Examining the Impact of Managerial Coaching on Employee Job Performance: Mediating Role of Work Engagement, Leader-Member-Exchange Quality, Job Satisfaction, and Turnover Intentions

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Abstract

Coaching is turning into a vital area for human resource development experts. Human resource development professionals, researchers, training related experts and organizational psychologists have started to explore intensively the nature of managerial coaching and its outcomes. Managerial coaching has become a very popular human resource development and organizational development tool to improve various employees' attitudes and behavior at workplace. The managerial coaching lacks empirical evidence regarding its effectiveness. This study aims to examine the direct influence of managerial coaching on employee job performance as well as indirect influence through mediating effect of work engagement, leader-member-exchange quality, job satisfaction, and turnover intentions. The data were collected from a public-sector organization of Pakistan. The self-administered questionnaires were used to collect data from 183 respondents. The Partial Least Square - Structural Equation Modeling (PLS-SEM) analysis showed that managerial coaching directly influences employee job performance. The path analysis also revealed that managerial coaching indirectly effects job performance through work engagement, leader-member-exchange quality, job satisfaction, and turnover intentions. This study adds value to limited literature on

managerial coaching, leader-member-exchange quality, work engagement, and job performance. Additionally, leader-member-exchange quality and work engagement have not previously been examined as mediators. The implications for research, theory, and practice are also discussed.

Key Words: managerial coaching, job performance, work engagement, leader-member-exchange quality, job satisfaction, turnover intentions.

1. Introduction

The academic and practitioner literature has given remarkable recognition to the coaching and has become famous internationally (Segers et al., 2011). Its importance for human resource development experts and organizations can be realized by growing number of publications on the topic of coaching in leadership, psychology and HRD (Dagley, 2010). The expansion and demand for coaching in the present era go parallel with this increasing literature and research (Ellinger et al., 2011; Gray & Goregaokar, 2010). Numerous types of specialized coaching experts are available as a result of its growing demand. Naughton (2002) proposed several types of coaching while stating "there are life coaches, relationship coaches, money coaches, dating coaches, spiritual coaches, weight-loss coaches, peak performance coaches, coaches for students, coaches for professionals, coaches for therapists, and even coaches for coaches". Similarly, Cox et al. (2014) identified that numerous distinct perspectives explain the concept of coaching. In the context of organizations, it denotes classification of roles that demonstrates rising coaching activities; for example, coach as line managers or internal and external specialized coaches.

Coaching has been identified as most important and essential role to be performed by human resource development experts among their different roles in organizations (McLagan, 1996). Moreover, American Society for Training and Development (ASTD) mentioned coaching as an important area of expertise for training and learning professionals in 2004 competency model. As per the new version of *The ASTD Competency Model*, coaching as a core competency for the training and development profession remains 1 of 10 areas of expertise in 2013. Coaching is also observed as organization development (OD) strategy or an exceptional type of OD for the purpose of defining the aims of organizational members, providing them resources, or eliminating any barriers and hurdles, and in enhancing their productivity (Cummings & Worley, 2009; Kim et al., 2014).

In the organizational framework, practicing coaching has become famous and prevailing progressively. Basically, coaching has two types regarding organizations: one is executive coaching and the other is managerial coaching in which the organizational managers perform the duties of a coach. In the present study, such form of coaching is termed as managerial coaching in which employees receive coaching from managers. Similarly, in executive coaching, executives in organizations are the receiver of coaching.

Coaching appeared as a modern trend or metaphor of management (Ellinger et al., 2003). In organizations, managerial coaching has rapidly become famous (Ellinger et al., 2008). A lot of consulting companies has launched the different types of training courses. Furthermore, coaching diplomas have also been started by various educational and

professional organizations. Relatedly, a new research conducted by International Coaching Federation (ICF) revealed that worldwide organizations have broadly started specialized coaching (as cited in Kim et al., 2013). For HRD specialist and employees, managerial coaching has become a common focus which is described as an efficient managerial activity which is helpful in enhancing learning and productivity of employees (Ellinger et al., 2010). The theme of coaching has been comprehensively covered in various books, book chapters and journal articles published in the field of psychology and management (Gilley et al., 2010). Furthermore & Bartlett (2007) emphasized that coaching is among the rapidly developing methods of HRD.

Besides emphasizing on organizational change and learning, it has been increasingly observed as a shift in organizations, managers and leaders are carrying out the responsibilities of coaching and development which are usually related to HRD professionals (Liu & Batt, 2010). Currently, such transfer of HRD responsibilities toward managers and leader motivate them to perform the tasks of assessing, recognizing and advancing human capitals, which are the basic functions of managerial coaching (Kim et al., 2013). While, in the past they were only confined to supervision, control and command (Ellinger et al., 2003; Evered & Selman, 1989).

There is a paucity of investigation about the influence of managerial coaching on employee job outcomes and organizational performance (Grant & Cavanagh, 2004; Hagen, 2012; Hamlin et al., 2006; McLean et al., 2005). The link between managerial coaching and employee job performance is not sufficiently elaborated because rare research studies have uncovered mediating variables to explain the effect of the managerial coaching on job performance (Hagen, 2012; Pousa & Mathieu, 2014b). Although a few existing studies have investigated one or two intervening variables (Kim & Kuo, 2015). The effectiveness of managerial coaching is doubtful in the high-distance eastern culture as this type of coaching is more useful in low-distance western culture (Rosinski, 2003). A few argues that managerial coaching practices are not suitable for eastern cultural orientation because managerial coaching was initiated in the Western culture (Evered & Selman, 1989; Hagen, 2012). The organizations in Eastern culture support top-down decision making, high power distance, authoritarian style of leadership and management, on the other hand, organization in western cultures appreciate managerial coaching, job autonomy, participative style of leadership and management, and participative decision making (Hofstede, 2001; McLean et al., 2005). An important gap in the literature of managerial coaching is lack of investigation of its impact and practices away from the Western culture (Beattie et al., 2014).

This study attempts to investigate the impact of managerial coaching skills of the supervisor on different employee workplace attitudes and behaviors such work engagement, leader-member exchange quality, job satisfaction, turnover intentions, and job performance. In this study, the research question we sought to answer was: What are the associations among managerial coaching, work engagement, leader-member exchange quality, job satisfaction, turnover intentions, and job performance.

2. Literature Review and Hypotheses Development

According to Ellinger and Kim (2014), different theories have been used in the context of coaching. Ellinger et al. (2014) argued that diverse theories may be applied to coaching which is used to explain other situations and approaches to human resource development. In this research, the consequences of managerial coaching are identified based on perceived organizational support (POS) theory. Specifically, POS theory is used to explain the association among managerial coaching and different job-related attitudes and behaviors of employees.

