The target population was 810 employees engaged in coaching programmes in First Bank, UBA, GTB, Access Bank and Zenith Bank, Calabar. Purposive sampling technique was adopted in the selection of respondents included in the sample. The total sample size using Taro Yamane sample size determination technique on the population was 268. However, applying the technique on the population of each bank yielded 576. Proportions of these sample frames were calculated for each bank. In each bank, the respondents were selected purposively using engagement in coaching as the only criterion. The target population and sample size distribution are presented in Table 1.

Table 1: Target population and sample size distribution

Bank	Size	Percentage	Taro yamane computation	Value	Sample calculation	Size	Percentage
First Bank	179	22.1%	$\frac{179}{1 + 179 * 0.05^2}$	124	$\frac{124}{576} * 268$	58	21.5%
UBA	154	19.0%	$\frac{154}{1 + 154 * 0.05^2}$	111	$\frac{111}{576} * 268$	52	19.4%
GTB	166	20.5%	$\frac{166}{1 + 166 * 0.05^2}$	117	$\frac{117}{576} * 268$	54	20.3%
Access Bank	142	17.5%	$\frac{142}{1 + 142 * 0.05^2}$	105	$\frac{105}{576} * 268$	49	18.2%
Zenith Bank	169	20.9%	$\frac{169}{1 + 169 * 0.05^2}$	119	$\frac{119}{576} * 268$	55	20.7%
Total	810	100%		576		268	100%

Source: Researchers' analysis 2024

The research instrument was structured questionnaire designed in Likert-type scale rated from 1 to 5 corresponding to strongly disagree, disagree, undecided, agree and strongly

agreed respectively. All questions were closed-ended. The instrument was divided into four sections: Section A contained five items that measure the demographic distribution of respondents. Section B contained fifteen items that measure all three constructs of managerial coaching, five items each measure task guidance, task feedback and employee support. Section C contained ten items that measure the two constructs of employee productivity, five items each for employee in-role performance and employee innovative performance. Section D contained five items that measure role clarity as a mediating variable. Out of the 268 copies of questionnaire distributed, 256 were returned and used for the study. This represented 95.5 percent response rate. Exploratory factor analysis was done to confirm convergent and discriminant validity of each measure. For convergent validity, the average variance extracted (AVE) was calculated for all items, and their AVE values exceeded 0.05 implying that all the items met convergent validity. For discriminant validity, the square roots of the AVE exceeded all the values of correlations validating the presence of discriminant or divergent validity. Tables 2 and 3 show the convergent and discriminant validity respectively.

Table 2: Convergent validity (Average Variance Extracted)

Factor	Indicators	Loadings	AVE	CR	Report
Task guidance	TG1	.750	.591	0.877	Convergent validity exists
	TG2	.812			
	TG3	.812			
	TG4	.829			
	TG5	.622			
Task feedback	TF1	.834	.552	.859	Convergent validity exists
	TF2	.812			
	TF3	.623			
	TF4	.757			
	TF5	.667			
Employee support	ES1	.910	.702	.921	Convergent validity exists
	ES2	.744			
	ES3	.781			
	ES4	.903			
	ES5	.840			
Role clarity	RC1	.536	.583	.821	Convergent validity exists
	RC2	.680			
	RC3	.787			
	RC4	.740			
	RC5	.706			
In-role performance	IRP1	.674	.541	.793	Convergent validity exists
	IRP2	.436			
	IRP3	.698			
	IRP4	.692			
	IRP5	.771			

Innovative performance	INP1	.737	.591	.877	Convergent validity exists
	INP2	.800			
	INP3	.665			
	INP4	.732			
	INP5	.891			
AVE=average variance extracted, CR=composite reliability					

