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Relationship Between Managerial Coaching Skills and Team Performance

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Abstract

To examine the presence and strength of a relationship between managerial coaching capability and team performance. To identify moderating and mediating contextual factors within this relationship. Based on past explorations, this present research focuses on identifying how some elements of managerial training and development practice in terms of coaching behaviors in leadership and ways of allocating resources to teams affects team efficiency and success. For this research the data was gathered conveniently and the respondents were mostly students from a University. Furthermore, survey links were spread the WhatsApp application and through QR codes. The data was analyzed using Statistical Package for Social Sciences (SPSS) software, and the various tools ranging from Confirmatory Factor Analysis, Model Fitness Index and Linear Regression hypothesis test were used. The study outcomes show a strong, positive relationship between managerial coaching behaviors, prospecting, questioning, positive feedback, and direction and team performance measures utilizing task performance, work motivation, and learning. Thus, the study highlights the need to fill these gaps and examine contextual antecedents of managerial coaching skills and team performance. This way organizations can enhance advance on the coaching solutions.

Keywords: Org Development Interventions, Team Dynamics, Leadership Behavior, Team Process, Organization Resource Management, Managerial Coaching Techniques.

Introduction

Overview

In this world of cut throat competition and dynamic business environment, one of the most valuable business skills that can be used to foster group performance is that of managerial coaching. Professional interpersonal communication, feedback, and mentoring are important aspects of the managerial coaching competencies, which must be possessed by the manager who wants to inspire his/her subordinates (Jones & Woods, 2016; Smither & London, 2002). This change enshrines an extended process of moving toward management, with coaching not merely an organ of staff member personal enhancement but additionally as a way of developing group performance and endurance (Nyfoudi et al., 2022; Zhao & Liu, 2020). Presently, managerial coaching has become not only an activity vested in external consultants but a significant management responsibility at all levels (Becker, 2008, Clutterbuck, 2019). Besides, it fosters not only the individual's performance increase

but also a team's integration and productivity, the match of a person's and an organization's purpose (P. Saks, 2019; Erdogan, & Bauer, 2010). Coaching thus enhances team motivation, employee participation, and job satisfaction, including the communication facilitates social relations which are central to attain high levels of team performance (Clark & Evans, 2021; Gully & Kim, 2019). Therefore, knowledge of the parameters associated with managerial coaching skills and dynamics of the subject's impact on performance is critical to organizations attempting to enhance human capital. This is how the role of managerial coaching for enhancing team performance is constructed as a capability to foster a climate for learning and development (Abbasi & Khairuzzaman, 2023; Müller & Hertel, 2021). Research indicates that organizations managed by coaching-oriented managers improve problem solving abilities, flexibility, productivity as some of the essential factors in a volatile business environment (Wu & Zhang, 2023; Lee et al., 2023). Moreover, coaching best practices promote the sharing of knowledge; enhances role definition and brings focus to individual accountabilities within team's/teams' goals, thus creating a more obligated and unified personnel (Chen & Lin, 2022; Leavy, 2003). Due to the importance of managerial coaching as a strategic intervention, this research aims at evaluating managerial coaching skills influenced team performance using various variables as mediators, including organizational job satisfaction and employee engagement. In particular, this research examines how team level architectural knowledge and line manager learning goal orientation act as the moderators in this relationship, providing the avenue of understanding the contextual nature of teams and team outcomes (Nyfoudi& Vakola, 2019; Brown et al., 2023). This study will provide suggestions that will be useful for organizations that wish to enhance employee efficiency and foster a culture of improvement utilizing intentional and planned practice developments (Smith, Johnson, & Williams, 2021; Jones & Brown, 2022).Thus, analyzing such interactions, this work has a theoretical purpose to develop a strong research model that connects managerial coaching competencies with team performance results. By presenting a theoretical synthesis of coaching as a managerial responsibility of the supervisor and manager, this research aims to advance the understanding of how a range of specific coaching capabilities can be fostered among organizational leaders, who represent and act on behalf of organizations to ensure effective organizational performance and increased organizational value (Garcia & Lee, 2023; Foster, 1999).