Eisenberger et al. (1986) described the reciprocation (Levinson, 1965) as commitment to organization and individual or employee is POS. Eisenberger et al. (1986), elaborated POS as "to determine the personified organization's readiness to reward increased work effort and to meet needs for praise and approval, employees develop global beliefs concerning the extent to which the organization values their contributions and cares about their well-being" in social exchange explanation of organization commitment. They also said that based on this belief employees draw inferences about organizations' commitment (POS) toward them which in return play a vital role to develop the commitment of employees with organization.

The level of perceived organizational support is very important for creating employees' commitment. It creates more feelings of responsibility in employees when they feel support from their organization and employees become loyal with organization as well as feel the responsibility in turn of their employers' commitment to them and engage in such behaviors which contribute to the achievement of organizational objectives. This POS builds confidence in employees for supporting them when they face challenging situations on the job. The different practices of organization which demonstrates the POS influence the attitudes and behaviors of employees. According to the Levinson (1965), explanation of employers' commitment toward employees, employees feel more responsible and obligated for the organization and play a vital role in execution of vision and mission of the organization. In this exchange relationship, for acknowledgment of employees' supportive behavior for the organization, organizations also support employees in return. This mutual support from employee and organization for each other lead toward the positive and favorable outcomes for the both parties (Rhoades & Eisenberger, 2002).

The employees perceive coaching behaviors of managers as a form of organizational support in the coaching environment of organization. The managers performs various activities as a coach such as clear communication of expectations to subordinates, frequent feedback for increasing their performance, facilitate development for success, acknowledge their achievement and fair rewards, provide useful instructions and role modeling, and provide learning opportunities to enhance their knowledge and skills (Ellinger & Bostrom, 1999; McLean et al., 2005; Park et al., 2008). The employees feel obligation and responsibility to perform positive attitudes as well as behaviors for the benefit of organization in exchange of perceived coaching behaviors exhibited by their managers (Colquitt et al., 2007). Thus, in the light of perceived organizational support theory, managerial coaching is an important component form of POS to increase

employee work engagement, perceived leader-member-exchange quality, and job performance (as depicted in Figure 1).
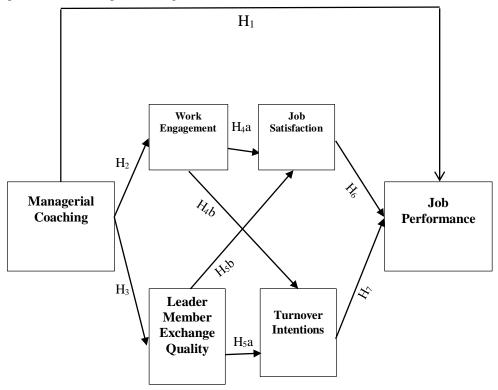

Figure 1: Hypothesized Model

2.1 Managerial Coaching and Job Performance

Heslin et al. (2006) explained the coaching process in their study and asserted that the ultimate objective of the coaching process is to ensure the personal as well as professional development of employees within organization and enhancement of their work related performance. Richardson (1996) also concurred to this definition of the coaching process. Whitmore (1994) extensively studied the ways in which managerial coaching can enhance the performance of employees. Managers can coach their workers by discussing job-related issues with them which involve problems and the possible solutions to solve these problems. Managers may leave off their directive role during coaching sessions and follow conversational style to help their employees in finding the desired solution. Employees may be asked several questions to enhance their awareness regarding a different possible solution to the given job-related problem. The author (Whitmore, 1994) also stressed on the discussion between the managers and employees regarding the advantages and disadvantages of each of the alternative course of action in order to select the best option. Hargrove (1995) also argued that that coaching of the

employees by their manager regarding various work related issues make the employees deal with challenging situation and problems in a better way, because after so many works related issues and discussion on positives and negatives of various alternative options they know the implications and effectiveness of the given course of action. Pousa (2012) also, asserted similar argument that organizational goals can be achieved by improving the performance of employees through managerial coaching.

Ellinger et al. (2003) discussed the distinctive characteristics of coaching which differentiate it from traditional management style. Coaching assists in developing an effective relationship between manager and employees at the workplace whereas traditional management approaches are directive and bureaucratic. Boyatzis and Howard (2006) also, asserted that managerial coaching involves a participative and caring approach that empowers the employees of the organization. In addition, individualized coaching and feedback from managers as a result of managerial coaching improve the performance of the employees. Hamlin, Ellinger, and Beattie (2009) identified a special skill set to enhance the effectiveness of managerial coaching practice. This skill set consists of many elements like developing a rapport, ways of asking questions, interviewing technique, active listening, innovative ideas, different decision-making perspectives, effective communication of objectives, collaboration, flexibility and building an encouraging and supportive environment in the organization.

Kalkavan and Katrinli (2014) examined the direct effects of managerial coaching on the employees' job performance, job satisfaction, ambiguity of roles, and satisfaction with the managers. In addition to this, the effects of role ambiguity on job satisfaction, job performance and satisfaction with the manager; the effects of job satisfaction on career commitment, job performance and organizational commitment have been investigated. The study has been conducted on the 'Insurance Industry' in Turkey. Findings showed that the managerial coaching behavior in the insurance sector had a positive effect on the better understanding of the role by employees (role clarity), satisfaction with work, career commitment, performance of the employee at work and the organizational commitment. At the same time, it was specified that a clear perception by the employee about his/her role had a positive effect on the career commitment, organizational commitment and employee's performance at work.

Kim et al. (2016) investigated the effects of leaders' managerial coaching on employees' organizational citizenship behavior (OCB), creativity, and task performance. This study also examined the mediating role of intrinsic motivation and self-efficacy recognizing the subordinate's attitude and cognition as essential elements of behavioral changes. They used data from a total of 386 supervisor-subordinate dyads in South Korea. The study found that leaders' coaching is associated with OCB directly, but a direct impact of coaching on creativity and task performance was not supported. The results also showed that intrinsic motivation partially mediates the effect of coaching on OCB, and fully mediates the effect of coaching on creativity and task performance. Self-efficacy played a role as a full mediator between coaching and task performance.

Nyfoudi (2017) theorized the concept of a team's managerial coaching quality and draw on social cognition so as to examine the role of a team's collective business knowledge

and line manager's learning goal orientation. He used dual-source survey data involving 242 office workers (60 managers and 182 team members) and employ a moderated mediation model to test the team-level hypotheses. The findings demonstrate that when the line manager's learning goal orientation is high rather than low, the collective business knowledge of the team fully mediates the relationship between coaching quality and team performance.

➢ **H₁:** Managerial Coaching positively influences the employee job performance.

