

**The influence of managerial coaching and self-awareness on work performance  
in selected departments in Mpumalanga Province.**

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## **ABSTRACT**

This research explores how managerial coaching and self-awareness influence work performance within the public sector. Poor performance is one of the chronic challenges faced by the Public Service Department thus the need to explore coaching interventions that address this predicament. This study examined the extent of influence managerial coaching and self-awareness have on work performance.

A questionnaire-based approach was used to assess the level of knowledge of respondents who are already managers facilitating coaching to employees reporting directly to them.

Findings indicated that managerial coaching and self-awareness had a positive but insignificant influence on work performance in the public sector within the Mpumalanga Province.

The public sector can increase employees' effectiveness by encouraging managers to adopt coaching as part of their managerial practices to influence work performance. There is immense pressure and demands placed by the Performance Management Development System (PMDS) which was adopted by the public sector, and in order to meet these demands managers must adapt to change by taking responsibility for facilitating managerial coaching to develop their subordinates.

This study advocates that managers (coaches) who facilitate direct coaching to their subordinates should acquire and develop coaching skills, adapt to a team approach, and learn to give people value.

**KEY WORDS:** Managerial Coaching, Self-Awareness, Work Performance

## DECLARATION

I, Rinkie Gama, declare that this report is my own work except where indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Management in Business and Executive Coaching at the University of Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this, or any other University.

Name: Rinkie Gama

Signature: 

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Signed at Nelspruit .....

On the 8th ..... day of October ..... 2023

## **DEDICATION**

This thesis is dedicated to everyone who did not give up on me finishing this degree. Despite all ups and downs in life, God walks us through them, and he is the constant in our ever-changing world. We must give thanks to God in everything.

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## LIST OF ACRONYMS

|                 |                                                  |
|-----------------|--------------------------------------------------|
| <b>HRD</b>      | <b>Human Resource Department</b>                 |
| <b>KPI</b>      | <b>Key Performance Indicator</b>                 |
| <b>MC</b>       | <b>Managerial Coaching</b>                       |
| <b>NDP</b>      | <b>National Development Plan</b>                 |
| <b>PMDS</b>     | <b>Performance Management Development System</b> |
| <b>SA</b>       | <b>Self-Awareness</b>                            |
| <b>STATS SA</b> | <b>Statistics South Africa</b>                   |

## **CHAPTER 1. INTRODUCTION**

The chapter starts with the purpose of the study to provide background and justify the research for the identified problem of investigating the influence of managerial coaching and self-awareness on work performance. The chapter explores the research questions and objectives guiding the study and what is going to be examined as well as what is excluded. Concluding the chapter is the contribution of the study to existing literature.

### **1.1 Purpose of the study**

The purpose of this quantitative study was to investigate the influence of managerial coaching and self-awareness on work performance from employees in selected departments in the public service sector in the Mpumalanga Province. The objective was to further investigate the type of relationship that exists between self-awareness and work performance. Different organisations and departments use different techniques to develop talents that enhance their employees performance; and coaching has been one of the popular techniques adopted by a majority of organisations (Field, 2013; Neupane, 2015).

Management has a mandate to boost its employee learning in order to improve performance outcomes and this can only be achieved through a managerial coaching intervention (He et al., 2020). The study integrated conceptual and empirical research on managerial coaching to develop a more comprehensive understanding of how managers as internal coaches can engage their employees and facilitate learning (Ellinger, Ellinger, Hamlin, & Beattie, 2009).

### **1.2 Context of the study**

In South Africa, public service departments have viewed managerial coaching as an effective method of intervention that enhances sustainable employee job performance (Ellinger et al., 2009). The country has shifted from when managers were only responsible for administration, supervisory and control functions; now managers are encouraged to develop human capital to support strategic goals

as expected by government. The atmosphere in the South African public service departments has varied due to many factors including technological changes that impacted on production and performance outcomes. There is ever increasing competition in the market including economical changes that have forced organisations as well as public sectors to make drastic changes within management systems. It has been shown through scholarly literature that the implementation of coaching by managers can help in improving the performance of employees (Hagen, 2012). Managerial coaching has become increasingly popular despite limited empirical evidence of its impact on the employee receiving the coaching as well as on the work place overall (Hagen, 2012). Researchers, experts, psychologists as well as Human resource department personnel have already started encouraging and implementing managerial coaching within successful organisations (Raza, Ali, Ahmed, & Moueed, 2017).

Coaching is seen as a tool that can be used to empower individuals in terms of taking responsibility for their life and work. A coach does not provide any answers but has a set of questions for a forward-looking approach pushing the coachee towards action. A study conducted by the international coaching federation asserted that managers and leaders implementing coaching skills are considered the best style of participative management or leadership (Digirolamo & Tkach, 2019). The world has dramatically shifted towards coaching as a strategy to manage organisational development issues to improve the performance of employees (Raza et al., 2017).

Managerial coaching is recognised as internal coaching and has been proven by previous literature to have impacted on subordinates desired outcomes (Zhao & Liu, 2020). Empirical studies demonstrated that managerial coaching is related and beneficial to employees' performance outcomes while the significance of self-awareness has also been discussed and tabled by many scholars and professionals as one of the skills required by internal managers to assist with improving performance outcomes. The understanding of self-awareness plays a crucial role especially to the managers who are already in the space of facilitating coaching to their employees. This intervention enables them to empower themselves and others through managerial coaching (Caldwell & Hayes, 2016).

### **1.3 Research problem and motivation of the study**

Public Service departments still experience challenges of poor performance which affect service delivery not only for provinces but the country at large. The Public Service Department has adopted a strategic management tool to improve public service performance. Following the introduction of a performance management system many programmes were introduced to address the challenge of poor performance faced by the public service department, however, the implementation of a performance management system to date is still a challenge (Manyaka & Sebola, 2012). Managerial coaching gained popularity through collaborating with other programmes to improve work performance.

This study sought to illustrate how managerial coaching could be applied to an efficient and effective management system for the public sector in Mpumalanga province hence the study focused on the influence of managerial coaching and self-awareness on work performance. It also assessed how self-awareness related to work performance during managerial coaching. Managers who adopt a managerial coaching approach were identified to be managers who have empathy and trust in others; they move away from being controlling and directing managers and have more of a desire to grow others through any form of development (Ribeiro et al., 2020). The research instrument was developed and designed to address the research questions.

Currently, a substantial number of organisations and departments have adopted the approach of managerial coaching where coaching is facilitated by their managers. Training and coaching have been considered a key tool in bridging and maintaining the gap between existing skills of employees and the required skill for the department (Neupane, 2015). Previous studies attest that the improvement of employees' internal changes resulted from coaching interactions received from their direct managers such as creativity, motivation, commitment, and learning which subsequently impacted internal behavioural and cognitive changes on performance (Maamari et al., 2021).

Managers play a crucial role in leading and developing employees within their organisations (Pousa, Liu, & Aman, 2020), therefore self-awareness becomes an

essential trait of a great manager because it allows a manager to focus on himself or herself and how their actions are aligned to internal standards (Silvia, Duval, & Review, 2001). A manager that knows his/her values, personality and how this affects the actions of others will understand how to manage situations, make better decisions, and ultimately lead others to do the same.

The more managers understand themselves the more they understand who they are and what they want to achieve which influences their followers and ultimately contributes to improved performance (Showry & Manasa, 2014). There is high demand within the Public Service sector to introduce coaching programmes for managers to gain deeper insights into their personality traits, problem solving skills and managerial styles. The current environment is expecting managers to provide coaching to their respective employees under their supervision to enhance performance without proper competencies (Stober & Grant, 2010).

Literature argues that without self-awareness managers are unaware of why they are acting in a particular way or respond to situations in a certain way (Wales, 2002). This study therefore investigated the influence of managerial coaching and self-awareness on work performance which is where the research objectives and questions emanated from.

#### **1.4 Research objectives**

The main objective of the study was to investigate the influence of managerial coaching and self-awareness on coachee work performance.

##### **1.4.1 Sub-objective 1**

The first sub-objective was to examine the influence of managerial coaching on coachee work performance.

##### **1.4.2 Sub-objective 2**

The second sub-objective was to investigate the influence of manager self-awareness on coachee work performance.

## **1.5 Research Questions**

**1.5.1** To what extent does managerial coaching influence coachees' work performance?

**1.5.2** To what extent does the self-awareness of a manager influence a coachees' work performance?

## **1.6 Significance of the study**

To date, most literature has covered managerial coaching as a construct and how it influences work performance however, few studies have focused on the relationship between self-awareness as a competency required for managers already facilitating coaching within their working space (Raza et al., 2017). Various theories cover internal and managerial coaching as an intervention towards improved performance outcomes however the absence of self-awareness from managers providing the coaching still exists (Grover & Furnham, 2016).

The findings of this study provided strong rationale for managerial coaching and the need for self-awareness to enhance work performance within the public sector. A study by Hsu et al., (2019), posits that effective managerial coaching processes can influence positive psychological capital for subordinates and therefore improve employee performance and team commitment displayed as achievements. Another significant aspect of this study was aimed at offering guidelines of interventions that address the challenge of poor performance. It further contributes to extant knowledge by providing an overview of managerial coaching with an integrated understanding and supplementary insights on the expanded view of work performance and motivational changes in the coaching process.

A study suggested that for the sake of effectiveness and improvement on work performance, managerial coaching and self-awareness should be implemented as a strategy and basis for coaching, since coaching is a relatively new field (Hahn, 2016). The study presented a broader perspective relating to work

performance by examining the influence of managerial coaching on work performance and highlighting the importance of self-awareness from a manager who facilitates managerial coaching.

This research pursued to aid practitioners in understanding the link between managers and employees' innovation and furthermore bring to light why management should care about coaching at work and how the managers' behaviour impacts on the employees' behaviour. These help in identifying effective ways in which managers can facilitate coaching at work and develop coaching abilities for managers. A study linking managerial coaching with employees' innovative work behaviours through affective supervisory commitment in Pakistan alluded that there is a unique tacit knowledge including brilliant insights displayed by managers to their employees through working experience within the working space and those insights are shared through informal discussions between employees and their managers, especially for the purpose of implementing strategic decisions therefore highlighting the significance of managerial coaching to the working environment (Ali et al., 2020).

Some studies focused on Emotional Intelligence as a form of social intelligence that involves the monitoring of your own and others feelings while it touches on self-awareness (Hejase et al., 2017). Another growing body of work from researchers, Ashley and Reiter-Palmon (2012) suggested that self-awareness can be associated with successful leaders within progressing and successful organisations hence limited studies focus on self-awareness specifically in leadership which this study aims to achieve (Ashley & Reiter-Palmon, 2012). Other studies give empirical evidence that managerial coaching is one of the interventions that boost employee performance hence they focus only on components such as awareness, self-awareness, motivation and empathy (Behbahani, 2011).

There is a lot of research conducted, however, there are still limited studies specifically focusing on examining the relationship between manager self-awareness and employee performance towards enhancing and improving employee performance (Raza et al., 2017). Despite the abundance of research conducted on performance and self-awareness there is still minimal literature on

manager's self-awareness towards employee performance outcomes, this study identified this gap and aimed to address it.

Researchers have built evidence to support the notion that self-awareness in managerial coaching is an enhancer to improve performance and this study will add new insights on the same phenomena (Raza et al., 2017). Managers dealing with work performance challenges within their teams have been recognised as challenge provokers between both performance and the challenge itself, further argued that managers employing coaching skills and competencies are expected to possess a positive mindset for them to identify and capture all positive factors impacting the individual and teams' wellbeing.

The study benefited public service departments and other relevant stakeholders on managerial coaching with self-awareness as an enhancer of performance outcomes. Furthermore, it provided academics with novel knowledge on self-awareness discourse and added to the rapidly growing body of research in terms of employing managerial coaching as a tool to improve employee performance. This study contributed useful and meaningful perceptions on managerial coaching and self-awareness as a competency to enhance employee performance in the South African public service department concept.

### **1.7 Delimitations of the study**

The focus of this study was to examine the influence of managerial coaching on work performance. Behavioural and cognitive approaches have dominant influence on work performance especially where coaching is practiced and implemented (Hahn, 2016). As much as behavioural and cognitive approaches had dominance influence on work performance the study did not dwell much on these approaches but rather focused on the factors that influence work performance.

Managerial and executive coaching have been considered to be the two main types of coaching that have been traditionally used to address unsatisfactory performance within organisations with the aim of improving performance (Hahn, 2016).

The study addressed managerial coaching by examining to what extent it influenced work performance and then investigated the impact of managers' self-awareness on overall work performance. Narrowing the scope allowed the researcher to focus only on specific variables which made the study manageable by excluding factors not relevant to the research.

The focus of the study included selected senior and middle managers from the public sector within the Mpumalanga Provincial Government. The study was limited to the South African public service department and confined to Mpumalanga City of Mbombela. The study did not apply to other geographical areas.

## **1.8 Definitions of terms**

The key words for this study include the following:

### **1.8.1 Coaching**

Coaching is defined as a planned process of training and development through support and the advice of another (Zuñiga-Collazos et al., 2020). Coaching is defined as a helping and facilitative process that enables groups, teams and individuals to acquire skills, competence and performance to enhance their personal effective or personal growth (Ellinger et al., 2009).

### **1.8.2 Managerial coaching**

It is defined as the actions of the manager or leader who acts as a coach and facilitates learning in the workplace environment through specific behaviours that enable the employee to learn and develop (Abid, Ahmed, Qazi, & Sarwar, 2020). The use of the term managerial coaching is one of the terms used to describe a leader's role in developing his employees (Lawrence, 2017). The influence of coaching as an enhancer of knowledge and skills in management is supported by literature that internal coaching facilitated by managers should be orientated

in developing employees and their productivity (Podolchak, Prokopyshyn-Rashkevych, & Karkovska, 2019).

The coaching manager is a business leader and manager who helps his or her employees learn and develop through coaching, creates a workplace that makes learning growth and adaptation possible and combines leaders with a genuine interest in helping those around him or her (Hunt & Weintraub, 2002).

### **1.8.3 Work performance**

Performance can be defined and understood as the company or organisations' overall achievement that goes beyond purely financial indicators and understands the need to integrate economic and non-economic factors that will contribute to the achievement of the corporate purpose (Zuñiga-Collazos et al., 2020).