Source: Researchers' analysis 2024

Table 3: Discriminant validity

Dimension	TG	TF	ES	RC	IRP	INP	Square Root AVE
Task guidance (TG)	.769	.743	.838	.764	.736	.769	.769
Task feedback (TF)	.328*** (0.000)	1					.743
Employee support (ES)	.468*** (0.000)	.483*** (0.000)	1				.838
Role clarity (RC)	.353*** (0.000)	.591*** (0.000)	.301*** (0.000)	1			.764
In-role performance (IRP)	.684*** (0.000)	.690*** (0.000)	.498*** (0.000)	.617*** (0.000)	1		.736
Innovative performance (INP)	.396*** (0.000)	.445*** (0.000)	.465*** (0.000)	.367*** (0.000)	.536*** (0.000)	1	.769
*, **, *** denote significant at 0.1, 0.05 and 0.01 levels of significance.							

Source: Researchers' analysis 2024

The instrument was tested for reliability using Cronbach alpha and Kaiser-Meyer-Olkin (KMO) test and Bartlett's test of sphericity. The Cronbach alpha results showed that the items measuring the constructs had alpha values ranging between .794 to .862, suggesting reliability of each construct of the instrument. The Cronbach alpha for the overall instrument was .955 suggesting a high reliability. The KMO value of .875 for test of internal consistency exceeded the 0.50 threshold indicating that the items met the sampling adequacy. The value of Bartlett's was 9566.07, and the significant value was 0.000, sig.< 0.05 level indicating internal consistency of the scale. Also, the values of composite reliability (CR) on all factors using factor analysis were above 0.6 implying that the items as a whole have composite reliability. Table 4 shows Cronbach alpha test of instrument reliability and Table 5 shows the KMO and Bartlett's test of sphericity.

Table 4: Cronbach alpha test of reliability

Latent Variable	Dimension	Items	Cronbach alpha
Managerial coaching (MC)	Task guidance (TG)	5	.862
	Task feedback (TF)	5	.877
	Employee support (ES)	5	.837
Role clarity (RC)		5	.794
Employee productivity (EP)	In-role performance (IRP)	5	.820
	Innovative performance (INP)	5	.849
Total	All items reliability test	30	.955

Source: Researchers' analysis 2024

Table 5: KMO and Bartlett's test of sphericity

Kaiser-Meyer-Olkin Measure of sampling Adequacy		.875
Bartlett's test of Sphericity	Approx. Chi-square	9566.069
	Df	435
	Sig.	0.000

Source: Researchers' analysis 2024

Model specification

The general multivariate analytical model for testing hypotheses 1-3 was specified as:

$$EP = f(MC)$$

$$EP = f(TG, TF, ES)$$

$$EP = \beta_0 + \beta_1TG + \beta_2TF + \beta_3ES + \varepsilon_t \quad - \quad - \quad - \quad 1$$

$$IRP = \beta_0 + \beta_1TG + \beta_2TF + \beta_3ES + \varepsilon_t \quad - \quad - \quad - \quad 2$$

$$INP = \beta_0 + \beta_1TG + \beta_2TF + \beta_3ES + \varepsilon_t \quad - \quad - \quad - \quad 3$$

Structural equation model (SEM) with mediating coefficient obtained from Sobel estimation was adopted for test of mediating role of role clarity between coaching and employee productivity.

EP = Employee productivity; IRP = In-role performance; INP = Innovative Performance; MC = Managerial coaching; TG = Task guidance (TG); TF = Task feedback; ES = Employee support.

Results

Table 6 provides descriptive characteristics of the data structure using simple statistical analysis such as mean, standard deviation (SD), skewness, kurtosis and number of observations. The table shows that the dimensions of managerial coaching (i.e. task guidance, task feedback and employee support have mean values between of 3.35 and 3.67, values of standard deviation between 0.605 and 1.037, suggesting that the data clustered around the mean. The values of skewness and kurtosis were less than 3 within the threshold of normality with relatively flat structure. Role clarity, the mediating variable had mean value of 3.79 and value of standard deviation as .846, still with the statistical descriptions of managerial coaching data. The dimensions of employee productivity, (i.e. in-role

performance and innovative performance) share similar descriptive data structure indicating that the overall structure of the data was negatively skewed and platykurtic. A further examination of the unreported Jarque-Bera, computed from the values of the skewness and kurtoses revealed that the data were normally distributed hence the data met the normality test criterion.