2.2 Managerial Coaching and Work Engagement

Coaching process should not be confined to annual, quarterly, or limited basis, rather a continuous coaching process should be followed as it would cultivate the engagement of employees with their managers and job responsibilities. Different methods have been devised by the researchers to foster engagement and that includes coaching of employees regarding their work plan, possible difficulties they may encounter and emotional support and suggestions from the managers to solve these problems (Schaufeli & Salanova, 2007). This also results in making employees more efficient and confident about their potential. Hakanen, Bakker, and Schaufeli (2006) mentioned that employee engagement can be enhanced through coaching and providing proper support and guidance. Managers ought to develop a 'can do' model among the employees by making employees more confident about their personal potential and should encourage self-efficacy of subordinates (Latham, Almost, Mann, & Moore, 2005).

Social support has also been found as an important antecedent of engagement and a major component of job resources (Schaufeli & Bakker, 2004). Maslach et al. (2001) asserted that lack of social support from the managers may cause the employees to become psychologically exhausted. Researchers have identified two dimensions to analyze the social support in an organization and these dimensions include POS and PSS. Rhoades and Eisenberger (2002) stated that POS implies general perception among employees that their organization acknowledge their performance and efforts and take care of their welfare. Also maintained that POS also implies that the workers should also bear in mind the interests of their organization and assist it in realizing its goals. Rhoades et al. (2001) claimed that POS leads to numerous positive outcomes in an organization and that includes job satisfaction, enhancement in performance of employees and their commitment toward the organization. They argued that these positive outcomes of POS are related to employee engagement. In simple words, a worker who has relatively higher perceived organizational support is more likely to be engaged in his/her organization and his/her work as well. This is because when an employee feels that his/her organization cares about him and his/her welfare then correspondingly he/she also fulfills his/her duties and becomes more engaged.

Rhoades and Eisenberger (2002) argued that attitudes and behaviors of their managers with subordinates is indication of the support of their organization for employees. Therefore, PSS is a crucial factor for increasing employee engagement. Maslach et al. (2001) confirmed that low PSS is a determinant of psychological stress of employees in an organization. Bates (2004) argued that the immediate manager of an employee is

extremely to boost or diminish the engagement of employees to their organization. Hence, managerial coaching can also be used to ensure support of managers for employees and thus it can promote the engagement as well.

- ➢ **H₂:** Managerial coaching positively influences employee work engagement.

2.3 Managerial Coaching and Leader-Member-Exchange Quality

The relationship between manager and employee is thoroughly exmained by Leader-Member Exchange (LMX) theory. The results of different studies indicated that both manager and employee can derive benefit from the dyadic relationship as mentioned in LMX theory. LMX theory state that manager and employees should communicate honestly with each other in a high LMX relationship. One of the characteristics of a high LMX relationship is that the employee is given different formal and informal rewards like access to resources, most challenging assignments, and support from managers, and frequent meetings with the leader of the organization etc., unlike employees that are in a low Leader-Member Exchange relationship. In addition, the employees in high LMX relationship are given highest support for innovation and they are more productive and efficient than other employees in a low LMX relationship. Managers mostly rely on employees in a high LMX relationship for extra work or additional responsibility (Nahrgang et al., 2009).

The behavior and attitude of the leader towards his team members predicts the quality of LMX relationship. There exists a difference in power of manager and an employee in LMX relationship and managers have relatively more control in LMX relationship as compared to their employees. Therefore, Liden et al. (1997) maintained that leader has the most responsibility in the LMX relationship. Lord and Maher (1991) argued that attitude and behavior of managers determine the perceptions of employees regarding their organization and their response toward their manager. Although, there exist an extensive literature on the behaviors of leaders and their implications. However, more attention has received by contingent reward and transformational behaviors of the leaders. Contingent reward behavior of a leader means that leader provides constructive feedback to his employees and acknowledge the achievements and efforts of his team members and appreciate the performance of employees by giving rewards. This behavior of leaders is aimed to convey the targets to employees with clarity and the rewards associated with the performances that are consistent with the expectations of the managers (Avolio et al., 1999). According to Graen and Uhl-Bien (1995), social exchange is a unique determinant for development of high-quality relationship between the leaders and subordinate. However, some other recent studies proved that high-quality LMX relationship depends on both transactional and transformational attitudes of leaders. Avolio et al. (1999) stated that although contingent reward is also a trait of the transactional behavior of leaders, that leads to a low-quality relationship between leader and employees, but it is also a component of high-quality LMX relationship as well.

Waldman et al. (1990) explained that clear communication of expectation of leaders from employees and associated awards help employees to make the correct perception of their job responsibilities. Furthermore, Brower et al. (2009) asserted that respect and mutual trust between subordinates supervisors are the salient factors in development of leader-

member-exchange relationship of higher quality. Graen and Uhl-Bien (1995) claimed that there would be neither trust nor respect between manager and employees if the manager did not acknowledge the efforts of his team members and distribute rewards accordingly. Wayne et al. (2002) also, supported this notion that employees who receive constructive feedback, acknowledgment and reward for their efforts from their managers become more pleased with their manager and organization which result in high LMX quality.

Kuhnert and Lewis (1987) conducted a seminal study on the characteristics and impacts of transformational leadership. They stated that it consists of an appealing vision of the leader, his behavior coherent with that vision and acknowledgment on achieving the set goals to realize that vision. This kind of leadership also leads to high-quality LMX rapport between leader and his team members. Judge and Piccolo (2004) mentioned that managers who motivate employees and inspire them to meet their targets get more favorable response from subordinates. Consequently, this favorable reaction draws out an inspiration to develop a relationship between employee and their managers based on high quality. Three elements of LMX was identified in the classical LMX theory in 1975. Firstly, the attention of manager to each subordinate affects the LMX relationship. Secondly, managerial coaching to build the career of employees is also crucial in this regard. Finally, the contribution of employees to in assisting their manager also enhance the LMX relationship in an organization. Hence, it can be proposed that managerial coaching facilitates the development of leader-member-exchange relationship between leader and his/her subordinates based on high quality which in turn determines the response of employees to the directions of their leader.

> **H₃:** Managerial coaching positively influences high leader-member exchange quality.

2.4 Work Engagement, Job Satisfaction, and Turnover Intentions

Schaufeli and Bakker (2004) defined work engagement as a positive state of mind of employees regarding their job experience. The various studies have found the influence of work engagement on various organizational factors (Harter et al., 2002). Saks (2006) also, conducted a study in this regard and concluded that performance of employees and their job satisfaction are dependent on work engagement of employees. The employees that are more engaged in their work have a good disposition and positive feelings about their working environment. Sonnentag (2003) confirmed that these positive feelings and experiences result in better performance of employees regarding their work. Hobfoll (2001) asserted that workers who are more engaged in their work obtain adequate job resources as well. The supply of abundant resources to employees helps in reducing the stress of employees caused by challenging job demands. Therefore, many studies revealed that work engagement of employees is a factor to enhance their job satisfaction (Schaufeli & Bakker, 2004).

