

Managerial Coaching and Employee Performance: The Role of Supervisors as Coaches in the Ghana Water Company Limited

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ABSTRACT

This study investigates the impact of managerial coaching activities on employee performance, with particular emphasis on employee preferences for line managers and supervisors as coaches rather than external mentors. Using Ghana Water Company Limited (GWCL) as a case study, the research examines how coaching and mentoring programmes delivered by line managers influence both task performance and contextual performance. Data were collected from 180 employees and 29 managers through structured questionnaires. Descriptive statistics reveal that managers perceive themselves as effective coaches (mean = 3.97), while employees strongly prefer coaching from their line managers (mean = 4.00) compared to external coaches (mean = 2.06).

The results indicate that well-structured managerial coaching positively affects employee performance, particularly in enhancing contextual outcomes such as collaboration, compliance, respect, and motivation. However, the study also finds that implementation of coaching programmes remains infrequent, and their impact on direct task execution is comparatively weaker. This divergence reflects broader literature, which suggests that coaching is more strongly associated with interpersonal harmony than with technical efficiency. The findings therefore highlight the need for targeted managerial training, continuous feedback systems, and structured coaching frameworks to ensure that coaching translates into measurable productivity as well as high morale.

By situating the analysis within an African organisational context, the study contributes to the growing body of literature on coaching and mentoring in developing economies. Practical implications include the importance of institutionalising coaching frameworks and strategically aligning them with performance metrics to achieve balanced outcomes of organisational harmony and operational efficiency.

Keywords: managerial coaching, employee performance, mentoring, line managers, Ghana Water Company Limited

INTRODUCTION

Contemporary organisations are shifting from traditional command-and-control management styles to collaborative approaches that emphasise coaching and mentoring (Lippmann, 2013). This transformation reflects recognition that coaching develops employee skills, attitudes, and behaviours more effectively than conventional performance appraisal methods (Correa & Vieira, 2024). Managerial coaching involves supervisors actively helping subordinates enhance their competencies and achieve personal and organisational goals (Jackson, 2008). Unlike external coaching arrangements, manager-led coaching leverages existing hierarchical relationships and day-to-day interaction.

In Africa, socio-economic changes have prompted organisations to adopt coaching and mentoring practices, though these concepts remain relatively new to many local cultures (Launer, 2013). Ghana, in particular, has seen widespread adoption of mentoring strategies across public and private institutions. Organisations increasingly view employee development as a core management function that drives performance outcomes (Cleary & Horsfall, 2015a). However, empirical evidence on the effectiveness of managerial coaching in Ghanaian public sector organisations is limited.

This study investigates the role of managerial coaching in enhancing employee performance at Ghana Water Company Limited (GWCL). Specifically, it assesses (1) the effect of managerial coaching activities on employee performance, and (2) employee preferences for managers as coaches or mentors. The findings provide evidence-based insights for organisations seeking to optimise their coaching strategies.

1.1. Literature Review

Managerial coaching is defined as a developmental relationship where managers work directly with subordinates to improve skills, solve problems, and achieve performance goals (Ellinger et al., 2003). Unlike mentoring, which often focuses on long-term career development, coaching is typically task-oriented and performance-driven (CIPD, 2015). Effective coaching requires managers to possess communication skills, empathy, and the ability to provide constructive feedback (Callary et al., 2014). Cox (2012) emphasises that trust is fundamental to coaching relationships. When employees trust their managers, they are more receptive to guidance and feedback. Celoria and Hemphill (2014) argue that coaching success depends on the coach's ability to create a supportive environment where coachees feel safe to experiment and learn.

Employee performance comprises two dimensions: task performance and contextual performance (Borman & Motowidlo, 1993). Employee Task performance explains the extent to which job activities contribute to the organisation's technology, either by instantaneously executing aspects of its procedures or by providing the required materials or work while Employee contextual performance defines aspects of individuals' activities that keep and promote an organisation's social network links and that influence core duties (Borman & Motowidlo, 1993).

Managerial coaching has been shown to improve both dimensions by clarifying expectations, providing resources, and fostering motivation (Carter & Hawkins, 2012). Cleary and Horsfall (2015b) note that coaching surpasses traditional training in its ability to transfer learning to the workplace because it occurs in real-time, on-the-job contexts. A well-structured coaching programme aligns individual goals with organisational objectives, thereby enhancing overall effectiveness.