### **1.8.4 Self-awareness**

The term self-awareness is associated with positive psychological wellbeing and moreover the association is linked towards a lot of unique and positive outcomes (Sutton, 2016). Self-awareness is regarded as a conscious effort one invests in trying to understand who they are as well as understanding others (Caldwell & Hayes, 2016). Self-awareness is the most crucial competency associated with workplace emotional intelligence (Okpara & Agwu, 2015).

## **1.9 Assumptions**

The assumptions of the study were that:

The research subject is honest in sharing normal perspectives and experiences related to managerial coaching and self-awareness, especially the skills and competencies required during managerial coaching.

The study was based on the assumption that managers who facilitate coaching are leaders and managers who help their employees learn and develop through coaching (Hunt & Weintraub, 2002). Both advocated this concept and suggested

on what managers believe about coaching becomes critical to their ability to coach.

### **1.10 Report outline**

Chapter 1: The chapter provided relevant sources as references and mainly sources with stimulated hypothesis and conceptual frameworks. In this chapter the literature on managerial coaching and self-awareness is reviewed to provide an overview of the influence of managerial coaching and self-awareness on coachee work performance. Electronic academic searches were also conducted to identify available literature on various levels to provide the option of selecting relevant resources for review.

Chapter 2: The chapter provided relevant sources as references and mainly sources with stimulated hypothesis and conceptual frameworks. In this chapter the literature on managerial coaching and self-awareness is reviewed to provide an overview of the influence of managerial coaching and self-awareness on coachee work performance. Electronic academic searches were also conducted to identify available literature on various levels to provide the option of selecting relevant resources for review.

The first section of the chapter is a detailed review of managerial coaching and its influence towards work performance while the second section provides an overview of self-awareness as a competency to enhance employee-coachee work performance.

Chapter 3: This section dissects the methodology adopted and study sample in this research which includes measurement of the variables for the data collection. It details the design of the tool used as an instrument for data collection and the literature sources that informed it. The research approach is discussed first as this dictates the methodology, followed by the research design, population and sample including sampling methods, research instrument, procedure for data collection, data analysis and interpretation, limitations of the study and validity and reliability. The ethical considerations conclude the chapter.

Chapter 4: The purpose of this chapter is to present and provide an overview of the results from the study analysis conducted on the data collected during the research process as outlined in Chapter 3 of this report. The discussion in this chapter is based on the analysed data obtained from the three districts of Mpumalanga Province. The chapter also presents the sample characteristics as well as the results for the survey questions that answer Hypothesis 1 and 2. To conclude, the Author presents a summary comparing literature against the findings of this research.

Chapter 5: The objective of this chapter is to discuss the results that were presented in Chapter 4. The discussion is alluded and elaborated against theoretical statements discussed in chapter 2. Further discussion on the demographics is followed by scrutiny of the hypothesis which were proposed as well as concluding remarks on the findings.

Chapter 6: The section concludes with suggestions for all related stakeholders and recommendations for future research on the development of future leaders with self-awareness through managerial coaching in the Public Sector within South Africa.

## **CHAPTER 2. LITERATURE REVIEW**

### **2.1 Introduction**

The main purpose of the literature review was to provide context as well as a summary of the theories and literature related to the study. The chapter provided relevant sources as references and mainly sources with stimulated hypothesis and conceptual frameworks. In this chapter the literature on managerial coaching and self-awareness is reviewed to provide an overview of the influence of managerial coaching and self-awareness on coachee work performance. Electronic academic searches were also conducted to identify available literature on various levels to provide the option of selecting relevant resources for review.

The first section of the chapter is a detailed review of managerial coaching and its influence towards work performance while the second section provides an overview of self-awareness as a competency to enhance employee coachee work performance.

The first sub-objective was to examine the influence of managerial coaching on work performance while the second sub-objective was to investigate the influence of managers' self-awareness on coachee work performance. Lastly, the chapter described and outlined the research report structure.

### **2.2 Background discussion**

According to Matsuo (2018), managerial coaching has been described in several ways, but for the sake of this study the focus will be on managerial coaching within the context of the working environment as an enhancer of performance. The emphasis on managerial coaching is because it has been recognized as a required skill for managers to have for their daily routine.

Previous research findings infer that leaders and managers have influence on their employees performance outcome, moreover, improved performance leads to or results in increased productivity within organisations (Asrar-ul-Haq & Kuchinke, 2016).

The effectiveness and influence of coaching at work is an ongoing debate from previous and current studies and a supportive relationship between coach and subordinates or trainees helps them to design a path to acquire knowledge, skills and attitudes (Atkinson, Watling, & Brand, 2022). Coaching at work is encouraged by previous scholars and literature which established that a coaching approach accompanied by coaching skills and tools facilitated effective work related outcomes (Wang, et al., 2022).

The high rate of poor performance within the public service department is one of the challenges the sector is facing. As a result, the public service department adopted the managerial coaching intervention in trying to enhance their employee performance outcomes. Literature has proven and confirmed that managerial coaching is positively related to employee performance outcomes, (Pousa et al., 2020) while other researchers also confirm that in modern organisations, managers are proven to play a key role in leading and developing employees in the workplace. The scarcity of literature in managers' self-awareness during coaching conversations is the motive behind this study and as a result is aimed at filling the existing gap in this arena.

As the working environment continues to evolve, so have the roles and responsibilities of managers. Organisations have already appointed leaders involving managers to take much of the responsibility of developing employees at work therefore coaching was found to be the most interesting for that reason. In support of the National Development Plan all departments are to come up with strategic interventions to support and improve performance within the public service sector. Additionally, leadership has been established with steering committees as powerful factors in terms of improving performance. There is insufficient research focusing on managerial coaching as a mechanism that influences work performance (Tanskanen, Mäkelä, & Viitala, 2019).

Coaching is a tool that has been used for years and found to be very useful in empowering individuals to enable them to own responsibility for their life and work, however, the same coach does not provide any answers and instead uses a set of questions for a forward-looking approach through pushing the coachee towards taking action (Pousa et al., 2020).

Literature revealed that coaching has an influence on both diversity and performance hence the study focused on work performance (Matsuo, 2018). Furthermore, the authors viewed coaching as the main developmental approach and intervention tool for facilitation.

### **2.2.1 Self-awareness**

Self-awareness is defined as “an awareness of one’s own personality or individuality” as opposed to Springfield who defined self-awareness as a conscious effort to invest in understanding who we are, who others are and so forth (Coaching & Consulting, 2015). A mounting body of empirical evidence implies that self-awareness can be classified and recognised with good leadership in organisations (Ashley & Reiter-Palmon, 2012).

According to Ashley and Reiter-Palmon (2012), self-awareness is one of the key elements of emotional intelligence and it’s argued that developing it as a leader becomes the first step in developing emotional intelligence. Emotional Intelligence is seen as multidimensional and includes self-awareness, self-regulation, motivation, empathy and social skills (Behbahani, 2011). It continues to attain that high levels of self-awareness along with emotional intelligence enable leaders and managers to excel by displaying higher self-confidence which results in more attraction towards their subordinates whom they manage and supervise. Self-awareness is seen as a competency or a tool that strengthens not only individual performance but organizational performance as well.

The importance of self-awareness has proven to be vital after some researchers conducted a study where the results showed that the majority of managers and leaders had effective leadership and self-awareness (Pillay & Hoque, 2021).

### **2.2.2 Manager as a coach**

Arguments and debates recognised coaching as a new field built up from other theories (Williams, 2006). The Learning relationship between the manager and subordinate as a coach and coachee occurs implicitly and explicitly (Brockbank, 2006). Managers in organisations finds themselves in an enabling role as internal mentors and coaches, the interaction between managers and subordinates

therefore becomes a process constituting a relationship between them. This type of relationship is described as a developmental alliance that depends on a genuine connection (Hay, 1995).

The emergence of coaching as a new management tool to increase productivity is a product of the rapidly changing global economy where continuous improvement is required to adapt to the volatility and complexity of changes the world is facing. This type of coaching emerged as an intervention focused predominantly on managers and senior leaders in organisations with the objective of changing the behaviour of middle and senior level managers (Bozer & Joo, 2015).

Managers feel that they do not have enough time to provide coaching, however, that action compromises the majority of organisations as well as companies which end up losing talented personnel (Sharif, 2021). According to Sharif (2021), he viewed coaching as not simply providing training, instead managers also accommodate and adjust the behaviour of employees for the benefit of improved performance.

In an attempt to bring clarity on the context of coaching practices a comprehensive literature review was conducted where 37 coaching definitions were unpacked through collaborative discussion (Beattie et al., 2014). The results from the studies returned positive, proving the coaching process to be common to all variants. This study concurs with Beattie et al., (2014) on encouraging managers to have appropriate skills for them to achieve successful and effective coaching while demonstrating facilitative behaviour within their respective coaching relationships.

Managerial coaching has been advocated by numerous literatures with facts that indeed it encourages employees to improve performance (Tanskanen et al., 2019). Managers are expected to get the very best from their employees through facilitation of coaching conversations. Successful performance depends on the ability to unlock potential while developing skills to improve work performance (Abid et al., 2020). Departments and organisations must rely on coaching as an enhancer of knowledge and skills in management so that coaching facilitated by

managers is orientated and considered in developing employees and their productivity. The manager is required to derive optimal performance from employees and that can be achieved through coaching, their success becomes fully dependent on the supervisor. The influence of coaching and its increase of skills in leadership is supported by scholars that coaching facilitated by managers should be implemented in a way that develops employees (Podolchak et al., 2019).

### **2.3 Theoretical foundation**

This section dissected the theoretical foundation which is primarily intended to explain why, and how things happen and the use of theory to underpin the study brings a fresh perspective in to the research (Mkhomazi & Iyamu, 2013). Coaching and mentoring mainly rely on psychological theories as the theories underpinning the concepts (Palmer & Whybrow, 2018). Coaching psychology looks at coaching and mentoring as a development process.

The theory underpinning the approach to learning is more about active individuals, mostly coaches, being wholly present and engaging others (Brockbank, 2006). Brockbank further argues that for engagement such as coaching, power relations are keen to influence learning outcomes. This includes the process of reflection which the study agrees gives opportunity for the coaches and subordinates likelihood of drawing on their habitus and developing their dreams into realities.

With reference from previous literature the most influential theorist on the topic is Kolb (2007), who developed the Learning styles and experiential learning cycle which has vast input towards the field of adult and informal education. Experiential learning places emphasis on the process of learning relying more on experience and through reflection of doing which is more of a hands-on learning approach. Several authors believe that it is one of the most valuable tools since the introduction of coaching (Abid et al., 2020).

During the coaching process, the role of coaches whether internal or external is to promote learning as well as encourage the process of unlocking potential, it is

therefore the reason for this study to advise on implementing the teaching of adult learners (Cox, 2015). Both theories' knowledge and andragogy employ a constructivist approach to learning that believes in utilizing adults' experience to create new learning based on previous experience. The employee performance outcome is defined as work that can be achieved by a team or individual in an organisation within their respective jurisdictions to achieve organisational goals (Maskurochman, Nugroho, & Riyadi, 2020).

Managerial coaching in supporting Blatter's argument on adulthood feels like it is ignored or taken for granted during coaching sessions since it is advisable for a coach to brainstorm before establishing a relationship by classifying his/her client in terms of stages of life, however, if there is minimal literature it results in limited knowledge in terms of application and practice. This allows the coach to prepare relevant questions applicable to the client and according to the issue presented and avoid biasness. This establishment as a result will determine which teaching styles are applicable to be employed.

This study hypothesised that managerial coaching influences work performance especially through managerial coaching where managers practice self-awareness as a competency required for coaching conversations. Coaching is considered as part of training and development which focuses on the individual, helping them enhance motivation, morale, and productivity. Effective managers are the managers who can share their capabilities with their employees as coachees in developing their skills. There is a need for coaching competency skills especially within those managers who are currently responsible for coaching in their workplace to address the current challenge faced by the country and provinces (Achi & Sleilati, 2016).

Internal coaching is recognised as a facilitator of learning, unlike external coaching (Lawrence, 2017). A managerial coach is expected to give feedback to direct reports on an ongoing basis, be agile and able to switch back and forth and lastly, can coach teams which is an area most external coaches avoid. Lawrence (2017) ascertains that effective managerial coaching is not only a matter of skills but mindset and thinking style as well.

To compete in a rapidly growing and evolving society, organisations ought to be more conscious of the needs of their personnel especially those who steer the ship of governance (Achi & Sleilati, 2016). Seemingly, employee development has become essential for every organisation in developing their teams. Management in the public sector has introduced performance management and development systems to address the challenge of poor performance which according to the department of planning and evaluation is still not yet achieved. Managerial coaching is now recognised as one element of demanding requirements for leaders and executives to improve employees, subordinates and coachees' skills, motivate and provide job opportunities to enable them to make use of their skills, knowledge, and attributes.

### **2.3.1 Transformative theory**

The relevancy of the transformative theory in this study comes from the fact that it focuses more on adult learning which is of interest to this research in terms of coaching but specifically, managerial coaching. According to Mezirow (2018), the concept of transformative learning was introduced in 1978, where collaborative arguments and critics rose with the aim of sharing knowledge on a central goal for adult education. The current study supports the idea that transformative learning develops autonomous thinking (Mezirow, 2018). According to Whitmore (2010) coaching is a process of unlocking a persons' potential to maximise their own performance and all about a journey rather than instructing or teaching.

### **2.3.2 Path-Goal Leadership theory**

The study also adopted the path-leadership theory because it regards how managers and leaders motivate their employees and subordinates to achieve and accomplish their goals. Additionally, the theory is also concerned with how managers can influence their employees to achieve their set goals (Anderson, 2013; Kim, 2014). Lastly, the theory suggests that exemplary, effective managers should be directive and supportive, participate and achievement orientated (Kim, 2014). Kim advocates that managerial coaching is another key element of raising employee self-awareness as well as the importance of feedback guiding. There is an increasing emphasis on managerial coaching and that is proven to be due

to a consistent requirement for workplace learning for organisations to stay competitive (Kim, 2014). Furthermore, there is growing evidence indicative that most organisations now transfer responsibilities associated to the HRD including coaching, to managers and leaders.

The theoretical framework identifies the limits according to the importance of variables and how they influence each other in terms of dependence and non-dependency, it is therefore defined as a group of ideas in research which provides guidance and clarity on definitions and references to scholarly literature (Bingwen, 2019).

