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Coaching and Employee Performance: The Mediating Effect of Rewards & Recognition in Malaysian Corporate Context

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Abstract

The purpose of this study is to examine the impact of workplace coaching on employees' performance in Malaysia mediated by rewards and recognition. Many studies in the past examined the influence of coaching on employee performance, the relationship between coaching and rewards and recognition, as well as the impact of rewards and recognition on employee performance. However, there is limited research on the influence of coaching and employee performance mediated by rewards and recognition appears to have been conducted or examined. There is also inadequate literature on the impact of rewards and recognition on coaching. Based on the critical review of research literature, the questionnaire for this research was developed and divided into three sections based on dependent, independent and mediating variables. In this research, the dependent variable is employee performance, independent variable is coaching, and the mediating variable is rewards and recognition. The conceptual framework is developed using the assumptions of Motivation Theories, Social Exchange Theory, Reinforcement Theory and Psychodynamic Theory. The research used survey approach with a Likert Scale-based survey questionnaire (with 1 to 5 scale – from strongly disagree to strongly agree). The sampling technique adopted for respondent's selection is convenient sampling. Total of 200 questionnaires are distributed to employees in Malaysia who have had experience in being either a coach or a coachee at a workplace. SPSS Amos Confirmatory Factor Analysis (CFA), Structural Equation Modelling (SEM) and Regression Analysis are used to analyze the data collected. Based on the finding from this research it is found that coaching has a 31.8% positive impact on employee performance, 63.5% positive impact on Rewards, while rewards have a 39.2% impact on employee performance and impact of coaching on employee

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performance is mediated by rewards has an effect size of 24.9% . Future research should consider looking into other possible mediating factors; consider larger samples looking into different sectors and a different approach in the moderation effect such as demographic profiles of coaches and coachees. The foreseen limitation of this research is the sample size which may not represent the entire workforce population and work sectors in Malaysia. On the other hand, this research has only considered the mediating factors of rewards and recognition while there could be other mediating factors that could influence employee performance. There is also an opportunity in the future to examine different types of coaching and relationship between coach and coachee that may add value to the practical usefulness of the findings.

Keywords: Coaching, Employee Performance, Rewards and Recognition, Mediation, Malaysia**.**

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Introduction

Research Background and Problem Statement

Coaching is beneficial for the organization at multiple aspects. It brings out creativity, facilitate decision making process and create self-reflections to drive the success of employees and organization (Achi et al, 2016). Although coaching as an intervention has gained popularity, there is still limited evaluation of coaching programs by organizations (Grover et al, 2016).

However, there have been many misconceptions on coaching where organizations use it only as a tool to improve workforce performance. It was found that besides only coaching to enhance and drive workforce performance, there are several other factors such as leadership, motivation, career development, employee engagement and a few more that play a very important role to boost the coaching efforts (Dahlan and Dewasiri, 2019).

The purpose of this research is to examine the effect of coaching on the performance of a workforce mediated by rewards and recognition at workplaces in Malaysia. According to Hays (2018) 73% of organizations in Malaysia expect to see a raise in their business activities in 2018. The incremental trend may exert huge pressure on organizations and the capability of their workforce. This spells the importance of having well trained, qualified and efficient workforce (Achi et al, 2016).The aim of the research is to examine core competencies of IT Professional to support core business success.

Coaching is becoming more and more important in the recent years. According to some studies, coaching is estimated to be a 2-billion-dollar global industry that is growing rapidly. According to the International Coach Federation (ICF), the number of worldwide coaches has grown from 47,500 in 2012 to 53,300 in 2016 with approximately 1.500 coaches per year for the last 4 years (Dunlop, 2017).

Coaching related research is growing in depth and breadth. A search on the PsycINFO database using keyword coaching, reveals 32 citations published during the period 1995 to 2000 (Grant, 2009). The same database yielded 230 citations for the period 2012 and 2017. Despite the growing research interest in coaching, there are 3 critical research gaps in coaching research. Firstly, the coaching research needs to recognize the dynamic context in which coaching occurs. Secondly, coaching research needs to incorporate models that adequately capture the complexities surrounding coaching phenomena. Thirdly, there is limited research on calculating coaching value to businesses.