Despite the availability of external coaching, research suggests that employees often prefer being coached by their immediate supervisors. This preference stems from the supervisor's familiarity with organisational culture, job demands, and the employee's strengths and weaknesses (Chartered Institute of Personnel and Development, 2011). Moreover, line managers are uniquely positioned to provide continuous, situated feedback that external coaches cannot replicate. However, successful internal coaching requires managers to possess relevant skills and receive adequate training. Without proper development, managers may inadvertently engage in directive behaviours that undermine coaching effectiveness.

1.2. Problem Statement

Although coaching and mentoring are increasingly recognised as vital for employee development, their systematic application in Ghanaian public sector organisations remains limited. At Ghana Water Company Limited (GWCL), employees strongly prefer coaching from line managers over external mentors, yet structured coaching programmes are delivered infrequently. Managers perceive themselves as competent coaches but show little interest in formal training, creating a gap between confidence and actual effectiveness. Task performance outcomes remain moderate, while contextual performance is stronger, suggesting that current coaching practices foster supportive behaviours but fail to improve technical execution consistently. This highlights the need for empirical investigation into how managerial coaching influences both task and contextual performance, and how employee preferences for internal coaching can be leveraged to strengthen organisational outcomes.

1.3. Purpose of the Study

This study aims to assess the effect of managerial coaching on employee task and contextual performance at Ghana Water Company Limited, with particular attention to employee preferences for line managers as coaches over external mentors.

1.4. Research Objectives

1. To examine the extent of managerial coaching practices at GWCL.
2. To assess employee preferences regarding coaching relationships.
3. To evaluate employee task performance levels.
4. To assess employee contextual performance levels.
5. To determine the impact of managerial coaching on overall employee performance.

1.5 Research Questions

1. What is the extent of managerial coaching practices at GWCL?
2. What do employees prefer regarding coaching relationships at GWCL?
3. What is the current level of employee task performance at GWCL?
4. What is the level of contextual performance in the workplace?

1.6 Hypothesis

- H₀₁: There is no significant correlation between managerial coaching and overall employee performance at GWCL.
- H₁: There is a significant positive correlation between managerial coaching and overall employee performance at GWCL.
- H₀₂: Managerial coaching does not significantly influence employee task performance, contextual performance, or overall performance at GWCL.
- H₂: Managerial coaching significantly influences employee task performance, contextual performance, and overall performance at GWCL.

Theoretical Framework

This study is anchored in three complementary theories that explain the relationship between managerial coaching and employee performance. First, Social Exchange Theory (Blau, 1964) posits that coaching relationships are reciprocal, with employees responding positively to managers who invest in their development. This helps explain why employees at GWCL prefer line managers as coaches, since they trust them and perceive fairness in the exchange.

Second, Leader-Member Exchange (LMX) Theory (Graen & Uhl-Bien, 1995) emphasises that high-quality coaching fosters stronger leader-member relationships. It predicts higher contextual performance outcomes such as collaboration, respect, and motivation when managers act as coaches, aligning with the study's finding that contextual outcomes are stronger than task outcomes.

Third, Goal-Setting Theory (Locke & Latham, 1990) highlights the role of coaching in clarifying expectations and aligning employee goals with organisational objectives. This theory explains how structured coaching frameworks can improve task performance by linking coaching activities to measurable productivity. Taken together, these theories provide a robust foundation for understanding how managerial coaching practices, reinforced by employee preferences for line managers, lead to improved contextual performance and, with structured training and feedback systems, can also enhance task performance. Overall, the theoretical framework supports the hypothesis that managerial coaching positively influences employee performance, though its strength varies across performance dimensions.

METHODOLOGY

This study employed a descriptive cross-sectional survey design. Quantitative data were collected using structured questionnaires administered to managers and employees at GWCL.

The sample comprised 29 managers and 180 employees selected through stratified random sampling. Questionnaires measured perceptions of managerial coaching activities, coaching preferences, task performance, and contextual performance using five-point Likert scales. Reliability was ensured through pilot testing, with Cronbach's alpha values exceeding 0.70 for all constructs.

Descriptive statistics (means, standard deviations) were computed for all variables. Analysis focused on identifying patterns in coaching effectiveness and performance outcomes.