Background of the Study

The nature of managerial coaching as the ability that changed over the past decades as well as the nature of its growth from just a skill into the integral part of today's management. Although first considered more as an expert task, there is growing evidence that coaching has become a mainstream managerial task, in fact, it is incumbent on managers every day (Clark and Evans, 2021; Becker 2008). Such change is consistent with the idea of shifting from the focus on the traditional management approaches that are vehicle-dependent to the perceived and actual development, interest, and discerning learning (Smith et al., 2021; Brown & Smith, 2022). Because organizations realize the importance of coaching to enhance worker motivation and promote the spirit of training, coaching has become popular in the marketplace (Jones & Brown, 2022; Chen & Lin, 2022). Evidently, existing modern practices of coaching can be distinguished into individual and team ones. The former is focused on personality and individual needs, interests and values, helping an employee to accomplish his/her individual goals and develop specific skills and competencies necessary for the given job (Clark & Evans, 2021; Leavy, 2003). As organizations continue to delegate talent management processes more to the line managers, it is evident that organizations are providing line managers with coaching assignments, hence the importance of developing managerial coaching competencies for staff, team, and organizational effectiveness (Garcia & Lee, 2023; Jones & Smith, K., 2021).

Problem Statement

Despite the vast acceptance of the use of managerial coaching in improving individual performance, little is known about the effects of MC on team performance and progress. Despite the increase in literature on the positive impact of managerial coaching on employee engagement, job satisfaction, and productivity the direct impact of managerial coaching on overall team performance is not well explored and little is documented on how employee engagement and job satisfaction, for example, mediate this relationship (Jones & Brown, 2022; Smith et al., 2021). To fill this research gap, the current study proposes to investigate the impact of 'managerial coaching' on team processes and performances, taking into account context factors that may moderate this relationship (Brown & Smith, 2022; Nyfoudi & Vakola, 2019).

Significance of the Study

To this end, this research seeks to provide useful findings on managerial coaching skills vital for team performance in light of both theoretical and practical considerations. This work fills the gap in understanding how factors such as job satisfaction, employee engagement, and team-level organizational knowledge moderate the effectiveness of coaching to enhance team performance by identifying how coaching can be deployed to achieve the most impact (Chen & Lin, 2022; Wu & Zhang, 2023). The insights derived from the study will assist organizations in designing effective people management training interventions that aim to improve manager's knowledge of the coaching skills that need to be applied to increase team performance, and support a positive and learning culture within workplace organizations (Jones & Brinkert, 2021; Nyfoudi et al., 2022). Also, this study will also examine impact of managerial coaching to the level of engagement and job satisfaction of the employees as indicated in previous literature where the two variables were found to have positive effect son team outcomes (Jones, R. & Woods, S. A., 2016; Müller & Hertel, 2021). Because companies are now placing much value on employee satisfaction and staff turnover, understanding how coaching contributes to employee engagement is advantageous to organizations and improves the work of teams (Saks, 2019; Brown, J. & Smith, D., 2022).

Research Questions

1. Are there a relationship between the use of managerial coaching skills in teams and team performance?
2. What mediating or moderating factors exist between the independent and dependent variables such that the impact of coaching will be contingent upon this intermediary factor: job satisfaction and / or employee engagement?
3. First, how does team-level organizational knowledge influence the extent to which managerial coaching alters team performance?
4. In what ways does a line manager's learning goal orientation affect the extent of managerial coaching on team performance?

Research Objectives

The first research question focuses on the nature of the relationship between managerial coaching skills and team performance organized around the concept of curvilinear relationships and several key moderator variables at the team level including job satisfaction, levels of employee engagement, and organizational knowledge of the team. Specifically, the study seeks to:

1. Describe the performance effects of managerial coaching competencies.

2. Analyze the role of mediating variables such as job satisfaction, engagement in the relationship between the coaching and team performance.
3. Evaluate the impact of the level of the organization's knowledge within the team as a key to the nature of coaching as well as team performance.
4. Evaluate the implication of the learning goal orientation for line managers to the success of the coaching interventions.
5. Offer clear guidelines to executives and management to recommend efficient approach to coaching techniques for boosting team performance (Gully & Kim, 2019; Brown et al., 2023).

Scope of the Study

This research is important because it has the potential to improve managerial coaching techniques and increase organizational performance. Organizations can customize their leadership development programs to cultivate abilities that propel individual and group accomplishment by comprehending the connection between management coaching and team performance. The study will also show how employee engagement and job satisfaction mediate the effects of managerial coaching, giving employers a better understanding of how these elements affect team performance.