The association between WE and employees' turnover rate might be described through workers' dedication and investment in their job. If an employee is deeply engaged in his job, then it is unlikely that he would leave his job because of the dedication and energy he has put in his work. In addition, De Lange et al. (2008) asserted a dedicated employee is

given various job resources as a result of his performance and experience in his job, therefore, he may be reluctant to detach himself from the job and organization. Hobfoll (2001) also, stated that if an employee leaves a job then he would have to take a fresh start in his next organization which he might think as a risky investment. He also referred to the conservation of resources (COR) theory that individuals behave rationally and take actions to conserve their present job resources and make a new investment of their job resources very carefully.

Saks (2006) provided an extensive review of studies on work engagement and concluded that work engagement negatively influences employee turnover behavior. Another study in which Schaufeli and Bakker (2004) affirmed the provision of job resources to employees increase the motivation level of employees by making them more engaged in their work and consequently this reduces the tendency of employees to leave their job. Similarly, managers are also inclined to retain those workers who are strongly engaged in their jobs because that yields great returns for the organizations as well. Robinson and Morrison (1995) highlighted the negative impact of work engagement on employees' turnover rate and reasoned it by social exchange theory (SET). They argued that when one person gives something to another person then he also expects something in return and the same is true for the relationship between employees and organization. Organizations provide job resources to employees and facilitate them by improving their working environment as well. Consequently, it requires that employees should also devote their energy and efforts in return to their organizations.

➢ **H4a:** Work engagement positively influences employee job satisfaction.

➢ **H4a:** Work engagement negatively influences employee turnover intentions.

2.5 Leader-Member Exchange quality, Job Satisfaction, and Turnover Intentions

Employees experience many social interactions and relationship with their managers, colleagues, subordinates, and clients during their job. However, Liden et al. (2000) mentioned that relationship with his/her immediate supervisor is most important for the employee than all of other working relationships. Liden and Maslyn (1998) referred this as LMX relationship in their study. Therefore, LMX theory is essentially a relationship based approach. Janssen and Van Yperen (2004) stated that as per LMX theory, leaders or managers involve in a distinctive relationship with each subordinate rather than following an average leadership approach. This implies that a leader can maintain a high-level LMX relationship with some of his subordinates and low-level LMX relationship with the remaining subordinates.

Janssen and Van Yperen (2004) also, identified the characteristics of high-quality and low-quality exchange relationship between members and leader. The characteristics of high LMX quality relationship include mutual respect, sense of obligation and trust. In contrast, formal interactions between leader and subordinate and contracts of employment were identified as distinctive characteristics of low LMX quality relationship. Another study in which Graen and Uhl-Bien (1995) stated that high-quality association of employees and manager yields great benefits to both employees and their organizations. One of the major factors behind high-quality exchange relationship between managers and employees are the provision of social support and job resources

from the managers and the willingness of employees to work beyond their assigned role in employment contracts. Consequently, Vigoda-Gadot and Beeri (2011) reported that LMX relationship of high quality plays a vital role to enhance job satisfaction, employees' performance and their affective commitment to their organization.

Tangible and intangible exchanges took place in a working relationship. However, social exchange theory focuses extensively on intangible benefits and their exchange in a working relationship and that makes it distinctive from other theories regarding the relationship of leaders with subordinates. In a social exchange, the obligations are undetermined and the expectation of returns depend exclusively on the person who makes the exchange. In addition, the rule of exchange is the main feature of SET (Gouldner, 1960). This implies that both the parties i.e. leader and subordinate are expected to give something in return of benefits and favorable treatment provided to them by another party. Therefore, employees that are engaged in high-quality LMX relationship with their manager tend to reciprocate the favorable treatment and support of their manager by showing a positive change in their work performance and, as a result, the level of their job satisfaction will be increased.

An analysis of LMX theory manifests the numerous positive impacts of high-quality exchange relationship for both employees and organization (Davis & Gardner, 2004). These include the efficient performance of employees, increase in JS of employees and improvement in their OC. As a result of high-quality relationship between leader and subordinate the intentions of employees to leave their job also reduces. Schyns et al. (2007) also, argued that employees having low-quality exchange relationship with their supervisor are more likely to have greater tendency to leave their job as compared to those employees who have a strong working affiliation with their manager. Reid et al. (2008) also stated that high-quality LMX relationship reduces the employees' turnover intentions.

➢ **H₅a:** Leader-member-exchange quality positively influences employee job satisfaction.

➢ **H₅b:** Leader-member-exchange quality negatively influences employee turnover intentions.

2.6 Job Satisfaction, Turnover Intentions, and Job Performance

Numerous studies explored the Hawthorne effect in human relation theory which revealed the major perspective that job performance is positively affected by the satisfaction with the job (Petty et al., 1984). Riketta (2008) asserted that an effort to satisfy the necessities of employees for increasing their productivity is the better description of human relations. Spector (1997) argued that many HRD researchers confirmed that the satisfaction of an employee is related to many work-related outcomes in any organization i.e. employees' turnover rate, commitment to job and organization, productivity, and burnout. Judge et al. (2001) conducted an analytic study by taking the sample of 312 observations and found an appositive association between JS and JP. Iaffaldano and Muchinsky (1985) concluded that association between JS and JP is marginal. Some other studies also found that employee job performance is positively influenced by job satisfaction (George & Jones, 1997; Riketta, 2008).

There is a positive influence of JS on task performance (Edwards et al., 2008). Springer (2011) argued that many managerial strategies can be applied to increasing job motivation and satisfaction to improve the job performance of the workers. Chen and Liu (2012) investigated that job satisfaction and job involvement have positive impacts on work performance in case of Taiwan. A survey was conducted by Aftab and Idrees (2012) in which 335 middle-level employees of banking sector responded from Pakistan and results revealed the positive association between job performance and satisfaction.