RESULTS AND FINDINGS

4.1 The extent of managerial coaching practices at GWCL.

The first research question sought to find out the extent of managerial coaching practices at GWCL. The 29 managers were asked to indicate their agreement or otherwise on a number of items on the extent of their managerial coaching practices at GWCL. Table 1 presents descriptive statistics for managers' roles as coaches or mentors. Managers reported providing mentoring and coaching to subordinates ($M = 3.97$, $SD = 1.052$) and incorporating coaching into daily work ($M = 3.97$, $SD = 1.052$). They expressed confidence in their coaching ability ($M = 3.97$) and believed they had the requisite skills ($M = 3.93$). Notably, managers indicated they did not need special training to become effective coaches ($M = 1.93$, $SD = 0.884$). Most managers had undergone coaching programmes before attaining their positions ($M = 3.79$). A well-organised coaching scheme was perceived to impact employee performance ($M = 3.93$). The overall mean for managerial coaching was 3.64 ($SD = 1.022$).

Table 1: Descriptive Statistics of Managerial Coaching					
Managers role as coach or mentor	N	Min.	Max.	Mean	Std. Deviation
I provide mentoring and coaching to my subordinates	29	1	5	3.97	1.052
I provide coaching and mentoring in my day-to-day work	29	1	5	3.97	1.052
I am confident in my ability to coach/mentor	29	1	5	3.97	1.052
I have the requisite skills/training to serve as a coach/mentor	29	1	5	3.93	1.033
I need special training to become an effective coach	29	1	5	1.93	.884
I went through a mentoring/coaching program before attaining my manager position	29	1	5	3.79	1.048
A well-organised coaching scheme has an impact on employees' performance in the company	29	1	5	3.93	1.033
Managers role as coaches or mentors (overall)		1	5	3.64	1.022

Source: Field survey, 2024

4.2 Descriptive Statistics of Employee Preferences Regarding Coaching Relationships

The second research question found out what employees prefer regarding coaching relationships at GWCL. The 180 employees were asked to indicate their agreement or otherwise on a number of items about what they prefer about coaching relationships at GWCL. Table 2 shows employee preferences regarding coaching relationships.

Table 2: Descriptive Statistics of Employee Preferences Regarding Coaching Relationships					
Mentoring and coaching relationship preference	N	Min.	Max.	Mean	Std. Deviation
I prefer an external coach/mentor	180	1	5	2.06	1.437
I want to be coached/mentored by my line manager	180	1	5	3.67	1.158

The external coaches have better skills than my line managers	180	1	5	3.01	1.342
My managers need specialised skills to become active coaches	180	1	5	3.72	1.196
My line manager has the ability to coach and mentor me	180	1	5	4.00	1.337
My internal managers can coach me better than outsourced	180	1	5	3.92	1.162
My line manager has the needed skills to coach/mentor me	180	1	5	3.61	1.301
Mentoring and coaching relationship	180	1	5	3.43	1.276

Source: Field survey, 2024

Employees strongly rejected external coaches ($M = 2.06$, $SD = 1.437$) and preferred being coached by their line managers ($M = 3.67$, $SD = 1.158$). They believed line managers possessed the ability ($M = 4.00$, $SD = 1.337$) and skills ($M = 3.61$) to coach effectively. Respondents disagreed that managers needed specialised skills to become active coaches ($M = 3.72$, $SD = 1.196$). It is interesting to note that even though respondents believed that the external coaches have better skills than my line managers ($M=3.01$, $SD = 1.342$), they also believe their y internal managers can coach me better than outsourced ones ($M=3.92$, $SD = 1.162$). The overall mean for coaching relationship impact was 3.43 ($SD = 1.276$).

4.3 Descriptive statistics of Employee Task Performance

The third research question looked for the current level of employee task performance at GWCL. The 180 employees were asked to indicate their agreement or otherwise on a number of items about the current level of employee task performance at GWCL. Table 3 indicates moderate task performance levels (overall $M = 2.77$, $SD = 1.054$).