Improving Organizational Effectiveness: By better understanding the effects of coaching on team performance, firms will be able to make more informed strategic choices and operate more efficiently overall. Collaboration, communication, and productivity within the team can be improved by recognizing and resolving the difficulties that come with managerial coaching.

Enhancing Employee Engagement: The study will investigate the beneficial effects of managerial coaching on employee engagement and how it might assist companies in fostering an atmosphere where workers are inspired, dedicated, and in line with company objectives.

Cost Efficiency Organizations can lower turnover and increase work satisfaction by optimizing managerial coaching tactics and enhancing team performance. This will save money on hiring, training, and retaining employees. In addition to increasing employee engagement and productivity, effective coaching techniques can help organizations make better use of their resources.

Literature review

Introduction to variables

Goal Orientation for Line Manager Learning

The degree to which line managers prioritize their own and their teams' learning and development is reflected in their goal orientation for learning. Strong learning-focused managers support their teams' professional growth in addition to working to enhance their own abilities. This encourages a culture of adaptation and ongoing development. (Claes and Lemmens, 2017) stress how crucial these goal-oriented strategies are to attaining long-term organizational growth. The importance of goal orientation in dynamic work contexts is further reinforced by the fact that leaders who establish clear learning targets for their teams also help their teams solve problems and be more innovative (DeRue & Wellman, 2009; Claes & Lemmens, 2017).

Managerial Coaching Skills

The capacity of a manager to effectively mentor and guide their team is a component of managerial coaching skills. These abilities, which include motivation, active listening, and giving constructive criticism, are crucial for encouraging staff growth and improving output. Within teams, coaching-

oriented leadership enhances communication and fosters trust (Jones & Woods, 2016). The transforming impact of coaching on individual and team performance is further demonstrated by the direct enhancement of employees' self-confidence and accountability through successful coaching techniques (Ladyshewsky, 2010; Jones & Woods, 2016).

Team-Level Architectural Knowledge

A team's collective awareness of an organization's structure, procedures, and relationships is referred to as team-level architectural knowledge. Teams are better equipped to handle problems and match their activities with the larger organizational goals because to this shared awareness. This kind of information improves teamwork and decision-making (Nyfoudi & Vakola, 2019). As it assists teams in recognizing chances for innovative problem-solving and adjusting to changing objectives, it is also essential for promoting innovation (Foss, Lyngsie & Zahra, 2015; Nyfoudi & Vakola, 2019).

Team Performance

Team performance gauges how well a group accomplishes its objectives and adds to the success of the organization. Performance outcomes are greatly influenced by elements including individual skill sets, teamwork, and leadership quality. Building high-performing teams requires strong leadership (Gully & Kim, 2019). Similar to this, cohesiveness and teamwork are important performance factors, especially in settings that call for sophisticated problem-solving (Salas, Shuffler, Thayer, Bedwell & Lazzara, 2015; Gully & Kim, 2019).

Employee Engagement

Employee engagement is the term used to characterize workers' intellectual and emotional dedication to their jobs and company. Higher productivity, lower turnover, and more organizational performance are all positively correlated with engagement (Saks, 2019). Additionally, engaged workers are more likely to be resilient and adaptable, which makes them important contributors to the expansion of the company (Macey & Schneider, 2008; Saks, 2019).

Job Satisfaction

The level of happiness that workers have with their positions and duties inside a company is known as job satisfaction. It is influenced by things like the type of work, relationships with coworkers, career progression chances, and the general atmosphere at work. Employee performance and organizational stability are significantly influenced by job satisfaction (Judge & Patton, 2017). Morale can be greatly raised and turnover can be decreased by addressing satisfaction drivers including fair salary and career advancement (Locke, 1976; Judge & Patton, 2017).

Relationship between the variables

Relationship Between Managerial Coaching Skills and Line Manager Learning Goal Orientation

There is a positive correlation between line manager learning goal orientation and managerial coaching abilities. Strong learning goal-oriented managers are motivated to learn new things, such coaching techniques, in order to improve their own and their team's performance. Their coaching skills are more likely to improve as a result of this drive. Strong coaching abilities enable managers to assist their team members in reaching performance and growth objectives. Higher learning goal orientations in managers have been found to be associated with coaching practices that improve team performance and job satisfaction (Claes & Lemmens, 2017; Jones & Woods, 2016). Strong coaching

abilities enable managers to assist their team members in reaching performance and growth objectives (Jones & Woods, 2016).