Finally, an extensive literature that recommends a negative association between the turnover intention and job performance (Hui et al., 2007). Hulin et al. (1985) reported that turnover intention may give way to the employees to reduce their efforts for the job. There is also an argument that performance of job may be considered as the investment of an employee in one's organization. When one considers about changing his/her job, in the perspective of investment, he/she thinks about the substantial investment in the form of his/her time and efforts in that job. But as per other perspective, employees deliberating about turnover make low expectations that harm the actual performance of those employees (Curry et al., 1997). Heide and Miner (1992) argued that endurance of any relationship (long term existence or the degree to how much a relation prolongs) depends on how much strongly a party wants the relationship to prolong and whether the endpoint is uncertain or not. In conclusion, if an employee wants to work with an organization then it implies that, by his/her effective performance, he/she is more likely has the intention to invest more in that organization willingly. In contrary argument, if an employee does not want to work with the organization then it implies that one does not want to invest his/her services in that organization by increasing his/her performance.

➢ **H_6a:** Job satisfaction positively influences employee job performance.
➢ **H_6b:** Turnover intentions is negatively influences employee job performance.

3. Methodology

3.1 Procedure and Sample

The real-life organizational data was collected from a public-sector organization; Community Development Unit (CDU), Public Health Engineering Department (PHED), Govt. of the Punjab, headquartered in the Lahore, Pakistan. It was important to consider two major variables of study; *managerial coaching* and employee *job performance* before selecting the population. The existence of coaching environment or coaching relationship between supervisor and subordinate was crucial to analyze the impact of *managerial coaching* on employee *job performance*. The 6 community-based motivators are working in 36 districts of province, Punjab under the supervision of community development officers (CDOs). For study purpose, community development officers (CDOs) were considered as line manager/supervisor as a coach and community-based motivators (CBMs) were considered as subordinate or coachee. The rationale for choosing community-based motivators as population was dynamic work environment in which they need extensive coaching from their supervisor to handle difficult situations in fieldwork, motivate community, resolve community conflicts, and minimize complexity to form community-based organizations (CBOs), capacity building of community-based organizations (CBOs), and social mobilization. The total population was (6×36=216) 216

community-based motivators (CBMs) employed in 36 districts of the province Punjab. The questionnaires were distributed to whole population (216 respondents) through census because of small population. Census is more useful for a small population (e.g., 200 or less) and impossible for large population due to the high cost of data collection (Israel, 1992). The 190 filled surveys were received back. The response rate was almost 87 and 183 surveys were used for data analysis.

The total respondents of this study were 183 out of which 131 were males and 51 were females. The age of 24 respondents was between 20 to 25 years, the age of 84 respondents was between 26 to 30 years, the age of 64 respondents was between 31 to 35 years, and age of 11 respondents was above 35 years. The 46 respondents had Bachelor's degree, 123 respondents had master's degree, and 14 respondents had Post Graduate degree. The job experience of 29 respondents was less than 1 year, the experience of 51 respondents was 1 to 3 years, the experience of 41 respondents was 3 to 6 years, and experience of 62 respondents was more than 6 years.

3.2 Measurement

3.2.1 Managerial Coaching

Park et al (2008) further validated this scale and added one more dimension to this scale, facilitating development. Finally, they developed 20-item scale having five dimensions of managerial coaching; "open communication, team approach, value people, accept ambiguity, and facilitating development" (α=.93). This coaching 20 item scale was used to measure managerial coaching on five-point Likert-type scale from "1 being strongly disagree to 5, being strongly agree".

3.2.2 Job Performance

To measure the employee job performance in community development unit, an 8-items scale based on their job description was developed for employees to evaluate their own performance. The scale content validity of scale was ensured by a discussion with community development officers/managers working in community development unit. The inter-item reliability of this scale was ensured through a pilot study and value of Cronbach's alpha for this scale was 0.783. A sample item includes "I am able to mobilize community according to departmental expectations."

3.2.3 Work Engagement

Schaufeli et al. (2002) developed 17-item Utrecht Work Engagement Scale (UWES) to measure dimensions of work engagement; 6-item scale for vigor, 6-item scale for dedication and 5-item scale for absorption. Schaufeli et al. (2006) revised the 17-item scale and reduced this to 9-item (UWES-9), three items for each dimension; vigor, dedication, and absorption (α=.80). This UWES-9 scale was used to measures the work engagement.

3.2.4 Leader-Member-Exchange quality

(Liden et al., 2000) defined *leader-member exchange quality* as a multi-dimensional construct (MDM). They reported Cronbach's alpha for 11-item scale (α=.89). An 11-item

scale respectively 3-item subscale for affect, 3-item subscale for loyalty, 2-item subscale for contribution and 3-item subscale for professional respect was used to measure the *leader-member exchange quality.*

3.2.5 Job satisfaction

The three-item job satisfaction subscale of Michigan Organizational Assessment Questionnaire (Cammann et al., 1979) was used to measure employee overall job satisfaction. A sample item is "All in all I am satisfied with my job".

3.2.6 Turnover Intentions

In this study, turnover intentions were measured by the Turnover Cognitions Scale (Bozeman & Perrewé, 2001). An example item is "I will probably look for a job in the near future".

3.3 Analysis Strategy

PLS-SEM is "particularly appealing when the research objective focuses on prediction and explaining the variance of key target constructs by different explanatory constructs; the sample size is relatively small and/or the available data is non-normal; and, when CB-SEM provides no, or at best questionable, results (Hair et al., 2011; Hair et al., 2012; Henseler et al., 2009). There were two reasons for using PLS-SEM as statistical techniques for model estimation. First, a large sample size is required to obtain good estimates of model parameters while using covariance-based structural equation model. The recommended sample size is 200 for applying CB-SEM (Marsh et al., 1998). According to Birkinshaw et al. (1995), Partial Least Square is more suitable for those research studies having a small sample size. The PLS seemed prudent for estimation of path coefficients because the sample size is less than two hundred ($n= 183$). Finally, an assumption of multivariate normality does not require in PLS-SEM. The Smart PLS version 3 (Ringle et al., 2015) was used for applying PLS-SEM in this research.

4. Results

This section presents descriptive statistics and correlations among the variables. This section also presents results for evaluation of structural model by applying PLS-SEM.

4.1 Descriptive Statistics and Correlations

Table 1 presents the means, standard deviations, correlation. The value of standard deviation for all variable is less than one which shown that variables are normally distributed. All scales had internal consistencies above 0.70, shown by reliability analysis which is considered adequate (Nunnally et al., 1967). The values of Cronbach's alpha are shown in the diagonal in parenthesis in Table 1.

The initial support to hypotheses was provided by bivariate correlation which revealed that significant and moderate positive relationship among managerial coaching and job performance, work engagement, and leader-member exchange quality (<.70). Kim and Kuo (2015) found the positive correlation between the relationships of managerial coaching with employee task performance. There was a strong positive relationship between work engagement and job satisfaction (>.70), similar with the previous studies (Saks, 2006; Sonnentag, 2003). There was a moderate negative correlation between work

engagement and turnover intentions (<.70), as shown in the existing studies (Saks, 2006). The relationship of leader-member exchange quality with job satisfaction was positive and moderate (<.70). Vigoda-Gadot and Beeri (2011) also found a positive correlation between high quality LMX with job satisfaction, and employees' job performance.