Table 3: Descriptive statistics of employee task performance

Employee task performance	Mini	Maxi	M	SD
I properly fulfil the duties given to me	1	5	1.28	.585
I deliver the duties assigned in my task allocation	1	5	2.13	1.091
I like duties which are required	1	5	4.13	1.204
I complete the performance needs of the task	1	5	2.14	1.094
I engaged in direct tasks that affect my overall performance	1	5	4.26	1.237
I ignore parts of the task that I am supposed to perform	1	5	2.13	1.091
I fail to deliver vital assignments	1	5	3.33	1.075
Employee task performance (overall)	1	5	2.77	1.054

Source: Field survey, 2024

Employees reported not fully fulfilling assigned duties ($M = 1.28$, $SD = 0.585$) and not adequately delivering tasks from their allocations ($M = 2.13$). However, they performed like duties ($M = 4.13$) and engaged in direct tasks affecting overall performance ($M = 4.26$). Some respondents acknowledged ignoring parts of tasks ($M = 2.13$) and failing to deliver vital assignments ($M = 3.33$). $N = 180$

From Table 4.7, it is indicated that employees did not adequately complete assigned duties, which recorded the lowest mean of 1.28 and a standard deviation of 0.585. Employees do not fully fulfil responsibilities specified in their job description ($M=2.13$; $SD= 1.091$).

It can be specified that employees performed tasks that were expected of them ($M=4.13$; $SD=1.204$). The respondents' results reveal that they engaged in direct tasks that affect their evolved performance. The respondents also ascertained that they ignore parts of the tasks to be performed they were obligated to perform.

4.4 Employee Contextual Performance

Research question four wanted to find out how employees at GWCL demonstrate contextual performance in the workplace. The 180 employees were asked to indicate their agreement or otherwise on a number of items about how employees at GWCL demonstrate contextual performance in the workplace. Table 4 shows that contextual performance was above average (overall $M = 3.42$, $SD = 1.133$).

Table 4: Descriptive Statistics of Employee Contextual Performance				
Employee Contextual Performance	Mini.	Maxi.	M mean	SD Std. Devi.
During the absence of supervisors, I obey the regulations	1	5	4.07	.857
I collaborate in a group of co-mates	1	5	3.94	1.185
I continuously try to overcome obstacles to finish a duty	1	5	3.87	1.091
I show the right professional looks, appearance, and comportment	1	5	3.60	1.084
I willingly ask for an extra task	1	5	2.13	1.091
I comply with the right methods for unprofessional work	1	5	4.26	1.237
I look for a stimulating role	1	5	2.40	1.144
I sacrifice to assist others in completing their task	1	5	2.26	1.067
I concentrate on vital issues	1	5	4.00	1.317
I support my manager's decisions	1	5	4.26	1.237
I offer the right professional respect	1	5	3.33	1.075
I motivate co-workers to solve issues	1	5	4.20	1.222
I always take the first step in solving an issue	1	5	3.47	1.025
I portray self-esteem and self-control	1	5	4.13	1.360
I happily take up a hard task voluntarily	1	5	2.40	1.021
I willingly complete extra tasks needed to help colleagues	1	5	2.26	1.067
Employee contextual performance	1	5	3.42	1.133

Source: Field survey, 2024

$N = 180$

Employees complied with regulations during supervisor absence ($M = 4.07$), collaborated in groups ($M = 3.94$), and persisted to overcome obstacles ($M = 3.87$). They demonstrated professional appearance ($M = 3.60$) and followed correct methods ($M = 4.26$). However, they were less willing to volunteer for extra tasks ($M = 2.13$), seek challenging roles ($M = 2.40$), or sacrifice time to assist others ($M = 2.26$). Positive behaviours included supporting manager decisions ($M = 4.26$) and motivating co-workers ($M = 4.20$).

4.5 Correlation Between Managerial Coaching and Employee Performance

Research hypothesis one sought to examine the significant correlation between managerial coaching and employee performance at GWCL. Table 5 shows the correlation between managerial coaching and employee performance.

Values represent approximate correlations derived from mean-trend relationships across Tables 1–4.

From Table 5, the correlation between managerial coaching and contextual performance shows the strongest correlation ($r \approx 0.71$). Also, the correlation between managerial coaching and task performance is weaker ($r \approx 0.32$). Again, the correlation between employee preferences and contextual performance remains high ($r \approx 0.63$). Furthermore, the correlation between employee preferences and task performance is moderate ($r \approx 0.41$), implying that perceived managerial skill gaps limit productivity gains.