## **2.4 Work performance**

Work performance and coaching has become more popular within organisations coaching from Human Resource Development and Organisational Development as a tool to improve employees attitude and behaviour in the workplace (Ali et al., 2018). The authors contend that there is a direct influence of managerial coaching on performance while the path analysis revealed that managerial coaching indirectly affects job performance through work engagements. Managers perform various activities as internal coaches to their subordinates by providing and facilitating developments for success to help them achieve their goals (Ali et al., 2018). In addition, the discussion expanded more on the coaching process, suggesting that the whole process was to ensure the personal and professional development of employees.

The study maintained the argument that coachees or subordinates who are coached by their managers for various work-related issues are equipped to deal with challenging situations and problems in a better way (Ali et al., 2018). As a subordinate being coached by your immediate manager, the process essentially assists you in developing an effective relationship between your manager and yourself within the workplace. Ali et al's., (2018) findings, reveal that managerial coaching behaviour had a positive effect in better understanding the role of the employee.

According to the International Coaching Federation (ICF), workplace training is effective in terms of employee development, individual learning, and performance enhancement (Zuñiga-Collazos et al., 2020). The coaching intervention is for performance enhancement and skills development which as a result, improves employees' commitment from their individual and team level performance. Different theories have been tested to prove the phenomena and in the context of coaching it was proposed that theories dealing with managerial coaching can be used to measure other approaches that affect Human Resources within organisations (Abid et al., 2020).

#### **2.4.1 Coaching as a tool**

Coaching is a tool that has been used for years and found very useful in empowering individuals to take responsibility for their own life and work (Jantunen, 2019). A coach does not provide any answers but has a set of questions for a forward-looking approach pushing the coachee towards action. Cox (2015) states that with employee performance, as people mature, they become self-directed, therefore it will be easier for them to adapt to learning and becoming successful.

Managerial coaching posits the argument that the designed framework to assist coaches in dealing with different personalised issues based on learning methods, communication styles and assumptions should be adjusted (Chmielecki & Contreras-Loera, 2020), moreover, coaching should be perceived as a process of assisting people; the employees imparting knowledge with the aim of helping others to be more efficient in their working space. Leadership theories believe that the coaching process goes beyond a leader impacting an employee, it recognizes that leaders have the capacity to influence organisational practices.

#### **2.4.2 Performance feedback**

Coaching is defined as the setting of individual and organisational goals with employees and providing regular feedback for improved performance (Smith, 2019). It states that developmental feedback helps employees recognise and identify their blind spots and affords them the required space to enable the correction of those mistakes (Abid et al., 2020). The feedback approach assists

by providing effective and constructive feedback on employee performance and learned skills.

Empirical evidence supports the idea that there is a positive relationship between helpfulness and performance when the employee is perceived to be in higher performing zones. Smith (2019) asserts that feedback is an influencer of positive performance and encourages change. Managerial coaching and performance feedback are both essential in shaping employees' work attitude which as a result influences the performance outcome. Empirical findings indicate that managerial coaching as an intervention strategy must be considered for evolving intellect to thrive in the workplace (Abid et al., 2020).

***Hypothesis 1-Managerial coaching positively influences work performance.***

This study supports the argument that during managerial coaching both parties, manager and subordinate benefit further in that organisational targets become a success (C. Carvalho, F.K. Carvalho, & S. Carvalho, 2022). The influence of coaching as an enhancer of knowledge and skills in management is supported by literature that internal coaching facilitated by managers should be orientated in developing employees and their productivity (Podolchak et al., 2019).

## **2.5 Self-awareness and work performance**

### **2.5.1 Self-awareness - a competency skill**

Self-awareness is a skill for increasing work engagement and influences work performance (Ali et al., 2018). The study is in support of the concept by Muhammed Ali et al., (2018) that a supervisor coaching skill, which is self-awareness during interaction with subordinates promotes a team approach and shows concern towards individual needs. Subordinates feel vigour and energetic in their job and show dedication and passion for their work.

Empirical research in literature suggests that self-awareness as a phenomenon should be associated with successful leaders (Abid et al., 2020). Discussion is mostly on how self-awareness is conceptualized in a leadership environment. Self-awareness is the most critical component of IQ, and it is very important for

managers to practice it (Abid et al., 2020). It has also been defined as having consideration of understanding and acceptance of one's feelings, strong points and weaknesses which in turn results in positive job performance.

Managers' self-awareness during coaching sessions is key and the coach should be able to identify and recognise the stages (Levinson, 1978). This assists better in understanding and providing background on what the needs and desires are. Coaching is a tool that has been used for years and found very useful in empowering individuals to take responsibility for their own life and work according to Levinson's theory of adulthood. The study agrees with Reeves and Education (Barr et al., 1999), that Erickson's theory focuses more within the person while Levinson's theory pays attention to the boundary between self and society which makes it easy for a coach to relate to current situations.

Literature has demonstrated that managerial coaching is positively related towards employee performance outcomes (Pousa et al., 2020). This study adds to the swiftly increasing body of research in support of employing managerial coaching as a tool and intervention to improve employee performance. Caldwell and Hayes (2016) argued that a greater understanding of self-efficacy is key for personal growth as it enables leaders to understand themselves, before they can understand others.

Leaders who are built on culture and strategy highly encourage improved organisational performance outcomes (Goleman, 2000) and often model the way to their subordinates to trigger performance from them. Literature reveals that each leadership style is springing from different components of emotional intelligence, additionally, the study shows those components have a direct impact on the performance atmosphere. As cited, the late psychologist, David McClelland discovered that leaders with more emotional intelligence were far more effective than their peers who lacked such strength (Goleman, 2000). Goleman emphasised the issue of key components of emotional intelligence where the study extracted some of the key constructs from, such as self-awareness. Literature discloses that successful mindfulness is beneficial in many managerial areas (Baykal, 2020).

Self-awareness is the most vital skill in a coaching relationship. One of the key reasons for self-awareness is that it enables managers to communicate, interact, understand and connect effectively with employees (Jantunen, 2019). It helps the manager to control his/her emotions. Finally, it helps managers to identify skills in their management approach and competencies which most people discover that although they say they are self-aware, they really do not mean it because according to studies, self-awareness is truly a rare quality.

Self-management is the ability to keep disruptive emotions under control as well as a consistent display of honesty and integrity (Baykal, 2020). As a manager facilitating coaching, one of the critical skills to have is consciousness, which is the capacity to manage yourself and your abilities. Managerial coaching requires managers to obtain the best performance from the people they are providing coaching to and that can only be achieved when the manager is able to manage their personal situation.

According to Baykal (2020) he defines social awareness as a skill that helps one to sense other peoples' emotions. As a manager facilitating coaching, understanding employees' perspectives is crucial along with taking active interest in their inputs. Literature proposes that coaches become self-aware and self-manageable to enable them to help their employees grow and excel as well as aid them to change attitudes towards improved performance.

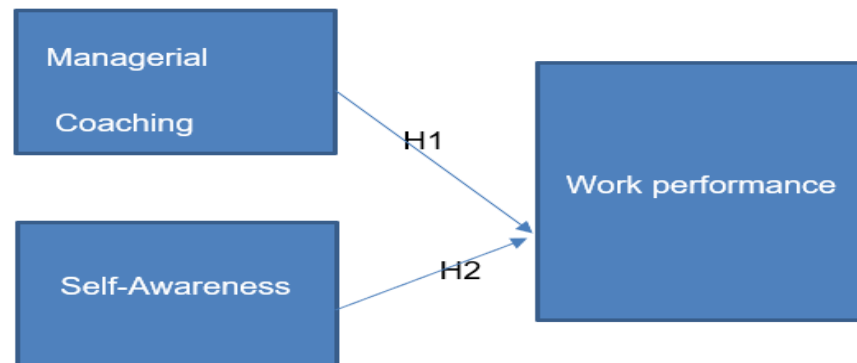
***Hypothesis 2-Managers' self-awareness positively influences work performance.***

Since managerial coaching was established and empirically tested, this study tested the relationship between managers' self-awareness towards employee performance outcomes as a hypothesis.

## **2.6 Conceptual framework**

An interesting view of both managerial coaching and self-awareness as constructs that influence work performance is proposed to delineate the influence

between variables (Hahn, 2016).The study assumed that managerial coaching and self-awareness positively influence work performance.



**Figure 1: Conceptual Framework**

**Source: (Smith, 2019)**

## **2.7 Conclusion of literature review**

Reflecting on reviewed literature has been insightful as studies have emerged in support of the concept, giving credence to the research questions and the recent gaps. With managerial coaching, some researches argued that coaching encourages better individual performance (Tanskanen et al., 2019). The effects have been seen, although empirical evidence on the connection between managerial coaching and individual performance is relatively rare. Many studies with different leadership models have established that good quality leadership produces good quality performance within organisations (Tanskanen et al., 2019).

This results in higher awareness and authentic leadership. According to Irshad, Ahmad and Rashid (2019), authentic leadership refers to individual capacity in an organisation where such leaders gain the commitment of their followers through trust and not compulsion. Coaching is a procedure that allows individual learning and development to improve one's learning skills and performance.

## **CHAPTER 3. RESEARCH METHODOLOGY**

This section dissects the methodology adopted and study sample in this research which includes measurement of the variables for the data collection. It details the design of the tool used as an instrument for data collection and the literature sources that informed it. The research approach is discussed first as this dictates the methodology, followed by the research design, population and sample including sampling methods, research instrument, procedure for data collection, data analysis and interpretation, limitations of the study and validity and reliability. The ethical considerations conclude the chapter.

### **3.1 Research approach**

This was a cross-sectional, quantitative, descriptive study conducted among all employees at management level in the Mpumalanga Department of Human Settlements, where managerial coaching is already being facilitated. Research approaches become plans and procedures from broad assumptions detailing how the whole process of data collection, analysis and interpretation will unfold (Creswell & Creswell, 2018). The plan involves several decisions to be considered when studying a particular topic hence its dependency on the nature of the research. Research approaches, designs and methods remain the three key terms that present a perspective about particular research (Creswell & Creswell, 2018).

This research utilizes a quantitative methodology because it deals with quantifying and analysing of variables to get results which the study seeks to achieve by investigating the influence of managerial coaching and self-awareness on work performance. The motive behind the study of performance is to answer the research questions and investigate new management interventions that will boost and drive desired business outcomes (Schindler, 2019). The choice of research methods depends on the willingness to accept the hypothesis associated to every set of technique and tools. The study relies more on positivists researchers because of their studies being limited to data collection and interpretation in an objective way and also prefer positivist' view on their approach (Neupane, 2015).

The study is quantitative, mainly because it's interested in quantity, frequency of the phenomena and considered as the basis of statistical study. The study is more dependent on quality of the measurement instrument for observation (Schindler, 2019). Therefore, for the purpose of the study all managers who have subordinates reporting under them were considered as internal coaches.

This research assumes a positivism philosophy which believes in properties of the external world to be analysed to come up with empirical evidence. The research is guided by a survey strategy which is a common deductive approach and a popular research strategy (Leavy, 2017). This study adopted a quantitative method design seeking to establish the extent of influence managerial coaching had towards work performance.

### **3.2 Research design**

The study adopted a quantitative, deductive approach with a cross-sectional, self-administered questionnaire. A deductive approach involves a comprehensive assessment of the theory, followed by the development of a classification schema or typology preceding the data collection. A cross-sectional study involves looking at the data from a population at one specific point in time. The questionnaire included multiple-item questions with the aim of establishing the influence of managerial coaching and self-awareness on work performance. The additional advantages to this approach are that it is inexpensive and fast which enables researchers to collect a great deal of information quite quickly.

The research was guided by the survey objectives when designing the output variable. This study will assist in improving work performance within the selected departments in the Mpumalanga province and more broadly, the South African public sector and subsequently make inputs and recommendations towards interventions and strategies to implement for sustained, optimal work performance. The research design was considered as a blueprint for fulfilling the research objectives (Schindler, 2019). A researcher has a mandate to select and decide on the type of study within three choices and those are qualitative, quantitative, and mixed methods (Creswell & Creswell, 2018).

The design focused more on the influence between self-awareness and the performance outcome. The researcher opted for a survey research design that provides quantitative and numeric descriptions of certain trends and opinions of the population by studying its sample. The survey decision is based on the whole study being about managerial coaching and self-awareness thus supporting social sciences which usually employ survey research for their quantitative studies. Surveys mostly rely on asking respondents standardized questions that can be analysed statistically. It also allows for researchers to estimate various parameters that cannot be made when employing non-probability sampling (Abid et al., 2020). Schindler (2019) posits that the procedure should be followed carefully so that respondents cannot modify a selection, only selected cases from the sampling frame are accommodated and substitutions made.

### **3.3 Population and sample**

The aim of this section is to present the population as well as the sample and sampling process. The population of the study refers to the group of elements from which the study draws a sample, while a sample is a sub-set of the population (Creswell & Creswell, 2018).

#### **3.3.1 Population**

The population for this study consisted of employees holding various positions from senior, middle, and junior levels including all managers facilitating and or engaged in internal coaching within their directorates or sections from the public sector for the Department of Human Settlements in the Mpumalanga Province under the City of Mbombela. The department has offices operating in districts within the Mpumalanga province and all the managers falling within the districts were involved. The targeted population was 105 employees who are managers working for the department of Human Settlements and have direct employees currently reporting under their supervision with signed performance agreements in place as employer and employee. The selection criteria was informed by the fact that the selected managers already have subordinates reporting under their leadership and further to that they conduct internal coaching during performance reviews. The study was propelled by the management challenge which saw the

performance of departments decline significantly and needed managerial intervention. A Human Resource Plan was used as a sampling frame and basic line for managers currently facilitating internal coaching during performance management assessments (Schindler, 2019).

### **3.3.2 Sample and sampling method**

Sampling is the process where a number of individuals are selected from a larger population but first, the researcher has to determine the kind of person they are interested in (Leavy, 2017). Quantitative research relies on probability sampling where each element of the population has a chance of being selected, no matter how small it is. One of the advantages of quantitative research is that it favors larger sample sizes. The sampling method is based on the concept of random selection; only probability samples provide estimates of precision, furthermore, it is only probability samples that offer the opportunity to generalize the finding to the population of interest from the sample population (Schindler, 2019).