H1: There is a positive correlation between line manager learning goal orientation and managerial coaching abilities.

Relationship Between Team-Level Architectural Knowledge and Managerial Coaching Skills

There is a positive correlation between managerial coaching skills and team-level architectural expertise. Managers that are adept at coaching create an atmosphere that promotes team members' growth and knowledge exchange. In order to make wise judgments and overcome obstacles, this approach include helping team members comprehend the organization's structure, procedures, and interrelationships. According to research, coaching helps teams understand organizational design better and work more efficiently (Nyfoudi & Vakola, 2019). Teams can work more efficiently when coaching helps them understand organizational design (Edmondson & Lei, 2014).

H2: There is a positive correlation between managerial coaching skills and team-level architectural expertise.

Relationship Between Team-Level Architectural Knowledge and Team Effectiveness

There is a positive correlation between team effectiveness and team-level architectural expertise. According to Gully and Kim (2019), teams with a thorough understanding of organizational architecture are better able to match their goals with the organization's strategic objectives, which facilitates better planning and decision-making. This kind of information encourages flexibility and creativity, both of which are necessary to attain better performance results (Drach-Zahavy & Somech, 2010).

H3: Team-level architectural knowledge has a good correlation with team performance.

Relationship Between Employee Engagement and Managerial Coaching Skills

There is a positive correlation between managerial coaching skills and employee engagement. Strong coaching managers foster an empowering workplace where staff members feel appreciated and inspired (Saks, 2019). Employees' feeling of purpose and dedication to their jobs are increased by coaching techniques such offering constructive criticism and fostering professional development (Tanskanen, Mäkelä & Viitala, 2019).

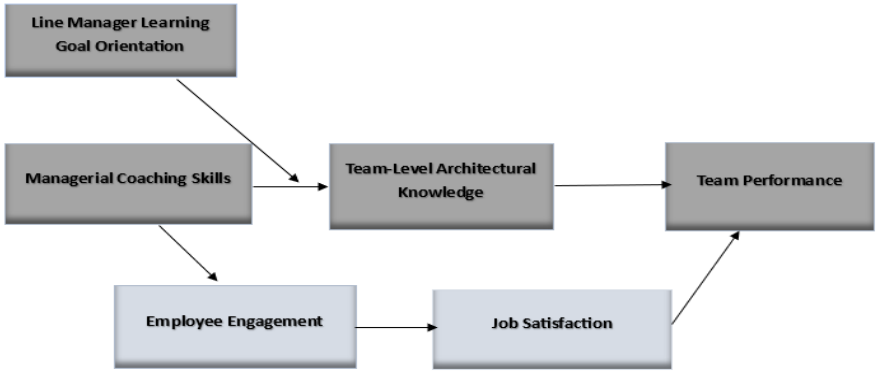
H4: There is a positive correlation between managerial coaching skills and employee engagement.

Relationship Between Job Satisfaction and Employee Engagement

There is a positive correlation between employee engagement and job satisfaction. According to Judge and Patton (2017), engaged workers are more likely to find their work fulfilling and meaningful, which raises job satisfaction levels. Good relationships with managers and coworkers also improve job satisfaction, which in turn improves employee engagement (Harter, Schmidt & Hayes, 2002).

H5: There is a positive correlation between employee engagement and job satisfaction.

Theoretical Framework



Framework 1: The Impact of Managers on Team and Employee Results
1. Independent Variables: Line Manager Learning Goal Orientation is positively impacted by managerial coaching skills.
Knowledge of architecture at the team level and employee involvement.
2. Mediating Variables: Managerial and team growth are driven by Line Manager Learning Goal Orientation.
Team performance is improved by team-level architectural knowledge.
A more engaged workforce leads to higher job satisfaction.
3. Dependent variables include job satisfaction and team performance.

Framework 2: Effects of Working from Home
1. Independent variables include social isolation (SI), communication (C), employee productivity (EP), and employee engagement (EE).
The second dependent variable is remote work (RW).
3. Relationships: RW has a negative impact on SI but a good impact on EE, EP, and C.

Research Hypotheses Framework 1 Hypotheses:
• **H1-H5:** Managerial Coaching Skills Affect Architectural Knowledge, Team Performance, Employee Engagement, and Learning Goal Orientation and satisfaction at work.
Hypotheses for Framework 2:
• **H1–H4:** EE, EP, C, and SI are significantly correlated with RW.