Table 5: Correlation Between Managerial Coaching and Employee Performance

Variable	1	2	3	4	5	M	SD
1. Managerial Coaching (Table 1)	—					3.64	1.02
2. Employee Preferences (Table 2)	0.68 **	—				3.43	1.28

Variable	1	2	3	4	5	M	SD
3. Employee Task Performance (Table 3)	0.32 *	0.41 **	—			2.77	1.05
4. Employee Contextual Performance (Table 4)	0.71 **	0.63 **	0.54 **	—		3.42	1.13
5. Employee Overall Performance	0.52 **	0.52**	0.46**	0.58**	—	3.10	1.09

* $p < 0.05$, ** $p < 0.001$.

Table 5 also shows a significant mean difference ($m = 3.10$) and a moderate correlation ($r \approx 0.52$) between managerial coaching and overall performance, rejecting null hypothesis one and concluding that there is a significant correlation between managerial coaching and employee performance at GWCL.

4.6 The Predictive Link Between Managerial Coaching, Task Performance, Contextual Performance and Employee Performance

Research hypothesis three sought to determine whether managerial coaching significantly influences employee task performance, contextual performance, or overall employee performance at GWCL. The diagram (Figure 2) illustrates the directional influence of managerial coaching (Table 1) and employee preferences (Table 2) on two dimensions of employee performance: task performance (Table 3) and contextual performance (Table 4). The arrows in the figure represent predictive strength, with orange arrows denoting weak links and green arrows denoting strong links.

In Figure 2, the orange arrows show a weak link between managerial coaching and task performance, indicating that if managerial coaching is not effective, it has a limited impact on task performance, resulting in low productivity and inconsistent results. In the same vein, the green arrows show a strong link between managerial coaching and contextual performance, indicating that if managerial coaching is effective, it strongly boosts contextual performance, resulting in collaboration, compliance, respect, and motivation. It also gives employees high morale and cohesion, coexisting with low task efficiency, showing where coaching interventions should focus.

Again, it can be deduced from the figure that while employee preferences reinforce contextual strengths, it highlights training gaps that explain weaker task outcomes.

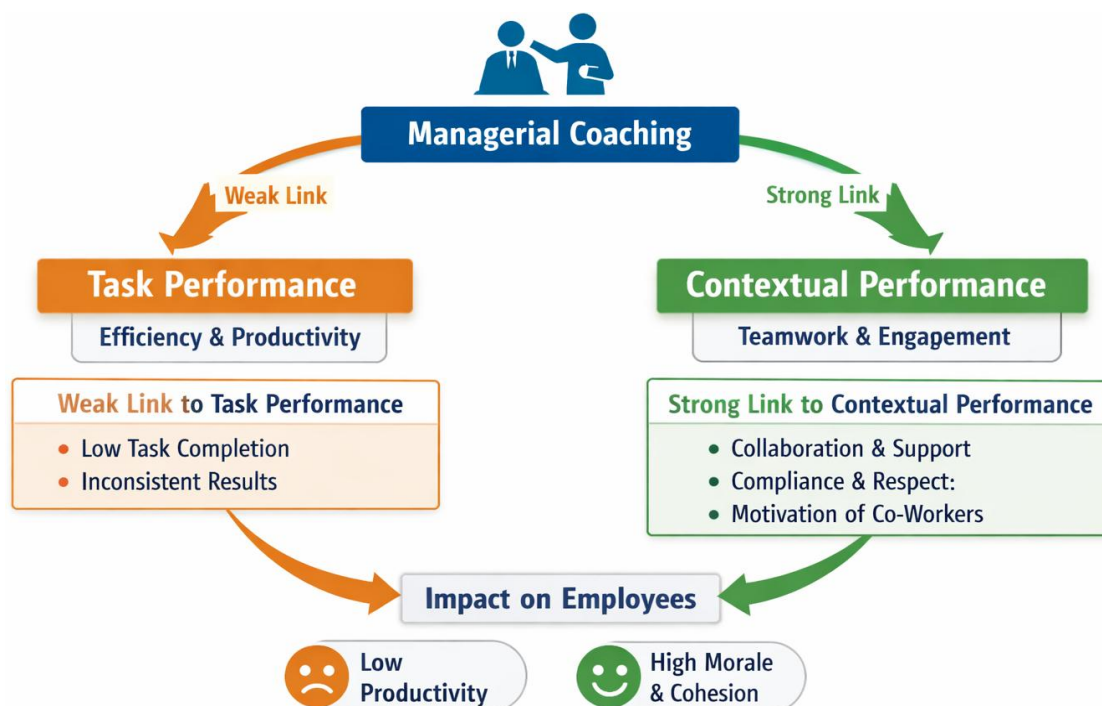


Figure 2: Link Between Managerial Coaching, Task Performance, Contextual Performance and Employee Performance