Respondents were selected on the basis that they had interest and were convenient subjects as they were managers who were available and understood managerial coaching. The study identified and targeted sampled respondents from both female and male managers, ranging from senior, middle and junior levels. Abid et al., (2020) suggested that the greater the size of the sample the more accurate the estimate of the entire population would be.

The decision to select this approach is because it is unrestricted and considered to be the purest form of probability sampling. According to Wegner (2016), probability sampling provides the basis of quantifying and measuring uncertainty which is associated with the outcome of an event. Advantages of simple random sampling are that it is user friendly, not complicated and cannot compromise data due to complex stages to follow. The benefits of using probability sampling are that it is cost effective, less time consuming for researchers, can be facilitated by a non-technical person and its representative of the whole population.

A sample of 83 out of 105 ( $n=83$ ) managers of the targeted population were drawn as respondents of the study and the criteria was choosing managers facilitating coaching from different directorates and sections within the department of Human

Settlements in the Mpumalanga Province. The selection of the sample in quantitative and qualitative research was guided by two opposing philosophies (Kumar, 2014). The first support is that the sample should be selected in such a way that it is unbiased and should represent the population from which it is selected. The quantitative research purpose is to draw inferences in terms of your focus of enquiry (Kumar, 2014).

The core aim of sampling from the targeted population is to find answers to the research questions. The sampling attempt was to estimate what was likely to be the state of the total population in the public sector, so the possibility of error was also expected. The study complied with key principles of sampling by employing the following three factors; the level of confidence desired  $Z=1.94$  (95%), the variability in the population  $SD = 20$  due to the population dispersion not widely spread and thirdly, the maximum allowable error = 5% (Wegner, 2016).

**Table 1: Profile of Respondents**

| <b>Description of respondent type</b> | <b>Number sampled</b> |
|---------------------------------------|-----------------------|
| <b>Manager</b>                        |                       |
| Chief Directors                       | 2                     |
| Directors                             | 10                    |
| Deputy Directors                      | 45                    |
| Assistant Directors                   | 26                    |
| <b>TOTAL number of respondents</b>    | <b>83 (n)</b>         |

### **3.4 The research instrument**

A questionnaire-based approach was used and designed to assess the knowledge level of respondents who are already managers facilitating coaching to the employees reporting directly to them. In addition, it measures the extent of influence and relationship existing between self-awareness; the employee's performance decision is informed by the purpose imbedded in this research to

determine the respondents unique and personal experience on self-awareness which requires analyses and interpretation before it can be well understood.

The questions on the survey were designed to prompt participants to respond towards the research questions, share their knowledge of self-awareness and on the notion of managerial coaching and self-awareness as enhancers of coachee work performance.

### **3.4.1 Measurement used in the study**

Table 2 below provides a summary of the research instrument indicating the constructs, literature sources, the dimensions as well as comments on the instruments.

**Table 2: Measurement used in the study**

| <b>Constructs</b>                                      | <b>Literature Sources</b>                                       | <b>Dimensions</b>         | <b>Comments on instruments</b>                                                                 |
|--------------------------------------------------------|-----------------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------|
| Managerial Coaching measured on a 7-point Likert scale | (Bozer & Joo, 2015)<br><br>(Tanskanen, Mäkelä, & Viitala, 2019) | Non-financial performance | Exploratory factor will be used to test validity.<br><br>Cronbach across all three dimensions. |
| Self-awareness measured on a 7-point Likert scale      | (Bozer & Sarros, 2012)                                          | Non-financial performance | Exploratory factor will be used to test validity.<br><br>Cronbach across all three dimensions. |

### **3.5 Procedure for data collection**

The process of data collection did not start immediately after all steps of approval were completed due to factors related to Covid-19. Data was collected from respondents from within the public sector in the Mpumalanga Province. The public sector in Mpumalanga province is a very broad environment which resulted in the study drawing a sample only from the Department of Human Settlements. Furthermore, it is important to note that all district offices were covered during data collection to avoid biasness.

This was a cross-sectional, quantitative study conducted on managers. Data was collected through online platforms using Qualtrics and via emails, however, not all respondents were reached until the researcher chose to hand them out physically to respondents. The emails were sent only to identified Chief Directors, Directors, Deputy Directors as well as Assistant Directors from the known managers as respondents to the study to answer the two research questions.

Human Resource Managers were approached first for support, motivation, and co-operation as the custodians of Human Resource Development. From a statistical perspective the study applied correlation as well as Exploratory Factor Analysis to test validity. Questionnaires were therefore circulated to all respondents with the understanding that the procedure would be followed later to make sure no unethical practice interfered with the process.

Questionnaires included consent forms which were sent to all 83 Managers as respondents. Most of the survey questions were close ended to avoid accumulating large amounts of varying data. Questionnaires were made simple and clear to avoid confusion from participants. Before the data was analysed it was cleaned and exported using Qualtrics software and then opened with the IBM SPSS Statistical package for Social Sciences to make further valid statistical conclusions.

### **3.6 Data analysis and interpretation**

Quantitative analysis involves descriptive statistics. Frequencies and mean are examples of descriptive statistics used to understand the structure and nature of the data (Bozer & Sarros, 2012). The approach serves the purpose of clarifying the most appropriate statistical methods that are used to describe and summarise data to identify patterns on distribution.

Since the data was collected using a questionnaire it was cleaned before it could be analysed. The data was then exported using Qualtrics software and opened with the IBM SPSS Statistical package for Social Sciences to make further valid statistical conclusions. The data collected through a questionnaire instrument was cleaned, statistically analysed, and interpreted for consistency and reliability purposes. All these stages were conducted after suitable codes had been provided and all questionnaires thoroughly considered (Pallant, 2020).

#### **3.6.1 Correlation analysis**

Correlation is the process of establishing a relationship or connection between two or more things (Galawe, 2017). Correlation analyses exist between two variables when one of them is related or even influenced by the other (Willemse, 2009).

A Linear correlation coefficient according to Willemse is a numerical measure to describe the degree of strength and direction by which one variable is related to another. An equation known as Pearson's correlation coefficient is used to measure such strength, moreover, this correlation coefficient is always represented by a small letter.

#### **3.6.2 Regression analysis**

It is a measure of the relation between the mean corresponding values of other variables. A Regression analysis is mainly used to make predictions through a regression equation which allows the use of an independent variable to make predictions for the dependent variable (Willemse, 2009).

Both the correlation and regression analysis are statistical tools used to study the relationship between two variables, one of which is dependent and the other independent. The tool is used to determine whether there is a relationship between the two variables, how good that relationship is and how the relationship can be used to make predictions (Willemse, 2009).

### **3.7 Validity and reliability**

#### **3.7.1 Validity**

There are numerous approaches to summarize statistical data and present results graphically for easier interpretation by end users. A graphical representation promotes more rapid assimilation of the information conveyed.

Exploratory Factor Analysis was used to test validity, however, exploratory factor analysis and Cronbach Alpha work together to support those variables the general agreement in factor analysis is that the higher the commonalities, the lower the required sample size (Galawe, 2017) further postulates that there are no clear theories with information on how to determine the optimal sample size for both factor and multiple regression analysis.

The study opted to use Cronbach's alpha test because Cronbach's alpha is a measurement used to assess reliability, including internal consistency of asset of scale (Adeyemi et al., 2017) According to Adeyemi, the validity and reliability of instruments is key, before even moving to the actual data analysis. Validity is seen as the core of any assessment that is trustworthy (Mohamad et al., 2015). For quality assurance in terms of reliability confidence of predictions made on a model of experimental data, it is required that the model be capable of presenting the function of the underlying data (Cox, 2017).

Exploratory factor analysis is normally used to reduce data to a smaller set of summary variables by exploring the underlying theoretical structure of the phenomena. It also assumes that any indicator or variables may be associated with any factor. Information from respondents can be distorted by rewording and through the analysis stage (Schindler, 2019). Validity is one of the three major

characteristics for evaluating a measurement tool and is viewed as the ability of the instrument opted for to measure what it is designed to measure (Kumar, 2014).

### **3.7.2 Construct validity**

Both Cronbach and Meehl in 1995 elaborated on various methods to determine construct validity and thus a construct to be scientifically accepted had to be located in to a certain network made up of laws that are deterministic or statistical (Cronbach & Meehl, 1955).

The main objective of exploring construct validity is to determine whether inferences made about results of the assessment make sense and give meaning to serve the purpose of the whole assessment. In fact, construct validity is more concerned about the efficacy of a test to assess knowledge on a relevant topic. These inferences about the assessment should be meaningful and give sense to the results, be trustworthy and serve the purpose of the assessment for the validity to achieve its expected goal (Cronbach & Meehl, 1955).

### **3.7.3 Reliability**

A test is believed to be reliable only if it can be used by several different researchers under stable conditions and still provide good and reliable results. Reliability should reflect consistency and it is considered to a certain degree, that the test is seen as true and free from measurement errors since measurement errors occur (Messick, 1989). According to Sai and Kumar (2014), when an instrument has the ability of producing consistent measurement, especially when collecting the same information more than once, then the results are reliable.

The questionnaire was structured in a way that asked questions for participants to agree or disagree to when responding, giving them the opportunity to reflect on how they understood self-awareness as a competency. Reliable instruments work well under different conditions and this condition becomes a foundation for frequently used perspectives (Schindler, 2019).

The study opted to use Cronbach's alpha test because Cronbach's alpha is a measure used to assess reliability including internal consistency of assets of scale (Adeyemi et al., 2017). He further argued that the validity and reliability of instruments is very key before proceeding to the actual data analysis. The study implemented internal consistency to assist with the measurement of reliability, which also drives it to the extent to which the measure yields the same number of scores each time. Reliability is the most important factor in an assessment and is presented as an aspect that contributes towards validity and not opposed to it.

#### **3.7.4 External validity**

The population researched comprised of middle-aged, educated managers within the public sector departments in the Mpumalanga province. These middle-aged managers represent the managers population who are coaches in South Africa, however, this finding cannot be generalised to the rest of the middle-aged managers' population (Neuendorf, 2002).

#### **3.7.5 Internal validity**

Internal validity was ensured by using the same questions on all the questionnaires distributed to respondents. Additionally, the whole procedure ensured consistency even on data collection and the analysis process (Braithwaite, Allen, & Moore, 2017).

### **3.8 Limitations of the study**

The study was conducted in one of the public service departments in Mpumalanga in the city of Mbombela and was not compared with other public service departments to give a broader view of the perceptions of this study, so the results were not generalised. There are few limitations to this study, firstly, the data on both the independent and dependent variables was collected only from a managers' perspective and not subordinates, which may raise concerns in terms of biasness. During data interpretation, generalisation of the findings was limited since the data was obtained from a sample of selected managers with only 105 valid surveys handed to senior, middle and junior managers.

The sample frame produced a sample that had mostly managers, with some who no longer had subordinates reporting to them and had to rely on their previous experience to complete the survey. The study consisted of managers from all district offices reporting under the Department of Human Settlements in the Mpumalanga province which can be challenged when generalising other public service departments.

### **3.9 Ethical considerations**

Before commencement of the study, permission was requested from the Wits Business School ethics committee. The researcher ensured that they abide to all rules prescribed and required by the ethics committee and provided truthful data with no replication and no names required on either of the questionnaires. The Author was prudent of the ethical considerations. The researcher has a mandate to respect rights and value the needs and desires of respondents (Creswell & Creswell, 2018). The study maintained the protection of respondents by employing safeguards with the objectives of the study articulated in writing for respondents to read, comprehend and consent to.

### **3.10 Chapter conclusion**

This chapter focused on research methodologies covering all dimensions of research. The study was quantitatively focused on numbers while stats analysis was employed. SPSS Version 27 was used to capture and analyse the data as well as testing of hypotheses. Managers from Assistant Director to Director level and those currently implementing coaching intervention to their subordinates took part in the study. The study initially opted to use an online survey but due to technological challenges from manager's side, the researcher implemented an alternative which was to distribute manual surveys for completion. Data was screened and cleaned ensuring that the quality and integrity of data was not compromised. Reliability measures of scale were tested and proven to be reliable and valid.

## **CHAPTER 4. PRESENTATION OF RESULTS**

### **4.1 Introduction**

The purpose of this chapter is to present and provide an overview of the results from the study analysis conducted on the data collected during the research process as outlined in chapter 3 of this report. The discussion in this chapter is based on the analysed data obtained from the three districts of Mpumalanga Province. The chapter also presents the sample characteristics as well as the results for the survey questions that answer hypothesis 1 and 2. To conclude, the author presents a summary comparing literature against the findings of this research.

SPSS Version 27 was used to capture and analyse the data as well as testing of the hypotheses. The system ensured the link between data collected, data analysis and the literature reviewed. The results are presented as per the research questions highlighted in chapter 3 and based on responses from the questionnaires.

### **4.2 Data screening**

The data was collected using questionnaires distributed and captured on SPSS for analysis. Out of a total of 105 managers already facilitating coaching to their current subordinates, 83 were targeted by the study but only 46 participated and there were only 2 missing values so that data was analysed and yielded a response.

A test of whether this appeared at random in the data resulted to a little's MCAR test: Chi-Square is =24.129, DF=30, P-value=.766. Since the P-value was greater than 0.05, it implied that the missing values were appearing at random in the data. Consequently, SPSS imputation was used to replace the missing values.