Research Design: Qualitative or Quantitative
This research will use a analytical research type basically due to the fact that it seeks to determine the connection between managerial coaching skills and team performance. The use of quantitative method is informed by the desire to gather data that will enable the analyst to conclude on patterns, relationships and trends by using the statistics. The aim is to find out the extent to which managerial coaching skills impact on team performance in a numerical fashion with objective conclusion. The quantitative method of data collection will enable the use of numerical responses and enable the researcher generalize the results to a larger population.

Target Population
The target population of this study includes employees and teams who work in organizations of different sectors who report to a management or a leader. In particular, the target will refer to the

surveyed employees to report about their workplaces with the managers with different levels of coaching knowledge and skills. This will help gain an understanding of how managerial coaching actually translates on the overall results of a team. The target population of the study will be restricted to professionals who operate in Karachi to avoid generalizing the finding for the entire country. It is equally important to ascertain that the identified and targeted respondents will be largely those, who directly experienced and went through the process of managerial coaching, so that the collected data would be both appropriate and informative.

Sampling Method

Convenient sampling method will be used in this study whereby 150 participants for the study will be used. This is because it makes every employee in the targeted population to have a given probability of being selected and therefore makes the study findings to be more representative in a broader demographic population. The respondents will be employees working in sectors of IT, manufacturing and services who work in teams where the manager is a practicing coach. A series of questions will be prepared in a structured questionnaire so as to gather data from the participants, and the data thus gathered will be analyzed in order to establish the impact of managerial coaching to the team performance.

Instrument Selection

As mentioned earlier this study will predominantly employ a structured questionnaire as the method of data collection. The whole questionnaire will consist of twenty-five questions which will come under different sections like demographic information about the participants, the managerial coaching skills and team performance. The questions will be developed to capture aspects of managerial coaching such as, communication, feedback, motivation skills, problem-solving skill and managerial perception on the effects of these factors on the team.

The questionnaire will utilize a Likert scale ranging from 1 to 5, where:

- 1 = Strongly agree
- 2 = Agree
- 3 = Neutral
- 4 = Disagree
- 5 = Strongly disagree

The use of this kind of rating scale will serve a purpose of helping the participants to demonstrate the extent towards which they perceive managerial coaching as effective or otherwise in relation to its impact on the performance of teams.

The data collected in the responses will be keyed in IBM SPSS software to aid in the analysis of the data collected this will involve descriptive analysis, correlation and regression analysis. The following will help in establishing the level and direction of moderating relationship between managerial coaching skills and team performance.

Data Collection Procedure

Using self-developed questionnaires, the data will be obtained via online questionnaires from employees who are under managerial coaches in different organizations. In order to provide equal opportunities to everyone and in an attempt to reduce costs, the survey will be conducted online. The responses will be anonymous this is because it is sometime being very uncomfortable to express one's self when one is known to the researchers. The survey will run for 2 weeks after which the result will be complied and consensus analyzed.

Ethical Considerations

Both in terms of subject matter and method, ethical concerns are going to figure prominently into the study. Respondents will be blinded to the study and thereby their participation will be willing. Confidentiality shall be ensured and no personal data will be obtained. Participants will also be allowed to withdraw from the study at any given time with no reason required. Once again, this research approach the quantitative analytical approach will help in modeling a clear structure of how managerial coaching skills are related to the performance of the team. The findings will aid organizations assess and enhance the effectiveness of managerial coaching, as a strategy for enhancing group performance as well as promoting organizational climate.

Reliability and Validity Tests

In order to determine the level of reliability and validity of the data that has been gathered from the participants, the responses were keyed in on IBM SPSS software. Internal consistency of the measures was calculated using the internal consistency estimate known as Cronbach's alpha. It is widely recognized that Cronbach's alpha should be 0.7 and above. Cronbach's alpha aids in showing how well each item in a variable or construct measures the same thing. In this study, there are two primary constructs: Team performance (TP) was the independent variable and managerial coaching skills (MCS) will be the dependent variable. Below are the reliability statistics for these constructs:

Managerial Coaching Skills (MCS):
Reliability Statistics
Cronbach's Alpha: 0.812
N of Items: 5

From the table we can observe that Cronbach's alpha for managerial coaching skills (MCS) is 0.812 whereas the benchmark for acceptance is 0.7. This implies a high degree of reliability since several measures were adopted during the measurement of this particular construct using 5 items. Thus, the coefficient value of 0.812 makes it possible to suggest the use of the presented items as a reliable source of managerial activity to evaluate coaching skills of managers.