Affective commitment to their organization. The leader-member exchange quality was negatively and moderately correlated with turnover intentions (<.70). Reid et al. (2008) also found negative relationship of high-quality LMX with employees' turnover intentions. The job satisfaction was positively correlated with job performance, and the relationship was moderate (<.70). Edwards et al. (2008) also found that job satisfaction positively correlated with job performance. The relationship of turnover intentions with job performance was negative and moderate (<.70). Hui et al (2007) recommends a negative association between the turnover intention and job performance.

Table 1: Descriptive Statistic and Correlation Matrix

Variables	Mean	SD	1	2	3	4	5	6
1. Managerial Coaching	4.00	.35	-					
2. Wok Engagement	3.99	.63	.43**	-				
3. LMX Quality	3.92	.54	.60**	.41**	-			
4. Job Satisfaction	3.92	.85	.35**	.89**	.47**	-		
5. Turnover Intentions	2.99	.71	-.38**	-.35*	-.55**	-.34 *	-	
6. Job Performance	4.12	.53	.42**	.46**	.46**	.37**	-43**	-

Notes: Alpha values are along the diagonal in parenthesis. **P< 0.01, *p<0.01.

4.2 Evaluation of Measurement Model

4.2.1 Reliability

Table 2 presents Cronbach's alphas for each measure. All scales had internal consistencies above 0.70, shown by reliability analysis which is considered adequate (Nunnally, Bernstein, & Berge, 1967). The values of Cronbach's alpha are shown in Table 2.

4.2.2 Convergent Validity

The convergent validity was tested through average variance extracted. AVE value was higher than 0.50 which indicated that, on average, the construct explained more than half of the variance of its indicators (Fornell & Larcker, 1981; Hair, Black, Babin, Anderson,

& Tatham, 2006). All constructs in the estimated model fulfilled the condition of discriminant validity because root of the AVE for each construct was larger than the correlation between the construct and any other construct in the model (Chin, 1998; Fornell & Larcker, 1981). The table 2 shows the value of Cronbach's alpha and AVE.

Table 2: Cronbach's Alpha and Average Variance Extracted

Variable	Cronbach's Alpha	AVE
Managerial Coaching	.83	.67
Wok Engagement	.85	.77
LMX Quality	.80	.54
Job Satisfaction	.77	.68
Turnover Intentions	.78	.59
Job Performance	.76	.74

4.2.3 Discriminant Validity

Discriminant validity is the "extent to which a construct is truly distinct from other constructs by empirical standards". The Constructs may be considered to have adequate discriminant validity if the square root of the AVE for each construct is larger than the correlation between the construct and any other construct in the model (Chin, 1998; Fornell & Larcker, 1981). Table 3 shows the value of Fornell-Larcker criterion in the diagonal.

Table 3: Fornell-Larcker Criterion

Variables	1	2	3	4	5	6
1. Managerial Coaching	(.82)					
2. Wok Engagement	.43**	(.87)				
3. LMX Quality	.60**	.41**	(.73)			
4. Job Satisfaction	.35**	.89**	.47**	(.82)		
5. Turnover Intentions	-.38**	-.35*	-.55**	-.34 *	(.77)	
6. Job Performance	.42**	.46**	.46**	.37**	-43**	(.86)

Table 3 shown that all constructs except work engagement and job satisfaction in the estimated model fulfilled this condition of discriminant validity, because none of the off-diagonal elements exceeded the respective diagonal elements, discriminant validity was achieved. Work engagement and job satisfaction have low discriminant validity because their correlation is greater than AVE.

4.3 Hypotheses Testing

To determine the significance of paths defined in the structural model; path coefficients were determined. The predictability of independent factor or exogenous factor was estimated through path coefficients. The variables in the structural model, *managerial cachi*ng was an exogenous variable, *work engagement, Leader-member-exchange quality, job satisfaction,* and *turnover intentions* were analyzed as an endogenous variable, and *job performance* was a dependent variable in the structural model. The criterion of p-value (p < 0.05) determined the significance of factors. The path coefficients are given in the Table 4.

Table 4: Evaluation of Structural Model

	Hypotheses	Proposed Effect	Path Coefficient	P Value	Hypothesis Support
H₁:	Managerial Coaching Effects on Job Performance	+	0.469	0.000	Yes
H₂:	Managerial Coaching Effects on Work Engagement	+	0.501	0.000	Yes
H₃:	Managerial Coaching Effects on LMX Quality	+	0.608	0.000	Yes
H₄a:	Work Engagement Effects on Job Satisfaction	+	0.954	0.000	Yes
H₄b:	Work Engagement Effects on Turnover Intentions	-	-0.134	0.026	Yes
H₅a:	Leader-Member-Exchange Quality Effects on Job Satisfaction	+	0.161	0.029	Yes
H₅b:	Leader-Member-Exchange Quality Effects on Turnover Intentions	-	-0.982	0.000	Yes
H₆a:	Job Satisfaction Effects on Job Performance	+	0.236	0.007	Yes
H₆b:	Turnover Intentions Effects on Job Performance	-	-0.113	0.027	Yes

Table 4 presented the results of hypotheses testing developed in the structural (Inner) model. The results indicated that all hypotheses were accepted. H_1 was accepted; managerial coaching predicted the employee job performance ($\beta = .469$, $p < 0.01$). Previous studies also find these relationship like Hagen (2012) found positive relationship of managerial coaching and job performance. The relationship between managerial coaching and work engagement was predicted by managerial coaching ($\beta = .0.501$, $p < 0.01$); H_2 was accepted. It is supported that supervisor coaching skills such as open communication with subordinates, frequent interaction with subordinates, questioning with employees, regard of their ideas, promoting team approach in the
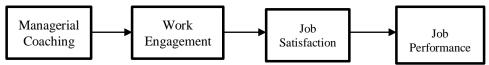
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organization, show concern for individual needs and facilitate employee development through a coaching relationship with subordinate increase the employee work engagement. Leader-Member exchange quality was predicted by managerial coaching ($\beta = .608$, $p < 0.01$); H_3 was accepted. Liden et al. (1997) also found that managerial coaching positively impacts on Leader-Member-Exchange. Work engagement was correlated with job satisfaction ($\beta = 0.954$, $p < 0.01$); H_{4a} was supported. Hakanen et al. (2006) also found this relationship. Work engagement was found to be a predictor of less employee turnover intentions ($\beta = -0.13$, $p < 0.05$); H_{4b} also was supported. Hobfoll (2001) also found this relationship. Leader-Member-Exchange quality predicted the employee job satisfaction ($\beta = 0.161$, $p < 0.05$); H_{5a} was accepted. These results are consisted with Ibrahim (2014) study. Leader-Member-Exchange quality was found to be predicted of reduced employee turnover intentions ($\beta = -0.982$, $p < 0.05$). These findings were similar to results reported by (Elanain, 2014). Job satisfaction was found to be a predictor of employee job performance ($\beta = .236$, $p < 0.05$); H_{6a} was supported. Edwards et al. (2008) also found that job satisfaction positively correlated with job performance. Turnover intentions predicted the employee job performance ($\beta = -0.113$, $p < 0.05$); H_{6b} was supported. Hui et al. (2007) recommends a negative association between the turnover intention and job performance.