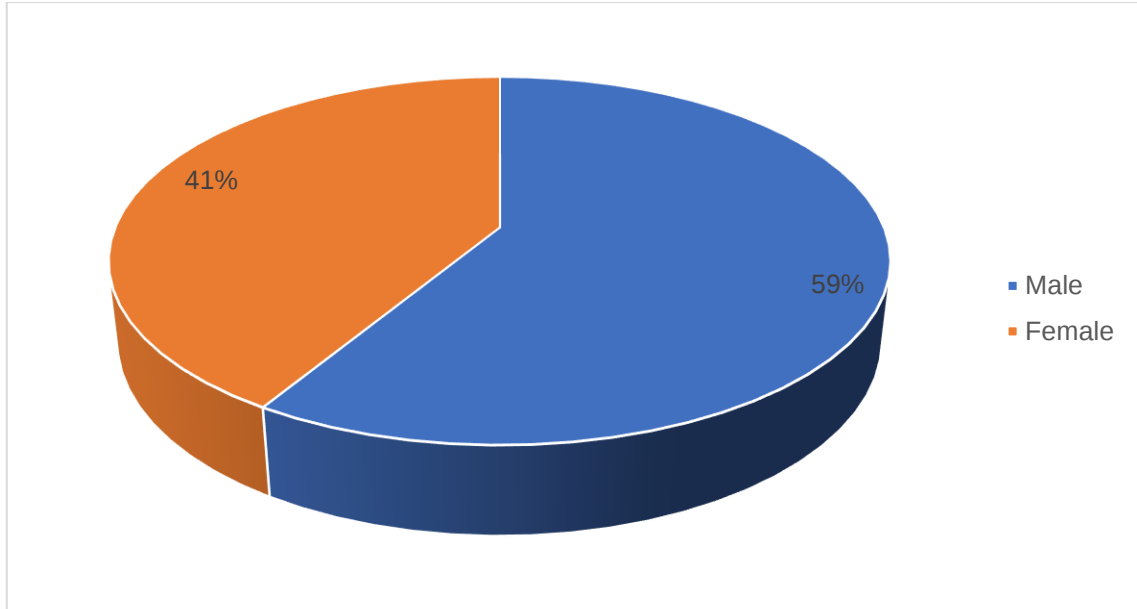
### 4.3 Sample characteristics

The sample was made up of managers within the Department of Human Settlements in Mpumalanga Province who already facilitated managerial coaching to their subordinates. Participants were primarily from senior management to the level of assistant managers, but some were entry-level and executive-level managers as well. The sample age, population group as well as highest acquired qualification is also presented in this section.

The age distribution of the respondents is illustrated in figure 3. It can be noted that the sample was mainly made up of managers between the ages of 36 and 55 years with more than half of the participants being males.

#### 4.3.1 Gender

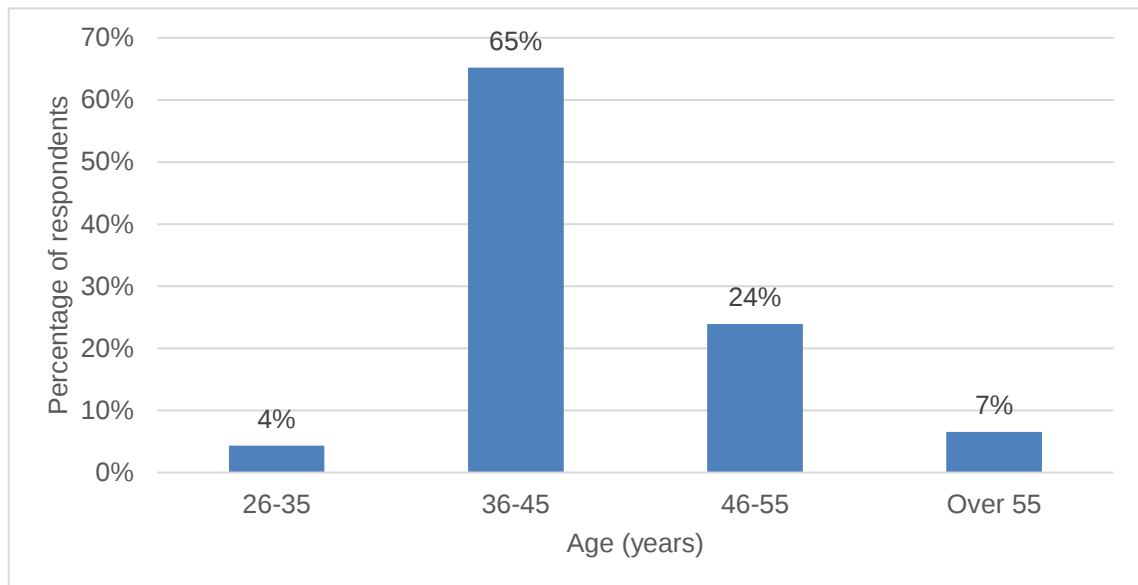
Figure 2 is an illustration of the gender where the sample characteristics data reveals that more than half of the participants were males, 59% (58.7%) and the other, 41% (41.3%) were females.



**Figure 2: Respondent gender**

### 4.3.2 Age group

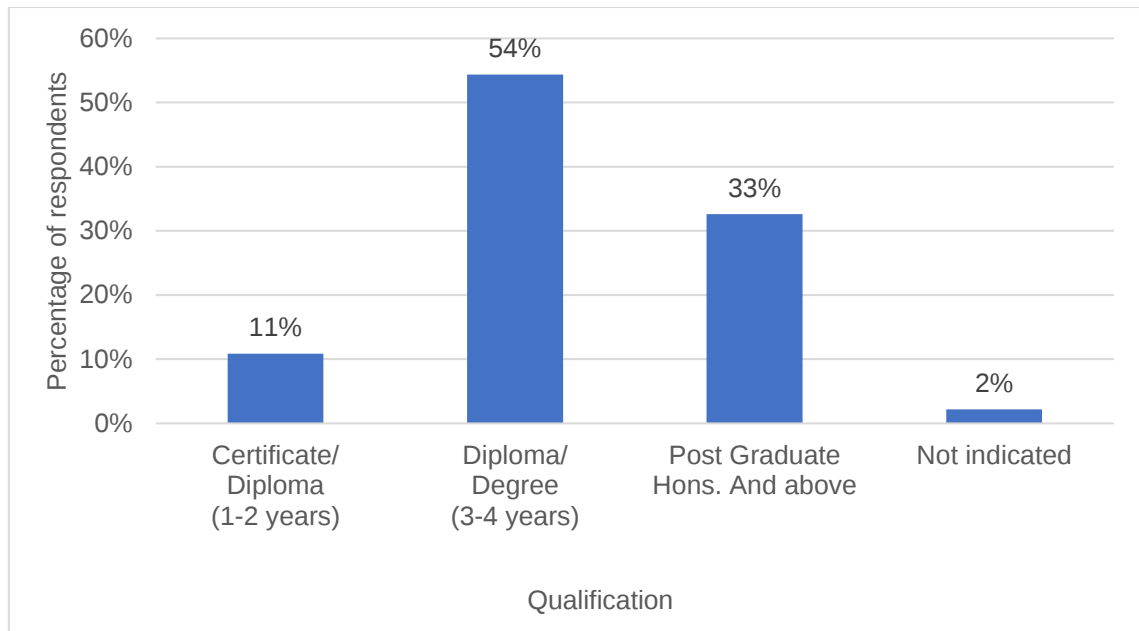
It is clear from figure 3 below that most of the respondents were managers aged between 36-45 at 65%, while 24% were between 46-55 and 7% were over 55 and only 4% were youth between the ages of 26-35.



**Figure 3: Respondent age**

### 4.3.3 Qualification

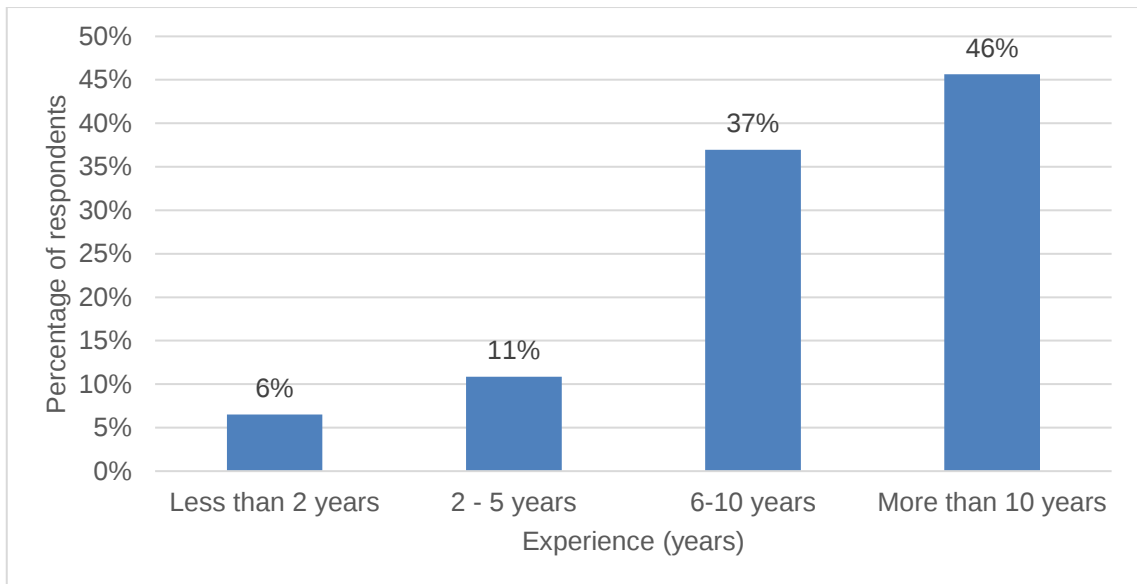
Figure 4 demonstrates that the respondents with a bachelor's degree as the highest qualification were the majority (54%). Those with honours and above were (33%) while certificates and Diplomas were (11%) and (2%) who did not indicate.



**Figure 4: Respondent qualification**

#### **4.3.4 Managerial experience**

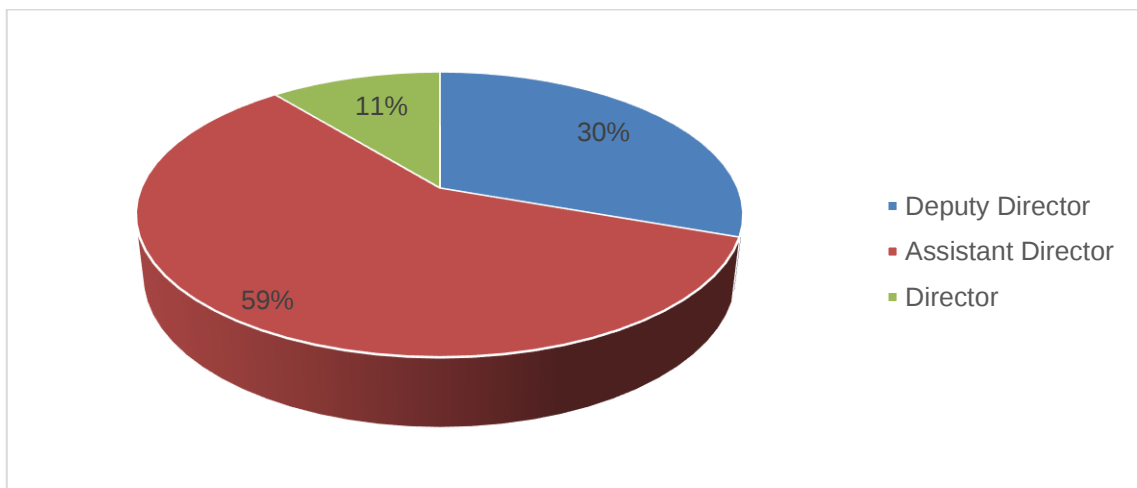
The researcher assessed the experience of each manager to establish the years spent in the sector and discovered that most managers (46%) have more than 10 years, (37%) between 6 to 10 years while (11%) between 2 to 5 years and (6%) less than 2 years. Figure 5 shows the results.



**Figure 5: Respondent managerial experience**

#### 4.3.5 Position

Most respondents are in Assistant Director level (59%), followed by Deputy Directors (30%) and the minority in Director level (11%).



**Figure 6: Respondent position**

#### 4.4 Validity of constructs

Exploratory factor analysis (EFA) was conducted to assess the validity of the constructs. Properties of the research instrument for all variables both, independent and dependant were assessed for validity and reliability and thus

exploratory factor analysis was employed to determine the influence of managerial coaching (Independent variable) on work performance (Dependant variable) as well as the influence of a managers' self-awareness towards performance. All questions were fully analysed and both variables, independent and dependent, were assessed through employing KMO and Bartlett's Test.

Mundfrom, Shaw and Ke (2005) declare that the general agreement in factor analysis is that the higher the commonalities, the lower the required sample size and further posit that there are no clear theories with information on how to determine the optimal sample size for both factor and multiple regression analysis.

KMO and Bartlett's Test were employed to test the suitability of data for factor analysis by testing the influence of managerial coaching on work performance as well as self-awareness as a competency skill accordingly (Field, 2013). The main objective of the study was to examine the influence of managerial coaching and manager's self-awareness on work performance with two independent variables managerial coaching and self-awareness.

The KMO value results were 0.605 showing high aptness of the sample for factor analysis, and Bartlett's test of sphericity was 0.00 which was regarded as significant (Field, 2013). The results are detailed on table 3 below.

**Table 3: KMO and Bartlett's Test**

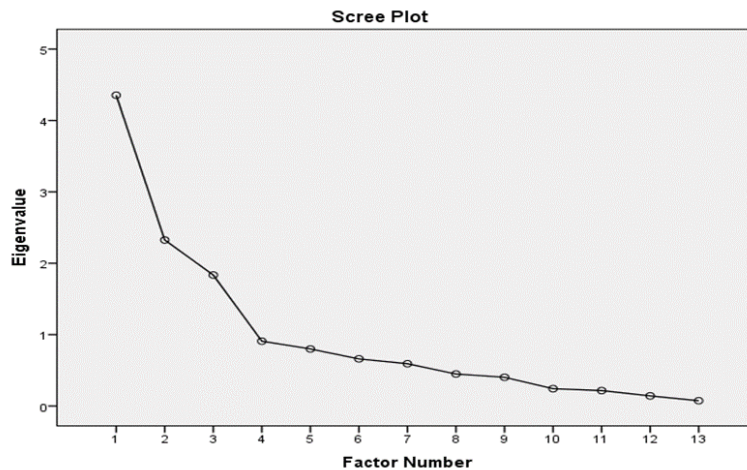
|                                                 |                    |         |
|-------------------------------------------------|--------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy |                    | .605    |
| Bartlett's Test of Sphericity                   | Approx. Chi-Square | 300.757 |
|                                                 | df                 | 78      |
|                                                 | Sig.               | .000    |

**Table 4: Total Variance Explained**

| Factor                                                                                               | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              | Rotation Sums of Squared Loadings <sup>a</sup> |
|------------------------------------------------------------------------------------------------------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|------------------------------------------------|
|                                                                                                      | Total               | % Of Variance | Cumulative % | Total                               | % Of Variance | Cumulative % | Total                                          |
| 1                                                                                                    | 4.354               | 33.490        | 33.490       | 3.950                               | 30.387        | 30.387       | 3.143                                          |
| 2                                                                                                    | 2.326               | 17.889        | 51.379       | 1.904                               | 14.647        | 45.033       | 2.726                                          |
| 3                                                                                                    | 1.835               | 14.113        | 65.492       | 1.473                               | 11.328        | 56.362       | 2.716                                          |
| 4                                                                                                    | .908                | 6.988         | 72.480       |                                     |               |              |                                                |
| 5                                                                                                    | .799                | 6.149         | 78.629       |                                     |               |              |                                                |
| 6                                                                                                    | .660                | 5.077         | 83.707       |                                     |               |              |                                                |
| 7                                                                                                    | .592                | 4.555         | 88.262       |                                     |               |              |                                                |
| 8                                                                                                    | .448                | 3.448         | 91.709       |                                     |               |              |                                                |
| 9                                                                                                    | .403                | 3.098         | 94.807       |                                     |               |              |                                                |
| 10                                                                                                   | .242                | 1.865         | 96.672       |                                     |               |              |                                                |
| 11                                                                                                   | .216                | 1.664         | 98.337       |                                     |               |              |                                                |
| 12                                                                                                   | .142                | 1.093         | 99.430       |                                     |               |              |                                                |
| 13                                                                                                   | .074                | .570          | 100.000      |                                     |               |              |                                                |
| Extraction Method: Principal Axis Factoring.                                                         |                     |               |              |                                     |               |              |                                                |
| a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance. |                     |               |              |                                     |               |              |                                                |

Table 4 above on eigenvalues illustrates the number that demonstrates the amount of variance within the data where the data is spreading out (Ledesma & Valero-Mora, 2007). Only 13 factors remained after component analysis was conducted; only 3 had eigenvalues above 1 with the final rotated sum square loadings from the total number of 16 and those had eigenvalues above.