Team Performance (TP):

Reliability Statistics
Cronbach's Alpha: 0.753
N of Items: 5

For TP, The Cronbach test alpha is = 0.753, which is also greater than 0.7 indicating good reliability of the 5 items. This value is deemed to be acceptable and provides evidence that the items used to capture the performance of the teams are fairly coherent and reliable**.** The results also demonstrate the internal consistency in both the MCS and TP constructs hence the reliability of the data for this research. Based on these findings it can be affirmed that the employed measures for both variables are valid and properly reflecting the existence and strength of the relationship between the amount of managerial coaching skills applied and team performance.

Communication (C) Reliability Statistics

Cronbach's Alpha: 0.712
N of Items: 3

According to the above table, it is clear that Cronbach's alpha of communication variable (C) is 0.712 which is greater than the cutoff point that is 0.7. This value shows good internal reliability of the instrument, given that the measure of communication uses three items only. In this case, Cronbach's

alpha of 0.712 can be accepted which point that the three items measure communication with adequate reliability and internal consistency.

Social Isolation (SI) Reliability Statistics

Cronbach's Alpha: 0.752

N of Items: 3

As for the measure of social isolation (SI), the Cronbach's alpha estimate is 0.752, which lies above the accepted threshold equal to 0.7. This recommended their internal consistency, showing that the three items assessing social isolation have a high level of reliability. The coefficient value of 0.752 allays to a very high level of inter- item reliability in this construct which assures the reliability of the measurement of social isolation.

Employee Engagement (EE) Reliability Statistics

Cronbach's Alpha: 0.741

N of Items: 3

The reliability test for Employee Engagement (EE) variable is Cronbach's alpha value, which is greater than 0.7, an acceptable reliability level. This show a fairly acceptable level of internal reliability of 3 items used to measure this construct. The value of 0.741 is satisfactory and copies much high to be acceptable, which denote that the Employee Engagement construct by 3 items is reliable to measure the concept in This study on Managerial Coaching Skills and Team Performance.

Construct	No. of items	Cronbach Alpha |
(MCS)	5	.812
(TP)	5	.753
(C)	3	.712
(SI)	3	.752 |
(EE)	3	.7.41

In respect of the reliability of the results presented above in the table, it should be mentioned that all the Cronbach's alpha coefficients calculated for each variable exceed the generally acceptable threshold of 0.7. this implies that out of the four constructs developed, namely, mcs, tp, c, and si, all have acceptable internal reliability coefficients. in other words, relating the constructs, the items belonging to a particular construct are highly interrelated implying that the measures are reasonably valid for applying the respective ideas in this study. thus the constructs employed in testing the links between mcs and tp are valid and reliable.

Methods for Data Analysis

For the purpose of determining validity and reliability of collected data, ibm spss software was used as a major method of analysis. ibm spss is considered to be highly flexible and effective in terms of options and capabilities of statistical computations of large or very large data samples.

During the early phase of the study the data collected were recorded in a Microsoft excel spread sheet and were later copied into statistical package for social science (spss). in data analysis, the reliability analysis by Cronbach alpha was used in order to assess the internal consistency of the items of each construct that include si, c, ep, ee as well as rw. further, regression analysis was employed to analyze test the assumed complementarity and interrelationships between si, c, ep, ee and rw. this technique assisted in finding out the effects that social isolation, communication, employees' productivity and employees' engagement have on working remotely. An analysis of variance, (anova) test was used to compare the means across the groups with the objective of determining if there were statistical differences in the effects of the independent variables (si, c, ep and ee) on the dependent variable

(rw). it also enabled us to identify trends concerning the variation of the results by factors concerning the remote working circumstances.