4.3.1 Mediation Analysis

The Sobel test (Sobel, 1982) (for two-tailed) was conducted to test the nine double mediation models. A p-value of less than .05 ($< .05$) was used as the criterion statistic to determine if the mediation effect was significant. The mediation was explored along nine paths in the model. Simpson et al. (2007) used Sobel test for testing the double mediation between independent and dependent variable. The following mediation models were tested to determine the mediation effects between the relationship of managerial coaching (MC) and employee job performance (JP).

Double mediation models were hypothesized based on previous empirical findings and theory, and mediation was tested by using SEM (Simpson, Collins, Tran, & Haydon, 2007). The SEM analysis revealed that the relationship between managerial coaching and job performance was mediated by work engagement through job satisfaction and turnover intentions. The LMX quality through turnover intentions and job satisfaction also mediated the relationship between managerial coaching and job performance. All paths among managerial coaching and job performance were significant which explained the mediation.
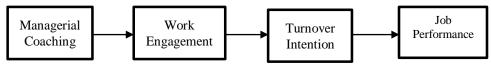
The model 1 presents the mediating effect of WE and JS between MC and employee JP relationship.

Model 1 presented the mediating effects between MC and JP through WE and job satisfaction as mediators. The Sobel test statistic for the mediating effect of WE
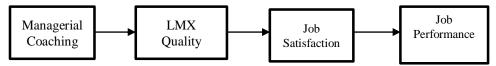
between MC and JS was 8.85, which was found to be significant (p < .05). This suggests that WE mediated the relationship between MC and JP. The Sobel test statistic for the mediating effect of JS on WE and JP was 2.84, which was found to be significant (p < .05). This suggested that JS mediated the relationship between WE and JP. So, it was accepted which hypothesized that relationship between MC and JP is mediated by WE and JS.

The model 2 presents the mediating effect of WE and TI between MC and employee JP relationship.

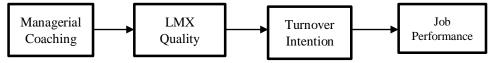| Managerial Coaching | → | Work Engagement | → | Turnover Intention | → | Job Performance |

Model 2 presented the mediating effects between MC and JP through WE and TI as mediators. The Sobel test statistic for the mediating effect of WE between MC and TI was 5.81, which was found to be significant (p < .05). This suggested that WE mediated the relationship between MC and TI. The Sobel test statistic for the mediating effect of TI between WE and JP was 1.96, which was found to be significant (p < .05). This suggested TI mediated the relationship between WE and JP. So, it was accepted which hypothesized that relationship between MC and JP is mediated by WE and TI.

The model 3 presents the mediating effect of LMX Q and JS between MC and employee JP relationship.

| Managerial Coaching | → | LMX Quality | → | Job Satisfaction | → | Job Performance |

Model 3 presented the mediating effects of MC and JP, through LMX quality and job satisfaction as mediators. The Sobel test statistic for the mediating effect of LMX quality between MC and JS was 6.40, which was found to be significant (p < .05). This suggested that LMX quality mediated the relationship between MC and JS. The Sobel test statistic for the mediating effect of JS between LMX quality and JP was 2.73, which was found to be significant (p < .05). This suggested JS has also mediated the relationship between LMX quality and JP. So, it was accepted which hypothesized that relationship between MC and JP was mediated by LMX quality and JS.

The model 4 presents the mediating effect of LMX Q and TI between MC and employee JP relationship.

| Managerial Coaching | → | LMX Quality | → | Turnover Intention | → | Job Performance |

Model 4 presented the mediating effects of MC and JP, through LMX quality and TI as mediators. The Sobel test statistic for the mediating effect of LMX quality between MC and TI was 14.54, which was found to be significant (p < .05). This

suggested that LMX quality mediated the relationship between MC and TI. The Sobel test statistic for the mediating effect of TI between LMX quality and JP was 1.97, which found to be significant (p < .05). This suggested TI mediated relationship between LMX quality and JP. So, it was accepted which hypothesized that relationship between MC and JP is mediated by LMX quality and JS.

5. Discussion

The results discovered that *managerial coaching* positively predicted employee *job performance*. The major finding of research suggested that employee who perceived their supervisors have coached and exhibited coaching behaviors reciprocated with improved employee job performance. According to the literature, managerial coaching is the key antecedent of the employee job performance (Agarwal et al., 2009; Ellinger et al., 2003; Evered & Selman, 1989; Hagen, 2012; Liu & Batt, 2010). These findings were consistent with other studies (Hagen, 2010; Hagen & Aguilar, 2012; Pousa & Mathieu, 2014a). Interestingly, Kim (2010) found insignificant direct association between managerial coaching and job performance. Therefore, managerial coaching effectiveness has been confirmed as managerial practice, HRD and OD strategy for improving employee learning and performance in rapidly changing environment. The constructive feedback from supervisor, open communication with manager, acceptance and regard for employees' ideas, helping them in a problematic situation, give importance to the individuals rather than work, take care of their personal needs, reliance on teamwork are crucial for employee development which improves his/ her job performance.

The *work engagement* was included in the conceptual model as a potential consequence of managerial coaching. The results proved that *managerial coaching* positively predicted employee *work engagement*. Work engagement is a very important desired attitude in the workplace for improved employee outcomes. The supervisory behavior is an important factor for increasing employee work engagement. It is supported that supervisor coaching skills such as open communication with subordinates, frequent interaction with subordinates, questioning with employees, regard of their ideas, promoting team approach in the organization, show concern for individual needs and facilitate employee development through a coaching relationship with subordinate increase the employee work engagement. The increased work engagement means increased positive state of mind in the workplace. The employee feels vigor or energetic on the job, they show dedication or enthusiasm and passion for work. They show absorption or unable to detach them from their job. The employee work engagement increases various employee outcomes and leads toward achievement of organizational objectives.