Table 6: Descriptive statistics of the responses to the variables

Latent Variable	Dimensions	Mean	SD	S	K	N
Managerial coaching	Task guidance	3.35	.904	-.443	-.707	256
	Task feedback	3.45	1.037	-.261	-.671	256
	Employee support	3.67	.605	-.388	1.160	256
Role clarity		3.79	.846	-.873	1.548	256
Employee productivity	In-role performance	3.73	.830	-.539	-.316	256
	Innovative performance	3.81	.865	-.507	-.138	256

Source: Researchers' analysis 2024

Analyses of responses from 256 respondents and mean value of each item in the research instrument as presented in Table 7 indicated that the items were fully responded to with mean values of each item exceeding the 3.0 threshold for acceptance or rejection of each item. From the table, the results indicated that the percentage of respondents that agreed and strongly agreed with the constructs for measuring the variables - managerial coaching (task guidance, task feedback and employee support), role clarity and employee productivity (in-role performance and innovative performance), was higher than the percentage of respondents who disagreed and strongly disagreed. Further examining the mean values of each item indicated there are greater than 3.0. The overwhelming acceptance and mean values greater than 3.0 suggest that the items used in the construct were acceptable, and evidence of link between managerial coaching, role clarity and employee productivity in the commercial banks.

Table 7: Analyses of responses from sampled respondents (n=256)

Item	SD	D	U	A	SA	Mean
Task guidance						
TG1: My direct supervisor always provides accurate guideline for performing the task	26	63	46	103	18	3.09
TG2: My supervisor always communicates clear performance expectations before I carry out a particular task	11	103	33	85	24	3.03
TG3: My supervisor regularly checks the process of implementing my assigned task	11	25	57	129	34	3.59

TG4: My supervisor provides case studies to facilitate creative thinking before I begin my task	15	50	41	120	30	3.39
TG5: My supervisor provides and encourages me to explore and try out new alternatives in meeting my targets	10	60	22	87	77	3.63
Task feedback						
TF1: My manager and supervisor have high feedback seeking orientation	50	30	44	79	53	3.21
TF2: My managers facilitate a favourable and supportive feedback environment	33	19	37	100	67	3.58
TF3: My manager delivers frequent positive and negative feedback in a constructive and useful and manner	20	18	47	136	35	3.58
TF4: My supervisor displays integrity, trustworthiness and expertise in his feedback comments	7	70	16	84	79	3.62
TF5: My manager and supervisor frequently praise me when I have done a good job, and corrects me when I don't get it right	43	16	72	85	40	3.25
Employees support						
ES1: My direct manager provides the support I need to complete my work and task	2	38	26	142	48	3.77
ES2: My supervisor provides me with job-relevant skills and competencies necessary for professional growth	18	20	45	128	45	3.63
ES3: My supervisor values my contributions to both the department and organisation, and provide frequent reward to me	28	21	42	130	35	3.48
ES4: My direct manager provides support to advance my career in our organisation	24	44	14	105	69	3.59
ES5: My supervisor is dedicated to my career goals and emotional and personal wellbeing	6	30	48	81	91	3.86
Role clarity						
RC1: My organisation provides the required information about how I am expected to perform my job	20	36	32	104	64	3.61
RC2: The set of activities expected from me in discharging my responsibilities are clearly defined	17	26	27	109	77	3.79
RC3: I have a clear understanding of my job and how to carry it out in order to achieve my goals	12	12	24	144	64	3.92
RC4: I know what is needed to meet my goals and objectives of my organisation	10	35	28	76	107	3.92
RC5: I am given enough freedom to decide how to do my work because I understand what is expected of me	14	30	33	113	66	3.73