To determine the eigenvalues data variance, the numbers from the scree plot were compared to the variable in table 4. The same items are also seen in the first three components of the steep slope of the scree plot in figure 7 below.



**Figure 7: Scree Plot Eigenvalue**

The pattern matrix is showing factor loadings for each of the three factors presented in table 4 and the purpose of rotated factor matrix was to show how the three factors were extracted as shown in table 5. The results show the three factors that remained were work performance with 5 out of 8 hypothesised items, self-awareness with 5 hypothesised items and managerial coaching with 3 out of 4 originally hypothesised items. Performance in the public sector was measured by performing principal factor analysis. All factors with negative factor loadings were removed and those factors are the ones that are less than 3 and were selected to exemplify a factor as an outcome showing its superior influence and position.

The retained items all loaded highly on the hypothesised constructs and all factor loadings were above the required value of at least 0.4. These results confirmed that there was both convergent validity and divergent validity in the construct.

**Table 5: Final Factor Composition**

|                     | Pattern Matrix <sup>a</sup>                                                                        |        |      |      |
|---------------------|----------------------------------------------------------------------------------------------------|--------|------|------|
| Construct           | Items                                                                                              | Factor |      |      |
|                     |                                                                                                    | 1      | 2    | 3    |
| Work Performance    | D94 Quarterly assessments show improvement                                                         | .847   |      |      |
|                     | D93 Performance improved in the past years                                                         | .831   |      |      |
|                     | D92 Department performance improved since coaching facilitated by managers                         | .766   |      |      |
|                     | D91 Performance has improved after coaching introduced                                             | .707   |      |      |
|                     | B64 Since managerial coaching intervention Department is able to reach planned target              | .478   |      |      |
| Self - Awareness    | C81 Manager handles stress and pressure situations with composure                                  |        | .818 |      |
|                     | C83 Create opportunities and provoke effective thinking                                            |        | .673 |      |
|                     | C84 Manager who is self-aware encourage and develop others                                         |        | .617 |      |
|                     | C82 Manager who is self-aware adopts a coaching mindset                                            |        | .575 |      |
|                     | B61 Number of employees receiving incentives increased                                             |        | .547 |      |
| Managerial Coaching | B73 Employee shows improvement after managerial coaching                                           |        |      | .955 |
|                     | B71 Employees adapt easily during managerial coaching                                              |        |      | .700 |
|                     | B72 Managerial coaching influences the actions of those under them                                 |        |      | .623 |
|                     | Extraction Method: Principal Axis Factoring.<br>Rotation Method: Promax with Kaiser Normalization. |        |      |      |
|                     | a. Rotation converged in 5 iterations.                                                             |        |      |      |

#### 4.5 Reliability of research instrument

The study opted to use Cronbach's alpha test because Cronbach's alpha is a measure used to assess reliability including internal consistency of asset of scale both were used to test validity reason being these two works together to support the variables.

Factors were loaded and independently tested after confirmation of validity. The reliability scale is presented per variable to ensure consistent reliability. The table below provides an illustration of how questions were structured to find answers to the research question.

#### **4.5.1 Reliability of scale**

Table 6 shows that managerial coaching has 3 items with acceptable reliability of (.791) Cronbach alpha. Work performance has 5 items with good reliability of (.855) Cronbach alpha as well as self-awareness also with 5 items with acceptable reliability of (.782) Cronbach alpha.

**Table 6: Reliability Scale**

| Construct           | No. of Items | Cronbach Alpha | Reliability level |
|---------------------|--------------|----------------|-------------------|
| Work Performance    | 5            | 0.855          | Good              |
| Self -Awareness     | 5            | .782           | Acceptable        |
| Managerial Coaching | 3            | .791           | Acceptable        |

### **4.6 Hypothesis testing**

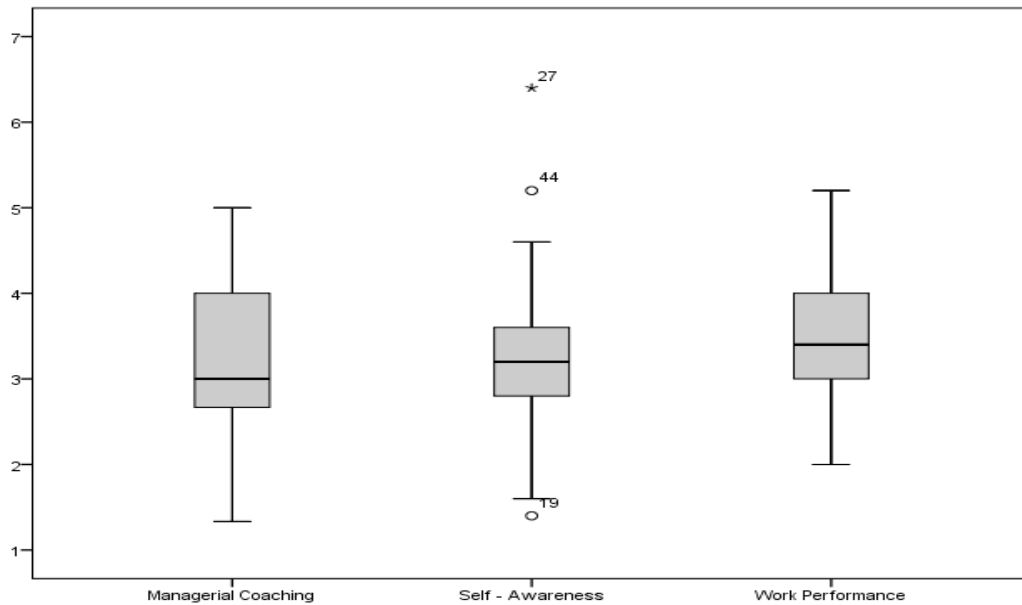
As shown in table 6 hypothesis testing conducted according to the 3 constructs and analysis revealed that both managerial coaching and self-awareness have a positive influence on work performance, but the influence was not significant.

#### **4.6.1 Regression assumptions**

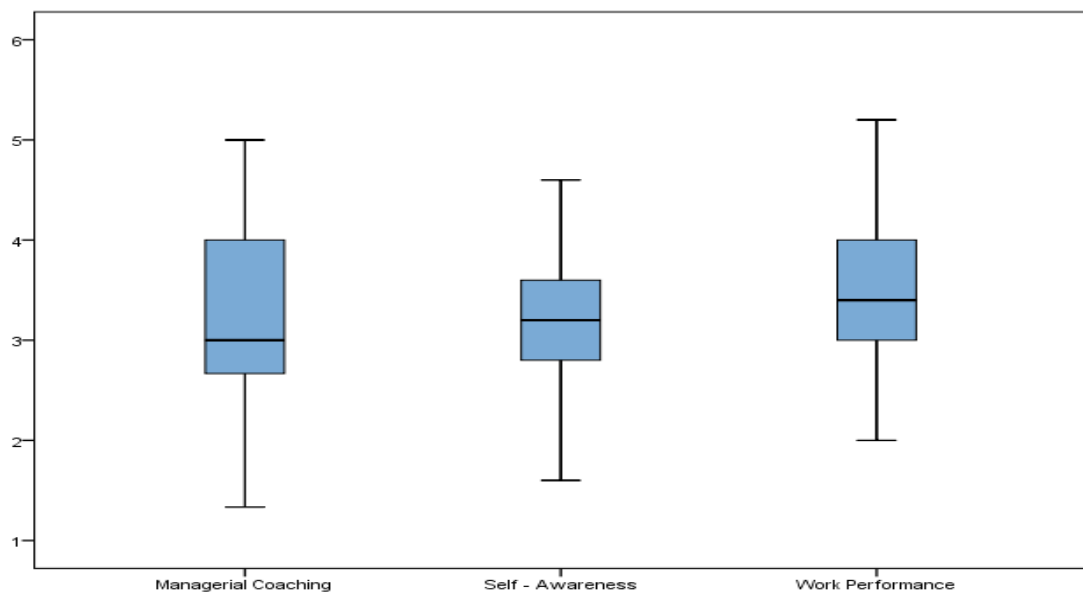
The normality of variables was assessed using a histogram with the normal curve and all 3 variables revealing normal distribution with more clarification found during test linearity.

#### **4.6.2. Test for outliers**

Figures 8 and 9 depict a few outliers that the researcher dealt with while the raw data provided a good picture on the pattern respondents 19, 27 and 44. There is evidence that observation 19, 27 and 44 are outliers as depicted in the boxplot below.



**Figure 8: Boxplots before replacing outliers**



**Figure 9: Boxplots after replacing outliers**

#### 4.6.2.1 Test for linearity

Regression is a measure of the relation between the mean corresponding values of other variables. The study employed a regression analysis for one main reason which was to use it for making predictions through the regression equation which allows the use of an independent variable to make predictions for the dependent variable (Willemse, 2009).

The correlation analysis presented in table 7 indicates that the correlation between work performance and Managerial Coaching is ( $r = 0.282$ ,  $p\text{-value} > 0.05$ ) and Self – Awareness is ( $r = 0.241$ ,  $p\text{-value} > 0.05$ ) which are now zero therefore, the assumption of linearity was met.

**Table 7: Descriptive Statistics**

| Constructs             | Descriptive statistics |                | Pearson's Correlation |      |    |
|------------------------|------------------------|----------------|-----------------------|------|----|
|                        | Mean                   | Std. Deviation | 1.                    | 2.   | 3. |
| 1. Managerial Coaching | 3.16                   | .87            | 1                     |      |    |
| 2. Self - Awareness    | 3.24                   | .71            | .261                  | 1    |    |
| 3. Work Performance    | 3.53                   | .83            | .282                  | .241 | 1  |

#### 4.6.2.2 Test for Normality

The variables were assessed to establish whether they were normally distributed or not. The normality of variables was assessed using a histogram with the normal curve shown below on figure 10.

The below histogram for all variables indicates that all 3 variables were normally distributed, and this shows that Pearson's correlation analysis that assumes normality of variables was correctly applied.

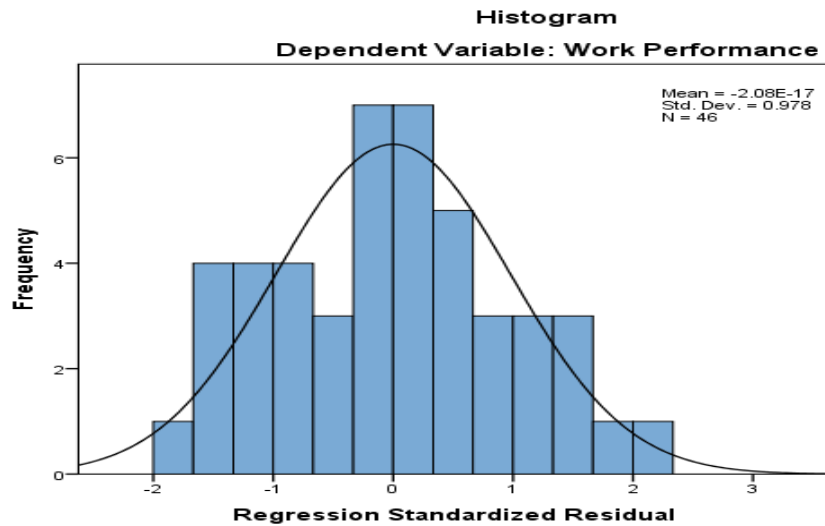


Figure 10: Histogram of regression standardised residual

#### 4.6.2.3 Test for homoscedasticity

Figure 11 is an illustration of random variables having the same finite variance.