Demographic analysis

Age

	Gender	
	Frequency	Percent
Male	52.4	43.70%
Female	67.6	56.40%
Total	120	100%

From the tabulation above, gender distribution of the 120 respondents can be viewed evidently. As per Of the participants, 43.7% were identified from table as males. The highlighted part of the table below is blue the percent of male participants. 56.40% of the participants were established to be females. The percent of female participants is depicted in red part of the table. Therefore, it can.Be concluded that most response submissions were from male participants**.**

GENDER

	Age		
	Frequency	**Percent**	**Valid Percent**
18-25	53	44.10%	44.10%
26-31	36	30%	30%
32-38	16	13.30%	13.30%
39-45	10	8.33%	8.33%
46 and above	5	4.16%	4.16%
Total	120	100%	100%

The following is a chart of 120 people divided according to their age group. The largest group comprises 44.10% individuals responding that they were aged between 18 and 25 years. The second largest bracket is the 26-31 years' age group which has attracted 30% of the populations. Other analyses are people in the 32-38 age range (13.3%), the 39-45 age gathering (8.33%), and the 46 and over age bracket (4.16%). The totals sum up to 100%, which is to indicate that the study sample is potentially exhaustive.

Descriptive Analysis

The following results were drawn after a descriptive analysis of the study's variables:

• **Line manager learning goal focus (LGO):** This study established that the participant had on average an above average degree of LGO showed index of learning power (ILP) profile with a strong learning goal orientation.

• **Managerial coaching skills (MCS):** The(current)study, therefore, found that the participants perceived there was little evidence of impact on core leadership competencies including managerial coaching abilities.

• **Team-level architectural knowledge (AK):** It was established that the level of road traffic injuries was moderately above average. Concerning the team-level architectural knowledge of the teams which have been investigated in the course of this research.

• **Team performance (TP):** In the present research, the reported average team performance was relatively low, indicating there was still something to work toward.
• **Employee engagement (EE)**: Organization productivity is further depicted by relatively high productivity rates in workplaces.
• Job satisfaction (JB): Because of relatively low job satisfaction of the participants, their attitudes Al attitudes towards their occupations were neutral.

Data Analysis:

Model Summary

Model	Model Sumary R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.783[a]	0.613	0.593	0.5021
a. Predictors: (Constant), JB, AK, LGO, MCS, WE				

From the model summary section, it is clear that jb, ak, lgo, mcs, we mostly relate strongly positively with the dependent variable. This indicates that there is a strong positive correlation between the predictors will give a value of r 0.783. This means that the predictors account for 61.3 percent of variability of the dependent variable, as seen by the value of 0.613 for r square. The justifiably adjusted r square of 0.593 is a bit low but still refers to a substantive model. Also, for the current model, the value of the standard error of the estimate equals 0.5021; therefore, the predicted y values are close to the observed y values, which improves the model's precision and accuracy.

Anova:

		ANOVA[a]				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.587	5	7.517	29.822	.000[b]
	Residual	23.695	94	0.252		
	Total					
a. Dependent Variable: TP b. Predictors: (Constant), JB, AK, LGO, MCS, WE						

The anova table reveals other aspects related to the applicability of the model in predicting the variability of the dependent variable, tp. The total variance is divided into two components: regression and residual. The regression sum of squares is 37.587 and it showess the amount of variability in the criterion variable accounted by the pre-dictors (jb, ak, lgo, mcs, we). This value is then divided by the degrees of freedom of the regression which is equal to 5, to get the mean square of 7.517. This mean square value gives the extent of average variance brought about by a predictor in the model.
As for the residual sum of squares we have 23.695 which can be interpreted as variances not explained by the model. Thus, degrees of freedom equal to 94 provide the residual mean square value of 0.252, which means the remaining average of the variability unexplained by the predictors. We use the f-value which is the ratio of the regression mean square divided by the residual mean square (7.517/0.252), which yields a figure of 29.822. It shows this high f-value hence; suggesting that the model has the capacity of explaining a high level of variance in the dependent variable. The probabilities or significance value (sig) is 0.000, which is well below the cut off value of 0.05. This

makes it almost certain that the model is statistically significant, this means that relationship between the predictor and the dependent variable is not likely to have just occurred by chance.