In-role performance						
IRP1: carry out assigned duties effectively and efficiently	20	21	40	111	64	3.70
IRP2: I fulfil responsibilities specified in job description	8	28	13	150	57	3.86
IRP3: I meet the targets set before me by my supervisor and manager	10	35	50	29	62	3.66
IRP4: I have been recognized as a high performing staff by management	7	24	27	133	65	3.88
IRP5: I meet performance benchmarks set by my supervisors	24	42	18	139	43	3.57
Innovative performance						
INP1: I seek out new technologies, processes, techniques, and/or product ideas	26	35	0	129	66	3.68
INP2: I generate creative ideas.	24	12	37	141	42	3.64
INP3: I promote and champion ideas	7	11	27	138	73	4.01
INP4: I seek out new modes and methods of service delivery	14	18	28	105	91	3.94
INP5: I develop adequate plans and schedules for the implementation of new ideas	9	25	51	105	66	3.76

Source: Researchers' analysis 2024

Test of direct effect

Ho₁: There is no significant effect of task guidance on employee productivity in commercial banks.

Ho₂: There is no significant effect of task feedback on employee productivity in commercial banks

Ho₃: There is significant effect of employee support on employee productivity in commercial banks.

The first three hypotheses were tested using multivariate regression technique in four models: Model 1 regressed managerial coaching constructs: task guidance, task feedback and employee support on employee in-role performance. Model 2 regressed task guidance, task feedback and employee support on employee innovative performance. Model 3 regressed task guidance, task feedback and employees support on combined employee productivity. Model 4 regressed combined managerial coaching on combined employee productivity.

R square measured the quantity of the endogenous constructs variance that is explained by its predictor constructs. Table 8 reveals R-square of endogenous constructs contained within the structural models. R-square of model 1 (80 per cent) and model 2 (92 per cent) are higher than 10 percent indicating a substantive value and predictive power of the models. These R-square values implied that the dependent variables jointly explained 80 per cent variation in in-role performance in model 1, and 92 per cent variation in innovative performance in model 2.

The F-ratios of 148.552 ($p=0.000$) and 493.228 ($p=0.000$) for models 1 and 2 respectively indicated that the models are statistically fit suggesting that the variables fit the model perfectly. The coefficients and p-values revealed that task guidance has positive and significant effect on in-role performance ($\beta=.59$, $p=.000$) in model 1, and positive and significant effect on innovative performance ($\beta=.57$, $p=.000$) in model 2. This implies that task guidance has increasing effect on employee productivity.

Task feedback has positive and significant effect on in-role performance ($\beta=.47$, $p=.000$) in model 1, and positive and significant effect on innovative performance ($\beta=.23$, $p=.000$) in model 2. This suggests that task feedback has increasing effect on employee productivity. Employee support has positive and significant effect on in-role performance ($\beta=.22$, $p=.000$) in model 1, and positive and significant effect on innovative performance ($\beta=.22$, $p=.000$) in model 2, and implied that employee support has increasing effect on employee productivity. Overall, managerial coaching has significant impact on employee productivity.

Model 3 tested the effect of each managerial coaching construct on sundry employee productivity. The result revealed that task guidance has positive and significant effect on employee productivity ($\beta=.58$, $p=.000$), task feedback has positive and significant effect on employee productivity ($\beta=.15$, $p=.000$) and employee support has positive and significant effect on employee productivity ($\beta=.22$, $p=.000$).

The robustness test to validate models 1-3 was performed in model 4, which examined total managerial coaching on total employee productivity. The overall result revealed that managerial coaching has a positive and significant effect on employee productivity ($\beta=.97$, $p=.000$). The outcome of the regression analysis provided evidence for rejection of the null of hypotheses 1 to 3, implying that task guidance, task feedback and employee support have significant effect on employees' productivity ($p\text{-value} < 0.05$) for all the coefficients. Hence, the alternative hypotheses were accepted.