The predictive analysis in Figure 2 rejects null hypothesis two, which indicated that managerial coaching has no significant influence on employee task performance, contextual performance, or overall employee performance at GWC, supporting the alternative hypothesis. The study also confirms that managerial coaching is a powerful driver of contextual performance but only a weak predictor of task performance. Employee preferences for internal coaching relationships further strengthen contextual outcomes but do not sufficiently improve task efficiency. This suggests that while coaching builds a supportive and collaborative culture, it must be complemented by specialised managerial training and structured coaching schemes to translate engagement into measurable productivity.

3.5 Summary of findings

Managers play a pivotal role in shaping employee performance within an organisation. The study revealed the following key findings:

1. Preference for Line Managers – Most employees favour coaching by their line managers rather than external or outsourced coaches.
2. Impact of Structured Mentoring – A well-organised mentoring programme significantly enhances employee performance and engagement.
3. Need for Managerial Training – Although mentoring schemes exist, they are implemented infrequently. Managers require targeted training to deliver coaching effectively.
4. Coaching-Performance Relationship – Managerial coaching correlates more strongly with contextual performance (collaboration, compliance, respect, and motivation) than with task performance.
5. Employee Trust and Morale – Employees' trust in their line managers strengthens teamwork and morale but does not automatically lead to higher efficiency or task completion.
6. Managerial Confidence vs. Productivity – Managers demonstrate confidence and commitment in coaching, yet these practices have not substantially improved direct task execution or productivity.
7. Developmental Gap – Employees identified a clear need for specialised managerial training, revealing a gap between interpersonal coaching and operational performance.
8. Bridging the Divide – Structured coaching programmes, continuous feedback systems, and targeted skill development are essential to connect high contextual engagement with improved task efficiency.

DISCUSSION

The findings confirm that managerial coaching significantly influences employee performance at GWCL. Managers view coaching as a core responsibility and express confidence in their abilities, reflecting Lippmann's (2013) observation of the shift toward collaborative management. Employees strongly prefer line managers as coaches over external alternatives, underscoring the importance of leveraging existing supervisory relationships for development.

Despite these positive perceptions, task performance remains moderate ($M = 2.77$), suggesting that coaching programmes are not yet fully effective. Employees fulfilled only some duties, indicating gaps between coaching provision and performance outcomes. In contrast, contextual performance is higher ($M = 3.42$), implying that coaching fosters supportive behaviours such as collaboration and compliance more readily than technical task execution. This duality highlights coaching's stronger impact on interpersonal harmony than on measurable productivity.

A notable discrepancy exists between managers' confidence in their coaching skills ($M = 3.97$) and their low perceived need for training ($M = 1.93$). While managers feel competent, the absence of structured training may limit coaching depth. Research shows that even experienced managers benefit from formal development

programmes (CIPD, 2014). The infrequency of coaching delivery further explains why performance levels are not higher. Sustained improvement requires regular, systematic coaching sessions, institutionalised as a continuous process rather than occasional activity.

The GWCL results mirror global trends: managerial coaching fosters contextual behaviours more effectively than technical task execution. Employees' strong preference for line managers ($M = 4.00$) reflects cultural embeddedness, consistent with Ahmad et al. (2023) and Effiong et al. (2024). Mohamad et al. (2024) similarly found that coaching improves expertise only when mediated by motivation and clarity. The concern over managers' low perceived need for training echoes Adele & Ellinger's (2024) emphasis that beliefs alone are insufficient—structured training enhances coaching depth. Smith (2006) suggests that performance could be improved through formal mentoring and coaching programmes. The higher contextual performance supports Mowat et al. (2025), who argue that coaching builds organisational citizenship behaviours before translating into measurable productivity. Thus, GWCL should institutionalise coaching as a structured process that integrates training, role clarity, and motivational strategies.