Findings and discussion:

		Unstandardized Coefficients		Standardized Coefficients		
	Model	**B**	**Std. Error**	**Beta**	**t**	**sig.**
1	**(Constant)**	0.307	0.302		1.018	0.311
	mcs	0.206	0.08	0.028	0.319	0.75
	AK	0.081	0.08	0.083	1.015	0.313
	LGO	0.428	0.088	0.4	4.88	0
	WE	0.281	0.097	0.291	2.903	0.005
	JB	0.139	0.081	0.157	1.714	0.09

a. Dependent Variable: TP

After the regression analysis the results indicate that (LGO) performance level is a highly significant predictor for (TP) with (b = 0.428, p = 0.000) and the (WE) performance level with (b = 0.281, p = 0.005) though it is not as strong as the (LGO) level of performance (beta = 0.4). It has a marginal impact (b = 0.139, p = 0.09) on the level of TP though less than IB and can also be considered to be substantively significant. In contrast, both MCS (b = 0.206, p = 0.75) and ak (b = 0.081, p = 0.313) are also insignificant and do not effectively explain the model. The beta coefficients also point to lgo as the most important predictor variable, closely followed by we (beta = 0.291). While j explains moderate amount of the variation intp (beta = 0.157), AK (beta = 0.083) and MCS (beta = 0.028) have little significant role on it. In this regard, the results indicate that both lgo and we are the most influential variables affecting TP, followed by JB which although has a positive margin but insufficient to recommend as a highly effective variable, while AK and MCS did not seem to have significant relationship with the dependent variable.

Conclusion

This research adapted a quantitative research strategy to establish the correlation between mcs and tp. A questionnaire was especially developed and then administered to a group of 120 individuals mainly from Karachi. All the data that was collected from the respondents was analyzed using the use of ibm spss in order to establish statistically satisfactory results. This research work therefore aimed at testing the hypothesis that there is a significant relationship between mcs and TP as well as within-team factors like LGO, we and JB. The results obtained from this study suggest that mcs has a positive but insignificant relationship with tp. Therefore, even though mcs is positively associated with other team processes, its correlation with TP is not quite as high as with other factors. On the other hand, LGO (leadership orientation) also significantly and positively correlate with the TP, results conclude that leadership has an improved effect to the overall team performance. The third hypothesis headers (high electronic personhood) also supports we (work engagement) showing that an engaged employee and active approach to his work can improve the effectiveness of the team and its results. Meanwhile, the relationship that JB (job-based behaviors) has with team performance is at moderate level, significant at only marginal level to argue that while job behaviors are instrumental, they are not as influential to team performance as leadership and work engagement. On the more positive note, the findings suggest that mcs has a direct, positive influence on team performance but to a lesser extent than what leadership and engagement variables yielded.

The six core competencies for reaching peak performance in work-related teams include communication, things that support the team, leadership, and other related factors. The research implications indicate that improving the skills of helping managers to become better coaches should facilitate positive employee relations promotion however, the most significant variable that influences improvement in performance we see is leadership orientation and employee engagement. Thus, although mcs influences team performance positively it is much less influential than lgo and we. For organizations to achieve the best team performance and sustainable team working, organizations must enhance the managerial workplace coaching skills with greater leadership and enhance work engagement among the workers that belongs to any team.

Research limitations

The present research has several limitations that must be taken into account when discussing the results of the work. First, the study recruited only 120 respondents, and the study's findings are restricted primarily to participants residing in Karachi. Furthermore, cross-sectional research design only administered data at one time thus could not analyze changes in participants' attitudes or perceptions, hence, the study could not follow long-term impacts. Another limitation is the fact that most of the data are collected through self- reporting, and therefore, behavior induced biases including social desirability, or systematic errors in self- assessments that may distort the results, are likely to occur. Future research could actually correct these shortcomings through the use of a bigger sample size, a more diverse one across geographical areas, and through the use of longitudinal research designs that capture change over time. Furthermore, using convergent data collection approach like interviews or observations could further help in reducing a particular kind of bias and give a richer account of how mcs analysis is associated with TP.

Research Recommendations

From the results of this study and the limitations that were mentioned below some recommendations for further research can be suggested. First, recruitment of a larger and diverse sample across different regions may be useful to generalize the results about the association between MCS and TP. It also could provide longer process perspectives of the impact of mcs on TP. Second, organizations should spend on training interventions to improve MCS among managers as coaching has a powerful influence on team performance. The other area that need to be addressed to enhance collaboration include the internal team communication. Finally, generalizability could be taken a step further in following research by including other variables such as job satisfaction, work-life balance and organizational culture because they may affect the team climate and thereby interact with the impact of the coaching. These suggestions if adopted would assist organization to enhance the manner in which it approaches its coaching model and in consequence enhance team morale and performances.

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