Table 8: Multivariate regression model for test of hypotheses

Model (Dependent variable)		Model 1 (IRP)	Model 2 (INP)	Model 3 (EPR)	Model 4 (EPR)
C	Coefficient (p-value)	0.739*** (0.000)	0.305** (0.019)	0.522*** (0.000)	0.388** (0.001)
TG	Coefficient (p-value)	0.589*** (0.000)	0.567*** (0.000)	0.578*** (0.000)	
TF	Coefficient (p-value)	0.467*** (0.000)	0.233*** (0.000)	0.150*** (0.000)	
ES	Coefficient (p-value)	0.216*** (0.000)	0.218*** (0.000)	0.217*** (0.000)	
MC	Coefficient (p-value)				0.970*** (0.000)
R		.80	.92	.90	.88

R ²		.64	.85	.81	.78
F-Ratio	Statistic	148.6 (0.000)	493.2 (0.000)	355.6 (0.000)	907.2 (0.000)

Denotations: IRP=In-role performance, INP=Innovative performance, C=Constant, TG=Task guidance, TF=Task feedback, ES=Employee support.

******, ******* denote significant at 0.05 and 0.01 level

Source: Researchers’ analysis 2024

Test of indirect effect (Mediating regression)

Ho: There is no significant mediating effect of role clarity on the relationship between managerial coaching and employee productivity in commercial banks.

To test mediating effect of role clarity on the relationship between managerial coaching and in-role performance (Model 1), between managerial coaching and innovative performance (Model 2), and managerial coaching and employee productivity (Model 3), structural equation model was performed with highest possibility estimation and Sobel estimation, and output reported in Table 9. The result of Sobel model 1 indicated that there was no indirect effect of role clarity on the relationship between managerial coaching and in-role performance ($a*b=.067$, $p=.479$). Model 2 indicated that there was statistically significant indirect effect of role clarity on the association between managerial coaching and innovative performance ($a*b=.224$, $p=.000$). Model 3 indicated that there was statistically significant indirect effect of role clarity on the relationship between managerial coaching and employee productivity ($a*b=.145$, $p=.035$). This finding suggests that role clarity exhibits complete mediating effect on the connection between managerial coaching and innovative performance and combined employee productivity. Thus, the null of the fourth hypothesis was rejected while the alternative was adopted.

Table 9: Indirect effect of managerial coaching on employees’ productivity: Sobel mediating test

Indirect effect (mediating effect of role clarity)	Estimate (a*b)	SE	p-value	test-statistics
Model 1: MC → RC → IRP	.067	.095	.479	.7064
Model 2: MC → RC → INP	.224***	.064	.000	3.5225
Model 3: MC → RC → EPR	.145**	.070	.035	2.0857

Denotations: MC=Managerial coaching, RC=Role clarity, IRP=In-role performance, INP=Innovative performance, EPR=Employee productivity.

******, ******* denote significant at 0.05 and 0.01 levels

Source: Researchers’ analysis 2024

Discussion

The findings from the test of hypotheses one to three revealed that managerial coaching constructs (task guidance, task feedback, and employees support) positively and significantly affect employee productivity constructs (in-role performance and innovative performance). Task guidance has positive and significant effect on both in-role and innovative performance.

Task feedback has positive and significant effect on in-role and innovative performance. Employee support has positive and significant effect on in-role and innovative performance. The findings implied that managerial coaching has positive and significant effect on employee productivity suggesting that task guidance, task feedback and employee support are essential dimensions of coaching and if properly implemented will lead to employee in-role and innovative performance. Therefore, coaching encourages employees to seek and advance new skills in preparation for new job roles.