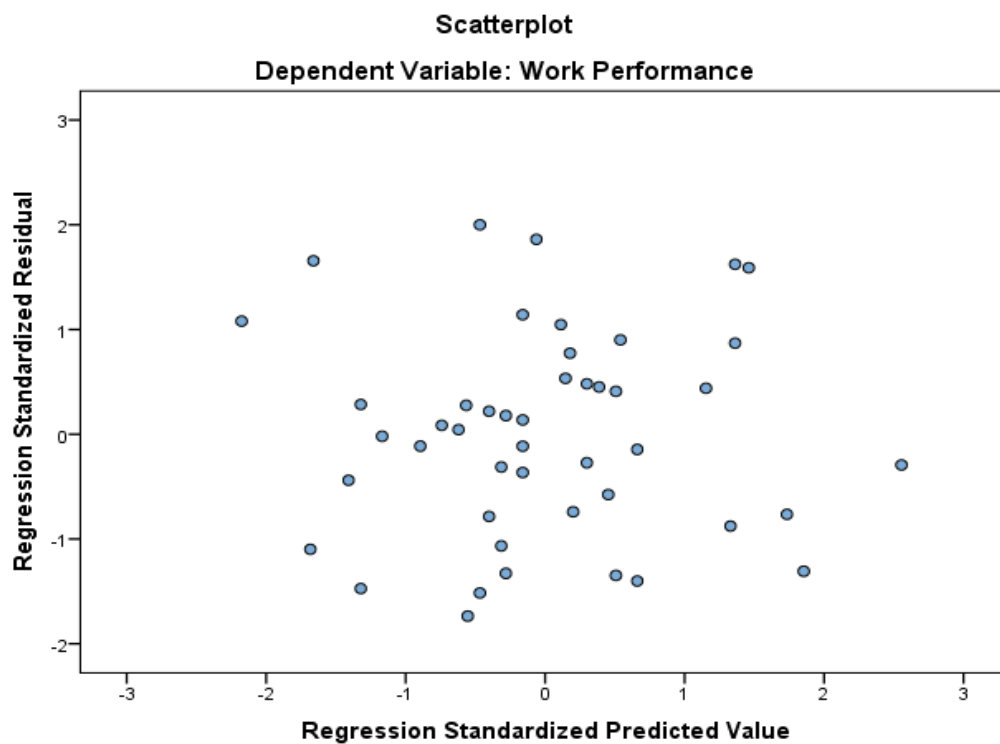


Figure 11: Scatterplot of regression standardised residual

#### 4.6.2.4 Test for independence

The Durbin-Watson value of 1.816 is close to 2, indicating that the dependence assumption was met as it appears on table 8.

#### 4.6.3 Regression Results

**Table 8: Model Summary**

| Model                                                            | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|------------------------------------------------------------------|-------------------|----------|-------------------|----------------------------|---------------|
| 1                                                                | .331 <sup>a</sup> | .110     | .068              | .79652                     | 1.816         |
| a. Predictors: (Constant), Self - Awareness, Managerial Coaching |                   |          |                   |                            |               |
| b. Dependent Variable: Work Performance                          |                   |          |                   |                            |               |

The F-change significance was conducted and measured which as indicated below on table 9 was statistically significant at .082, proving its validity. Therefore, managerial coaching and self-awareness were statistically significant at .082, with F=2.650 in influencing work performance in the public service Department in Mpumalanga Province.

**Table 9: ANOVA**

| Model                                                            |            | Sum of Squares | df | Mean Square | F     | Sig.              |
|------------------------------------------------------------------|------------|----------------|----|-------------|-------|-------------------|
| 1                                                                | Regression | 3.363          | 2  | 1.681       | 2.650 | .082 <sup>b</sup> |
|                                                                  | Residual   | 27.281         | 43 | .634        |       |                   |
|                                                                  | Total      | 30.644         | 45 |             |       |                   |
| a. Dependent Variable: Work Performance                          |            |                |    |             |       |                   |
| b. Predictors: (Constant), Self - Awareness, Managerial Coaching |            |                |    |             |       |                   |

**Table 10: Regression Coefficients**

| Model                                   |                     | Unstandardised Coefficients |            | Standardised Coefficients | t     | Sig. | Collinearity Statistics |       |
|-----------------------------------------|---------------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
|                                         |                     | B                           | Std. Error | Beta                      |       |      | Tolerance               | VIF   |
| 1                                       | (Constant)          | 2.146                       | .634       |                           | 3.388 | .002 |                         |       |
|                                         | Managerial Coaching | .225                        | .142       | .236                      | 1.581 | .121 | .932                    | 1.073 |
|                                         | Self - Awareness    | .210                        | .174       | .179                      | 1.203 | .235 | .932                    | 1.073 |
| a. Dependent Variable: Work Performance |                     |                             |            |                           |       |      |                         |       |

## 4.7 Results pertaining to hypotheses

Regression coefficients were used to answer the hypothesis. The results are explained in narrative on the below statements.

### 4.7.1 Results pertaining to hypothesis 1 (H1)

**Managerial coaching has a positive influence on work performance.**

The results presented in table 10 show that managerial coaching ( $\beta = 0.236$ , t-value = 1.581, p-value = 0.121) has a positive influence on work performance but the influence is not significant. The influence was positive because the coefficient for managerial coaching ( $\beta = 0.236$ ) was greater than zero but not significant since the p-value was greater than 0.05.

### 4.7.2 Results pertaining to hypothesis 2 (H2)

**Self-awareness has a positive influence on work performance.**

The results presented in table 10 show that self-awareness ( $\beta = 0.179$ , t-value = 1.203, p-value = 0.235) has a positive influence on work performance but the influence is not significant. The influence was positive because the coefficient for self-awareness ( $\beta = 0.179$ ) was greater than zero but not significant since the p-value was greater than 0.05.

## 4.8 Summary of the results

A summary of the findings depicts that the reliability of both constructs is high and acceptable. Furthermore, the presentation of the results shows descriptive statistics as well as factor analysis. The analysis was tested through regression testing and overall, the present study posits that managerial coaching and self-awareness have a positive but not significant influence on work performance.

There were 46 responses from the research instrument after data screening and cleaning. The study employed descriptive analysis for demographic characteristics namely the age, gender, managerial experience, qualification, and position in management.

The proportion and distribution were skewed in terms of gender with the majority being males at 58.7% and the other 41.3% females. Most of the respondents 65.2% were managers who fell within the age range of 36-45 and most of them, 54% held a 3–4-year Diploma/Degree as their highest qualification in management.

Validity and reliability of the scales and constructs were found to be valid and reliable. The exploratory factor analysis results of the items were structured, and the scale proved to be good. Multiple regression was conducted to test both hypotheses. The findings revealed that managerial Coaching has a positive influence on work performance, but the influence is not significant ( $\beta = 0.236$ ,  $t$ -value = 1.581,  $p$ -value = 0.121). The influence was positive because the coefficient for managerial coaching ( $\beta = 0.236$ ) was greater than zero but not significant since the  $p$ -value was greater than 0.05.

Results on self-awareness were similar and indicate that it has a positive influence on work performance, but the influence is not significant ( $\beta = 0.179$ ,  $t$ -value = 1.203,  $p$ -value = 0.235). The influence was positive because the coefficient for self-awareness ( $\beta = 0.179$ ) was greater than zero but was not significant since the  $p$ -value was greater than 0.05. Therefore, results for both hypotheses 1 and 2 were supported. Table 11 below shows a summary of the above statistics.

The outcome of the study shows a non-significant result but with positive influence of managerial coaching towards work performance. The outcome of the result shows a correlation of +1 which means there is a perfect relationship between the two variables according to Pearson's correlation Coefficient. Based on this value we can confirm that managerial coaching does influence work performance with a significance level of more than 5%. Accordingly, hypothesis 1 was supported indicating that managerial coaching has a positive influence on work performance.

**Table 11: Summary of results for Hypothesis 1 and 2**

| No. | Hypothesis                                                       | Results                           | Analysis        |
|-----|------------------------------------------------------------------|-----------------------------------|-----------------|
| H1  | Managerial coaching positively influences work performance.      | $\beta = 0.236$ , p-value = 0.121 | Not Significant |
| H2  | Managers' self-awareness positively influences work performance. | $\beta = 0.179$ , p-value = 0.235 | Not Significant |

## **CHAPTER 5. DISCUSSION OF THE RESULTS**

### **5.1 Introduction**

The objective of this chapter is to discuss the results that were presented in chapter 4. The discussion is alluded and elaborated against theoretical statements discussed in chapter 2. Further discussion on the demographics is followed by scrutiny of the hypotheses which were proposed as well as concluding remarks on the findings.

### **5.2 Demographic profile of respondents**

The results indicate that the respondents were mainly Assistant Directors followed by Deputy Directors with the minority being Directors. These respondents prefer coaching their subordinates; a sentiment supported by Al Fauzani<sup>1</sup>, Mujanah and Andjarwati (2022) who view self-awareness as a process of recognising motivations, preference and personality and realising the influence of those factors. Vis-a-vis gender, over half of the respondents were male. The findings revealed that most managers currently facilitating managerial coaching have tertiary qualifications such as bachelor's degrees and diplomas. The implementation of cognitive factors through managerial coaching are encouraged by influencing creativity to boost work performance (Ramadhinta, Sukmawati, & Cahyadi, 2022).

### **5.3 Discussion pertaining to Hypothesis 1**

#### **Managerial coaching positively influences work performance.**

This section includes discussion of and comparison with literature. The current study supports the argument that organisations and managers that apply a strategy of utilising managers as coaches are considered to be successful and effective (Hassan & Ali, 2020). This is not surprising as previous studies have corroborated that leaders and managers have significant influence on their employees performance outcome as mentioned by Asrar-ul-Haq and Kuchinke

(2016) and improved performance leads to and / or results in increased productivity within organisations.

The study results revealed that a similar notion of experiential learning was regarded as the best method to encourage employees to perform better for the benefit of the employer (Lyons & Bandura, 2022). The literature demonstrated that coaching has an influence on both performance and diversity thus this study focused on work performance (Matsuo, 2018), and although the findings indicated that the influence of managerial coaching on performance was not significant, it was positive. The authors view coaching as the main developmental approach and intervention tool for facilitation and the findings of this research endorse the argument that coaching is considered a developmental approach towards enhancing work performance.

The motive behind focusing on managerial coaching is because it has been recognised as a mandatory skill for managers. A learning relationship between the manager and subordinate as a coach and coachee occurs implicitly and explicitly (Brockbank, 2006). Hay describes this type of relationship as a developmental alliance that depends on a genuine connection (Hay, 1995).

The study results discovered the same understanding with the discourse and through the research question, established that employees adapt easily from managerial coaching predominantly when it's facilitated by their direct managers. Managerial coaching has been advocated by countless literature with facts that indeed it encourages employees to improve performance (Tanskanen et al., 2019). The study corresponds with the argument supported by more than half (50%) of respondents in agreement with that statement. Literature has proven that managerial coaching is positively linked with successful employee performance outcomes (Pousa et al., 2020), furthermore this study supplements the fast-increasing body of research of adopting managerial coaching as a tool and intervention to improve employee performance.

The study is in support of positive outcomes from previous literature where results revealed that managers providing managerial coaching tend to listen to their

employees, become supportive, and are able to give feedback which encourages them to work harder (Nugraha & Wardhani, 2022).

#### **5.4 Discussion pertaining to Hypothesis 2**

##### **Managers' self-awareness positively influences work performance.**

Self-awareness is a skill for increasing work engagement and influence work performance (Ali et al., 2018). The current study reveals that managers with self-awareness play a huge role towards positive work performance according to empirical evidence from literature (Ribeiro et al., 2020).

The researcher supports the argument that greater understanding of self-efficacy is key for personal growth as it enables leaders to understand themselves before they can understand others (Caldwell & Hayes, 2016). Literature contends that without self-awareness managers become insufficiently aware of why they are acting in a particular way or respond to situations in a certain way (Wales, 2002). The study concurs with the statement that managers who are aware of their emotions can manage difficult situations well and the majority of respondents shared the same sentiment.

According to previous literature on self-awareness, the atmosphere of working scored well and supervisors self-assessment was related very well too (Tiuraniemi, 2008), furthermore results showed that self-awareness is directly related to leadership effectiveness. Self-awareness develops and equips managers to understand themselves and leaders who are built on culture and strategy highly encourage improved, organisational performance outcomes (Goleman, 2000). Literature reveals that each leadership style is springing from different components of emotional intelligence furthermore study shows those components has direct impact to performance atmosphere. Literature reveals that successful mindfulness is beneficial in many managerial areas (Baykal, 2020).

Self-awareness is the most critical skill in a coaching relationship. One of the key reasons for self-awareness is that it enables managers to communicate, interact,

understand and connect with employees effectively (Jantunen, 2019). Self-management is the ability to keep disruptive emotions under control as well as a consistent display of honesty and integrity (Baykal, 2020). Nowadays the usage of the term self-awareness is increasing in literature and the notion of its critical relevance towards work performance and leadership success, deems it necessary for exploration (Carden, Jones, & Passmore, 2022). Since managerial coaching was established and empirically tested, this study was to test the influence of managers' self-awareness towards employee performance outcomes as a hypothesis.

Authentic leadership refers to an individual's capacity in a notion of organisational effectiveness resulting in higher awareness and behaviour (Irshad et al., 2019). Such leaders gain the commitment of their followers through trust and not by compulsion. Coaching is a procedure that allows individual learning and development to improve learning skills and performance. According to Whitmore (2003), coaching can be viewed as unlocking a person's potential to maximise their own performance and aids them to learn by teaching them. Results of this study attest to the previous literature and portray a similar argument that organisational leaders consider their subordinates involvements to be the best of their top goals (Ullah et al., 2022).

## **5.5 Chapter Conclusion**

The study was dominated by male managers ranging between the ages of 36 to 45 mostly in possession of a diploma or bachelor's degree with experience of more than 10 years. The research supports the argument that managers who are coaches and have vast experience through the experiential learning method can easily integrate two way activities to promote growth in knowledge for the benefit of the other (Lyons & Bandura, 2022).

Both managerial coaching and self-awareness had a positive influence on work performance, although not significant revealing that respondents had positive feelings towards the constructs but that does not have a significant influence on their work performance.

The current study supports literature that managerial coaching has an influence on work performance, however, to date there is minimal research conducted on the managers' self-awareness during coaching. The study results conclude by supporting previous literature that advocates for managerial coaching as an intervention strategy to enhance performance within organisations. The study further postulates that all organisations implementing managerial coaching are considered to be more successful and progressive (Hassan & Ali, 2020).

## **CHAPTER 6.CONCLUSION AND RECOMMENDATIONS**

### **6.1 Introduction**

The section concludes with suggestions for all related stakeholders and recommendations for future research on the development of future leaders with self-awareness through managerial coaching in the public sector within South Africa.

### **6.2 Conclusion of the study**

The purpose of the study was to examine the influence of managerial coaching and self-awareness on the work performance of employees within the public sector of the Mpumalanga Province. Accordingly, the results of the study support the notion that managerial coaching and self-awareness have a positive influence on work performance although not significant. The current study is in agreement with findings explicating how managerial coaching could add value to an organisation by implementing the bottom up approach (Nyfoudi et al., 2022). In conclusion both constructs have proven to be insignificant; the results showed that there was insignificant influence although managerial coaching positively influences work performance. The relationship between the two constructs proved to be insignificant but positive because the coefficient for support was positive, we have seen that the influence between the two variables managerial coaching and work performance was not significant.