The *leader-member exchange quality* was included in the conceptual model as a potential outcome of managerial coaching. The results showed that *managerial coaching* positively predicted *leader-member-exchange quality*. According to Liden et al. (1997), the behavior of a leader plays a dominant part in improving LMX quality for the reason that the supervisor has power over subordinates. The managerial coaching skills of supervisor like open communication with subordinates, appreciate the team approach or team working in the organization, preference of subordinates' needs over the tasks, encouraging employees' ideas and facilitation of employee development lead toward the high LMX quality. Coaching relationship between manager and subordinates caused the high leader-member-exchange quality which improves the employee outcomes within the organization.

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The *work engagement* positively predicted employee *job satisfaction.* These findings were similar to results of previous studies (Giallonardo, Wong, & Iwasiw, 2010; Saks, 2006). These studies found that employee job satisfaction is predicted by work engagement in organizations. If an employee is deeply engaged in his/her job, then it is unlikely that he/she would leave his/her job because of the dedication and energy he has put in his/her work. It showed that employee work engagement increases employee job satisfaction. The work engagement was negatively associated with employee turnover intentions. These findings were similar with results of existing studies which showed that employee work engagement reduces employees' intentions to leave their organization (Du Plooy & Roodt, 2010; Halbesleben, 2010; Saks, 2006). Dedicated employee is given various job resources because of his/her performance and experience in his/her job, therefore, he/she may be reluctant to detach himself from the job and organization.

The results showed that leader-member exchange quality positively influenced employee level of job satisfaction. These findings were aligned with prior studies which reported positive association between LMX quality and job satisfaction (Ibrahim, 2014; Volmer et al., 2011). The characteristics of high-quality LMX included mutual respect, sense of obligation and trust. In contrast, formal interactions between leader and subordinate and contracts of employment were identified as distinctive characteristics of low-quality LMX relationship. The quality of relationship with the supervisor is important for increasing employee job satisfaction in organizations. The findings showed negative association between perceived leader-member exchange quality and employee turnover intentions. These findings were like results reported by existing studies (Elanain, 2014; Harris et al., 2009). When the quality of the relationship between supervisor and subordinates is high; they have more access to resources, control of decision making and opportunities to develop their career, which lead toward a reduction in their turnover intentions.

The level of employee job satisfaction predicted improved employee job performance in organizations. The results also showed that job satisfaction predicted the employee job performance as reported in existing research findings (Judge et al., 2001;Petty et al., 1984; Platis et al., 2015). The level of job satisfaction is an important attitude which predicts improved employee job performance. Therefore, organizations should focus on increasing employee job satisfaction to enhance their productivity or job performance. A satisfied employee is motivated to exert effort for achieving an optimal level of performance in an organization. The results also found employee job performance was predicted by decreased turnover intentions. These results were like findings of earlier research (Curry et al., 1997; Hui et al., 2007). When individuals have no turnover intentions, they exert more effort to achieve optimal performance. If an employee wants to work with an organization, he/she has more intentions to invest more in that organization willingly. In contrary argument, if an employee does not want to work with the organization then it implies that one does not want to invest his/her services in that organization by increasing his/her performance. This study indicates that managerial coaching is very important HRD strategy for increasing their work engagement, improving leader-member exchange quality, which in turn increase employee job satisfaction, reduce employee turnover intentions and ultimately improves employee job performance

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6. Implications for Theory, Research, and Practice

This study has contributed in many ways to HRD research, theory, and practice. The research provides an evidence about the effectiveness of managerial coaching in a public-sector organization. According to Park (2007), there is a question mark on managerial coaching as a technique for improving employee job performance and whether managerial coaching is practiced by the managers or not within the organizations. Specifically, previous studies have rarely explored the managerial coaching effectiveness in job performance context in the broader context (Hagen, 2012; Kim & Egan 2013). Managerial coaching in organizations has emerged rapidly from last 10 years but it lacks evidence (Beattie et al., 2014)and because of more view based and less evidence coaching is under criticism (Ellinger & Kim, 2014). This research study fills the above-mentioned gaps within management, human resource development, organizational and managerial coaching literature. The research found evidence for improved employee outcomes which are also important for overall organizational growth, the financial performance of the organization and customer satisfaction (Organ, et al., 2005). Therefore, this research provides a piece of evidence to support managerial coaching because managerial coaching was lacking evidence regarding its effectiveness.

There is a lack of theories in the context of coaching and other theories used in employee and organizational context has been used in research for explaining managerial coaching. This research study used perceived organization support theory to develop a mechanism which explains that how managerial coaching influences job performance. The managerial coaching is considered as a type of support from supervisor and organization. The perceived organizational support theory guides to develop a structure which explains that how job performance. The research provided a theoretical framework to explain the functioning of managerial coaching in the organization which is another contribution of this study.

These outcomes of managerial coaching lead toward improved employee job performance which is desired by the organizations from employees. Therefore, managers and leaders realize the worth of their coaching competencies for improving employee outcomes in organizations. Managers have also acknowledged their role in developing employee to improve their performance. The HRD professional should also assess coaching skills of managers before recruitment and promotion of employees within the organization. Managerial coaching is cost effective HRD and OD strategy in contrast to classroom training. The management of organization needs to promote and encourage managerial coaching in organizations for developing employees to increase employee and organizational effective. The managers with coaching competencies should be rewarded by organizations for exhibiting these behaviors

7. Limitations and Future Direction

This study has some limitations which are opportunities for future research studies. the generalizability of findings is limited because data was obtained from single type of organization (Swanson & Holton, 2005). There exists a difference between employee responses of public and private sector organizations as shown by various comparative studies in literature of management and public administration (Perry & Rainey, 1988). The attitudes and expectations of respondents regarding their performance, cognition, commitment and satisfaction may be different from employee of non-profit and for-profit organizations because they belonged to a governmental organization (Perry, 2000).

Another limitation of this study is self-reported data. Self-reported data relies on reflections and perceptions of participants instead of objective truths. There might be difference between employee actual and perceived performance because of self-report measures in this study. The information might not be recalled accurately by the respondents. However, most practical way for data collection and representation of employees' attitudes and behaviors is self-report survey and usually this method of data collection is acceptable (Nair, 2007).

The future research studies should include sample form both eastern and western organizations. The findings would help to understand role of cultural differences regarding effectiveness of managerial coaching. The future studies should also include sample from both private as well as public sector organizations to reveal the existence of managerial coaching practices in public and private sector organizations. The future studies should also explore organizational and industrial contingencies which are important for promoting managerial practices in organizations. The future studies should find individual and organizational level antecedents of managerial coaching for promoting managerial coaching in organizations.

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