The findings confirmed the notion that coaching has significant and positive effect on employee innovative behaviours and organisational performance (Azizi, et. al., 2023; Zhang, 2020), managerial supports and employee performance (Pieterse *et al.*, 2010), managerial feedback and employee performance (Noefer *et al.*, 2009), and high-quality association between the coaching and employee innovation (De Jong & Hartog, 2017). Also, the findings supported Kim and Oh (2021) and Ali, et.al (2020) that effective leadership support and supervisor's commitment accelerate coaching outcomes. The significance of the findings is that it lends credence to existing belief of the relationship between coaching constructs and outcomes, and clarified that association between coaching constructs and employee outcomes increase organisational outcomes. The gravitas with which the supervisor clearly communicates with the employee and the ability of the employee to provide feedback will demonstrate the effectiveness of the managerial coaching process, and the clearer the understanding of the employee role behaviours. The implication is that employees that score highly on guidance and feedback orientation are opened to coaching. Also, employees that learn their roles and expectations will demonstrate high understanding of their expected job roles and performance expectations leading to better productivity. This should guide participants selection into coaching programmes.

The test of the fourth hypothesis revealed no indirect effect of role clarity on the relationship between managerial coaching and in-role performance but statistically significant indirect effect of role clarity on the association between managerial coaching and innovative performance and statistically significant indirect effect of role clarity on the relationship between managerial coaching and employee productivity. This implies that role clarity exhibits insignificant mediating effect on the relationship between task guidance and employee in-role behaviours but significant mediation between task feedback and employee innovative behaviours. However, when tested on combined employee performance constructs the result was significant implying that role clarity positively moderates the relationship between managerial coaching and employee

productivity, and suggesting that role clarity is significance for explaining the interactions between coaching proxies and employee productivity.

The finding supported Hughes et.al (2018) that role clarity influences workers creativity and performance. It also aligned with Coimbra and Proença (2023) and Viitala et al (2023) that direct influence of managerial coaching affect employee performance improvement and that indirect relationship among the constructs influences innovative performance and combine employee performance. The study lends evidential support to the narrative that managerial coaching predicts employees' in-role performance. It further supported Kundu, et al (2021), Hahn (2016), and Kim *et al.* (2014) that role clarity mediates the connection between managerial coaching and employee performance. The finding clarified the effect of coaching on in-role and innovative performance thus, providing insight for better understanding of the effect on employee productivity.

The implication is that role clarity is only effective in the relationship between coaching and employee feedback or between coaching and in-role behaviours and innovative behaviours. Thus, employees who are coached by their supervisors will exhibit behaviours consistent with improved employee in-role and innovative performance, and the frequency of interaction between the supervisor and subordinate will clarify role ambiguity and cause improvement in employee in-role and innovative performance

Conclusion

The study concluded that managerial coaching positively and significantly predicts employee productivity. The main result of the study was that task guidance and task feedback and employee support positively and significantly affect in-role and innovative behaviours predicting employee productivity. Role clarity positively moderates the relationship between managerial coaching and employee productivity suggesting that role clarity is significance for explaining the interactions between coaching proxies and employee productivity. The implication was that employees who are coached by their supervisors tend to exhibit coaching behaviours consistent with improved employee in-role and innovative performance. The gravitas with which the supervisor clearly communicates with the employee and the ability of the employee to provide feedback demonstrate the effectiveness of the managerial coaching process, and the clearer the understanding of the employee role behaviours. The frequency of this type of interaction between the supervisor and subordinate will clarify role ambiguity and cause improvement in employee in-role and innovative performance.

Recommendations

1. Management and supervisors should improve their guidance and task facilitation in order to help subordinates achieve their best and meet their targets.
2. Banking organisations should intensify provision of constructive feedback to employees in order to facilitate the execution of their tasks effectively.

3. Organisations and supervisors should provide continued support to subordinates in order to motivate them to improve their performance outcomes.
4. Managers should pay more attention to the role clarity and comprehension of subordinates as it is one of the missing links between managerial coaching and employees' innovative drive.

Study Limitations and Suggestions for Further Research

Since the data for the study were derived following survey methodology from a cross section of commercial banks in Calabar, the findings are limited accordingly. A further study using longitudinal design is recommended for a more objective finding and generalisation.

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