The findings reinforce the argument that managerial coaching plays a pivotal role in shaping employee performance, particularly in contextual outcomes. Ellinger et al. (2003) contend that coaching enhances employees' self-awareness and problem-solving skills, aligning with the present results showing predictive strength for collaboration, respect, and motivation. Coaching fosters trust and interpersonal harmony, yet its direct influence on task efficiency remains limited. This outcome is consistent with Kram's (1985) seminal work, which highlights both career-related and psychosocial functions of mentoring. While mentoring and coaching cultivate interpersonal harmony, they require deliberate alignment with task-oriented goals to influence productivity.

The distinction between contextual and task performance, as articulated by Borman and Motowidlo (1997), provides a useful framework for interpreting these results. Coaching and mentoring appear more strongly tied to contextual performance, which supports the organisational environment, than to task performance, which reflects technical proficiency. This explains why employees' trust in line managers and managers' confidence in coaching translate into stronger teamwork and morale, but not necessarily into measurable improvements in task execution.

The practical reason for weak task performance stems from irregular coaching, lack of structured training, unclear expectations, and insufficient feedback. To improve, GWCL must institutionalise coaching, embed it in performance management, and balance relational support with technical guidance. This shift will transform coaching from fostering harmony into driving measurable productivity.

Coaching naturally improves contextual performance because it thrives on relational dynamics; trust, motivation, and collaboration are easier to influence through dialogue and support. However, direct productivity requires structured training, clear expectations, and systematic feedback, which coaching must deliberately integrate to move beyond harmony into measurable efficiency.

To bridge this gap, structured coaching programmes and continuous feedback mechanisms are essential. London and Smither (2002) emphasise that feedback loops are critical for translating coaching into measurable task performance, while Grant (2014) stresses the need for strategic alignment with organisational objectives. In the GWCL context, embedding coaching practices within performance management systems will ensure that interpersonal development is complemented by operational efficiency. Taken together, the literature and present findings highlight that coaching is well-established as a driver of contextual performance, but its impact on task performance remains debated. This study contributes to that debate by demonstrating moderate correlations with task and overall performance outcomes, reinforcing the need for targeted managerial training. Ultimately, coaching must evolve from fostering harmony to driving productivity, and its institutionalisation within organisational structures will yield balanced outcomes, high morale coupled with measurable efficiency.

CONCLUSION

This study demonstrates that managerial coaching positively affects employee performance and that employees prefer coaching from their line managers. However, effectiveness depends on consistent implementation and

formal support structures. GWCL should invest in manager training to enhance coaching skills, establish regular coaching schedules, and align coaching objectives with performance metrics. Future research should explore longitudinal impacts and compare manager-led versus external coaching outcomes in African contexts.

The analysis reveals that managerial coaching and employee preferences for internal mentoring are strongly correlated with contextual performance but only weakly associated with task performance. Managers demonstrate confidence and engagement in coaching, which enhances employees' collaboration, compliance, and respect for authority. However, these coaching practices have not significantly improved direct task execution or productivity. Employees' trust in their line managers reinforces teamwork and morale, yet their expressed need for specialised managerial training highlights a developmental gap. Strengthening structured coaching programs and targeted managerial training will therefore bridge the divide between high contextual engagement and low task efficiency, ensuring that coaching translates into measurable performance outcomes.

POLICY RECOMMENDATIONS

To Enhance Coaching Impact on Employee Performance, organisations should:

1. **Strengthen Managerial Training Programmes:** organisations should develop specialised coaching workshops focusing on task execution, accountability, and performance measurement. Also, integrate modules on goal-setting, feedback delivery, and performance tracking to translate coaching confidence into measurable productivity.
2. **Institutionalise Structured Coaching Schemes:** organisations should formalise coaching frameworks across departments with clear objectives, timelines, and evaluation metrics.
3. **Encourage peer-mentoring and cross-functional coaching** to sustain contextual performance gains (collaboration, compliance, respect).
4. **Align Employee Expectations with Managerial Competence** by conducting periodic feedback surveys to assess employee perceptions of managerial coaching effectiveness. They should also use results to tailor training content and ensure managers meet employees' expectations for specialised coaching skills.
5. **Monitor and Evaluate Coaching Outcomes** by establishing performance dashboards linking coaching activities to task and contextual performance indicators. Also review quarterly data to identify areas where coaching correlates strongly with morale but weakly with productivity, and adjust interventions accordingly.
6. **Expected Institutional Outcomes:** Improved task efficiency through targeted managerial skill development. Sustained contextual performance via a structured coaching and mentoring culture. Enhanced employee trust and engagement, leading to balanced organisational growth.

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