The study supports the importance of managerial coaching and its influence on work performance. It also agrees with literature in viewing coaching as an enhancer of knowledge and skills in management and supported by research that internal coaching facilitated by managers should be orientated in developing employees and their productivity (Podolchak et al., 2019).

Results pertaining to the research questions are as follows:

**Research question 1: To what extent does managerial coaching influence work performance?**

The research agenda these days is focused on how to build new knowledge by sharing thoughts and ideas to management across organisations. From that theoretical perspective this study supports the view of managerial coaching as an influencer of work performance.

Findings from the study reveal a positive influence of managerial coaching towards performance however presented a non-significant result. Therefore, the study discovered motivation behind transformational learning which gives confidence in choosing managerial coaching as an intervention towards enhancing work performance.

### **Research question 2: To what extent does managers' self-awareness influence work performance?**

The results indicated that self-awareness has a positive influence on work performance, but the influence was not significant because the coefficient was greater than zero and p-value greater than 0.05. meaning that manager's self-awareness positively influenced work performance but not significantly.

## **6.3 Implications and recommendations**

The section provides both theoretical and practical implications.

### **6.3.1 Theoretical implications**

There is a link between managerial coaching, self-awareness and work performance, likewise all constructs are claimed to result in a successful management style (Carden et al., 2022). The importance of self-awareness has proven to be vital after some researchers conducted a study where results showed that the majority of managers and leaders had effective leadership and self-awareness (Pillay & Hoque, 2021). The study results confirmed that a manager who is self-aware during coaching conversations with their subordinates, is more likely to improve their work performance. The present study suggests an innovative strategy in the concept of managerial coaching in support of previous theories to improve employee performance.

Implications of the research suggest that since numerous studies have tested managerial coaching and results revealed that there is a positive influence, then research leans more towards adapting to the approach of managerial coaching as a strategy to influence employee performance.

Departments and organisations within the public sector are reliant on the performance of their workforce, thus human resources become integral in the delivery of their services irrespective of the technology being used. Further studies may start analysing the impact of self-awareness on work performance after managers exercise their self-awareness throughout the coaching. The public sector through performance management systems must set clear key performance indicators cultivating coaching skills, problem solving, being empathetic, patient, and flexible. Self-awareness plays a crucial role in the public sector departments and that can only be achieved through personal connections with subordinates. Self-awareness will drive them towards achieving desired goals and improved performance.

### **6.3.2 Practical implications**

From a practical perspective, the findings from this study present potential benefits for managers within the public sector departments through the sharing of insights on the impact of managerial coaching towards work performance. The results reveal that there is a need to develop and implement guidelines as interventions to put in place with the aim of addressing poor performance within public service departments.

The primary conclusion on this matter is that executive coaching may be viewed as an intervention and mechanism that could help in improving and maintaining high levels of career satisfaction (Bozer & Sarros, 2012), moreover, the results will assist the public sector to introduce and mainstream effective coaching programmes for the benefit of improving performance.

For the Human Resource Management (Government) these findings suggest that during the selection and recruitment process, focus should be on managers with coaching competencies.

The public sector (Government) must consider implementing training activities, executive coaching, and mentoring programmes for managers to strengthen their coaching skills. They must also develop a supportive environment conducive for managers to provide coaching sessions with their subordinates.

#### **6.4 Limitations of the study**

In referencing the findings from respondents against the literature review, it is vital that further research is conducted to explore more on self-awareness as a competency required by managers who are already performing duties of coaches (internal coaches) for the benefit of public sectors and other relevant organisations.

Additional research is required to resolve certain limitations in this study. Since sampling was slightly challenging in the initial phases of data collection, it led to the use of convenience sampling leading to potential biasness therefore future studies should use more appropriate techniques to avoid biasness.

#### **6.5 Suggestions for future research**

This study serves as a useful guide for researchers interested in contributing towards the emerging body of research on managerial coaching. The study concludes with suggestions and a call for researchers to embark and undertake more work on organisations implementing managerial coaching as a strategy to improve work performance. Additionally, upcoming research should examine different populations and review other sets of variables relating to self-awareness and how it impacts the other person, especially the subordinates being supervised. Self-awareness development is an amazing journey of discovering oneself and others, therefore managers who are coaches moving forward and acknowledging how life has moulded them and how their behaviour impacts others, become the type of managers everyone aspires to be.

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## APPENDIX A: RESEARCH COVER LETTER

Good day,

Thank you for taking the time to complete this academic questionnaire. I am a post-graduate student at the University of Witwatersrand – Graduate School of Business Administration, undertaking a Master of Management in the field of Coaching.

I am currently conducting research for my dissertation titled: *“The influence of managerial coaching and self-awareness on work performance in the public sector in Mpumalanga Province”*.

I kindly request you to complete the attached survey, which should take 10 – 15 minutes. Your response will be greatly appreciated and of great value to my research.

Your participation is voluntary, and you will not be asked to provide any identification information; your identity and responses will remain anonymous. This research is for academic purposes only and the information obtained will be kept strictly confidential.

Thanking you in advance for your participation.

Kind Regards,

Rinkie Gama

Email:

Study Supervisor: Dr. Jabulile Msimango-Galawe

Email: [jabulile.msimango-galawe@wits.ac.za](mailto:jabulile.msimango-galawe@wits.ac.za)

## **APPENDIX B: RESEARCH INSTRUMENT**

### **Completion of questionnaire**

Rinkie Gama, a Master of Management in Coaching student at Wits Business School, Johannesburg, South Africa, is conducting research in the field of coaching on managerial coaching and self-awareness under the supervision of Dr. J Msimango-Galawe. The topic of research is:

***“The influence of managerial coaching and self-awareness on work performance in selected departments in Mpumalanga province”.***

#### **ANONYMITY AND CONFIDENTIALITY**

Please note that your opinion will be treated with confidentiality and anonymity.

Kindly answer the questions freely, honestly, and as openly as possible.

## Managerial Coaching and Self-Awareness Survey

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### A1 GENDER

- ☐ Male (1)
  - ☐ Female (2)
  - ☐ Non-binary / third gender (3)
  - ☐ Prefer not to say (4)
- 

### A2 AGE

- ☐ 18-25 years (1)
  - ☐ 26-35 years (2)
  - ☐ 36-45 years (3)
  - ☐ 46-55 years (4)
  - ☐ Over 55 years (5)
-

### **A3 QUALIFICATION**

- ☐ Matric/Grade 12 (1)
  - ☐ Certificate/Diploma (1-2years) (2)
  - ☐ Diploma/Degree (3-4 years) (3)
  - ☐ Post Graduate Hons. and above (4)
- 

### **A4 POSITION**

- ☐ Chief Director (CD) (1)
  - ☐ Director(D) (2)
  - ☐ Deputy Director (DD) (3)
  - ☐ Assistant Director (AD) (4)
- 

### **A5 HOW MANY YEARS OF MANAGERIAL EXPERIENCE DO YOU POSSESS**

- ☐ Less than 2 years (1)
  - ☐ 2-5 years (2)
  - ☐ 6-10 years (3)
  - ☐ More than 10 years (4)
-

**B6 Indicate the extent to which you agree or disagree and have experience with the following statements:**

|                                                                                       | Very<br>Strongly<br>Agree<br>(1) | Strongly<br>Agree<br>(2) | Agree<br>(3)          | Neither<br>Agree<br>nor<br>Disagree<br>(4) | Disagree<br>(5)       | Strongly<br>Disagree<br>(6) | Very<br>Strongly<br>Disagree<br>(7) |
|---------------------------------------------------------------------------------------|----------------------------------|--------------------------|-----------------------|--------------------------------------------|-----------------------|-----------------------------|-------------------------------------|
| Number of employees receiving incentives increased (1)                                | <input type="radio"/>            | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                      | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>               |
| Number of disciplinary hearings reduced (2)                                           | <input type="radio"/>            | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                      | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>               |
| Number of employees being capacitated improved (3)                                    | <input type="radio"/>            | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                      | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>               |
| Since managerial coaching intervention Department is able to reach planned target (4) | <input type="radio"/>            | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                      | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>               |

**B7 Indicate the extent to which you agree or disagree and have experience with the following statements:**

|                                                                | Very<br>Strongly<br>Agree<br>(1) | Strongly<br>Agree<br>(2) | Agree<br>(3)          | Neither<br>Agree<br>nor<br>Disagree<br>(4) | Disagree<br>(5)       | Strongly<br>Disagree<br>(6) | Very<br>Strongly<br>Disagree<br>(7) |
|----------------------------------------------------------------|----------------------------------|--------------------------|-----------------------|--------------------------------------------|-----------------------|-----------------------------|-------------------------------------|
| Employees adapt easily during managerial coaching (1)          | <input type="radio"/>            | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                      | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>               |
| Managerial coaching influences actions of those under them (2) | <input type="radio"/>            | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                      | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>               |
| Employee show improvement after managerial coaching (3)        | <input type="radio"/>            | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                      | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>               |
| Managers encourages employees to learn and develop (4)         | <input type="radio"/>            | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                      | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>               |

**C8 Indicate the extent to which you agree or disagree and have experience with the following statements:**

|                                                                   | Very<br>Strongly<br>Agree<br>(1) | Strongly<br>Agree<br>(2) | Agree<br>(3)          | Neither<br>agree nor<br>Disagree<br>(4) | Disagree<br>(5)       | Strongly<br>Disagree<br>(6) | Very<br>Strongly<br>Disagree<br>(7) |
|-------------------------------------------------------------------|----------------------------------|--------------------------|-----------------------|-----------------------------------------|-----------------------|-----------------------------|-------------------------------------|
| Manager handles stress and pressure situations with composure (1) | <input type="radio"/>            | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>               |
| Manager who is self-aware adopt coaching mindset (2)              | <input type="radio"/>            | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>               |
| Create opportunities and provoke effective thinking (3)           | <input type="radio"/>            | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>               |
| Manager who is self-aware encourage and develop others (4)        | <input type="radio"/>            | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>               |

**D9 Indicate the extent to which you agree or disagree and have experience with the following statements:**

|                                                                            | Very<br>Strongly<br>Agree<br>(1) | Strongly<br>Agree<br>(2) | Agree<br>(3)          | Neither<br>agree<br>nor<br>disagree<br>(4) | Disagree<br>(5)       | Strongly<br>Disagree<br>(6) | Very<br>Strongly<br>Disagree<br>(7) |
|----------------------------------------------------------------------------|----------------------------------|--------------------------|-----------------------|--------------------------------------------|-----------------------|-----------------------------|-------------------------------------|
| Performance has improved after coaching introduced (1)                     | <input type="radio"/>            | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                      | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>               |
| Department performance improved since coaching facilitated by managers (2) | <input type="radio"/>            | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                      | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>               |
| Performance improved in the past years (3)                                 | <input type="radio"/>            | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                      | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>               |
| Quarterly assessments show improvement (4)                                 | <input type="radio"/>            | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                      | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>               |

## APPENDIX C: ETHICS CLEARANCE

Graduate School of Business Administration  
University of the Witwatersrand, Johannesburg

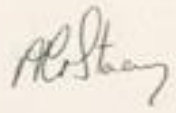
 Wits Business School

Wits Business School Ethics Committee  
Constituted under the University Human Research Ethics Committee (Non-Medical)

**Ethics Clearance Certificate**

Ethics protocol number: WBS/BE598177/428  
*This certificate is only valid with a legitimate ethics protocol number and signed by the Researcher (below)*

|                           |                                                                                                                         |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Project title             | The influence of managerial coaching and self-awareness on work performance in the public sector in Mpumalanga province |
| Investigator / Researcher | MS Rinkie Gama                                                                                                          |
| Nature of Project         | MM (Business & Executive Coaching)                                                                                      |
| Decision of the Committee | Approved, provided stakeholders and participants are guaranteed confidentiality.                                        |
| Issue Date of Certificate | 2021-08-02                                                                                                              |
| Expiry date               | Date of submission of the project report                                                                                |
| Chairperson               | Prof Anthony Stacey<br>☎ +27 11 717 3587<br>☎ +27 82 880 4531<br>✉ anthony.stacey@wits.ac.za                            |



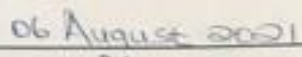
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**Declaration by Researcher**

*One copy must be signed by the Researcher and returned to the Chairperson of the Wits Business School Ethics Committee.*

I fully understand the conditions under which I am authorized to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I undertake to resubmit the protocol to the Committee.

  
\_\_\_\_\_  
Signature

  
\_\_\_\_\_  
Date:

## APPENDIX D: CONSISTENCY MATRIX

| <b>Main Objective: To investigate the influence of managerial coaching and self-awareness on work performance in selected departments in Mpumalanga Province</b> |                                                                                                                                                        |                                                              |                                                                        |                                                       |                                                                                                |                     |                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------|---------------------------------------------|
| <b>Objectives</b>                                                                                                                                                | <b>Literature Review</b>                                                                                                                               | <b>Hypotheses</b>                                            | <b>Research questions</b>                                              | <b>Variables (Independent &amp; Dependent)</b>        | <b>Source of data</b>                                                                          | <b>Type of data</b> | <b>Analysis</b>                             |
| To examine the influence of managerial coaching on work performance.                                                                                             | Smith, C. S. (2019). The Efficacy of Coaching on Job Performance Outcomes.<br><br>Hahn, H.J (2016) Effects of managerial coaching on work performance. | Managerial coaching has an influence on work performance.    | To what extent does managerial coaching influence work performance?    | IV1= Managerial coaching<br><br>DV1= Work performance | Questionnaire<br><br>Questions (Managerial coaching & work performance outcome)<br><br>(B1-B8) | Ordinal Scale       | Descriptive Analysis<br>Regression Analysis |
| To investigate the influence of managers' self-awareness on work performance.                                                                                    | Sutton, A. (2016). Measuring the effects of self-awareness: Construction of the Self-Awareness.                                                        | Manager Self-awareness has an influence on work performance. | To what extent does manager self-awareness influence work performance? | IV2= Self-Awareness<br><br>DV2= Work performance      | Questionnaire<br><br>Questions (SA & P)<br><br>(C1-C8)<br>(D1-D8)                              | Ordinal Scale       | Descriptive Analysis<br>Regression Analysis |