In the current research, there is attempt made to address the three gaps stated above. Unlike most of the studies where the concept of coaching is investigated in isolation, the current research considers the dynamic context of coaching when rewards are intergraded in the coaching mechanism.

Research Objectives

The specific objectives of this study are as follows;

I. To examine the impact of coaching on workforce performance

II. To examine the impact of coaching on rewards & recognition towards workforce performance

III. To examine the impact of rewards and recognition on workforce performance

IV. To examine the impact of coaching on workforce performance mediated by rewards & recognition.

Research Questions

The research questions are as follows;

I. What is the impact of coaching on workforce performance?

II. What is the impact of coaching on rewards & recognition towards workforce performance?

III. What is the impact of rewards and recognition on workforce performance?

IV. What is the impact of coaching on workforce performance mediated by rewards & recognition?

Literature Review

Coaching and Work Performance

In the business world, workforce plays an important role as they are the engine in driving business operations and organizational growth (Talukder and Jan, 2017). Performance of a workforce could be influenced by many intrinsic and extrinsic factors

(Talukder and Jan, 2017). Coaching is one of the important extrinsic factors to drive the success of workforce and organizational performance (Núñez et al, 2014). However, with the increasing demand of the business environment it is important to note what could be the other important influencing factors that could impact the performance of a workforce.

Pousa and Mathieu (2014) found that coaching has a significant impact on workforce performance. However, it was also mentioned that the quality of coaching also play an important role in increasing the effect on workforce performance (Pousa and Mathieu, 2014). Findings from another study uncover that age factor influence the outcome of coaching in increasing workforce performance (Achi et al, 2016). They found that coachees that are younger are more receptive to coaching resulting in positive impact on their performance compared to coachees that more senior in age. It takes more motivating factors to make coaching successful with the senior in age employees. The third study found that, coaching processes are significant tools for elevating the workforce performance (Núñez et al, 2014). On the other hand, they found that the benefits of coaching process are not always seen in every company, when the process cost overshadowed the benefits.

The coaching relationship is one entered into by the coachee for the particular purpose of achieving development goals. It is essential to distinguish coaching from other types of workplace development interactions such as mentoring. A mentoring relationship between an extremely qualified mentor and an inexperienced mentee is traditionally long-term. The mentor is presumed to be extremely experienced in the discipline or field in which the mentor works, and the mentor typically offers career development and networking advice at the workplace. There is no such expectation in a coaching relationship that requires a coach to have work area expertise or experience in the coachees area, and the term of the relationship is rather guided by specific goals. Coaching had a beneficial impact on general organizational results. Analyzes showed important moderation of greater impacts on the effectiveness of coaching using internal coaches compared to external (Woods, Guillaume and Jones, 2015). Woods, Guillaume, Jones (2015) also indicated that a specific coaching format does not necessarily gives much differences in the impact of it. Hence coaching formats may vary based on the suitability of the coach and the coachee. However, it should be assured that the coaching and mentoring sessions have clear long-term goals and objectives that can assist attain actionable results (Neupane, 2015).

Talukder and Jan (2017) conducted a study on factors affecting the efficiency of sales people in 6 mobile telephone service suppliers in Dhaka, Bangladesh in which the data was analysed using structural equation modelling (SEM) approach. This paper focused on how performance of sales people is creating and affecting the mobile service industry. The vital variables combine the efficiency of the sales force, sales people's features, and sales organization design and sales management operations. Results of this research shows, the performance of sales people depends on their inherent motivation, extrinsic motivation, organizational engagement and compensation. However, a large portion of reference journals was not from native country. The sample size was adequate, but it only focused in Dhaka and that may not be a good representation of the total population of a country.

Núñez et al (2014) also conducted a study to investigate how coaching and other important influencing factors impacting the performance of a workforce. Questionnaires were distributed to human resource managers of randomly selected 498 Spanish firms. The hypotheses were analysed using structural equation modelling. The hypotheses were looking into how organizational support can improve individual performance, how coaching can support individual performance and the impact of coaching on firm performance and firm growth. This research concluded that coaching is helpful for organizational professional development, as they discovered an impact on human capital performance. Coaching also enables companies enhance their competitive position through impacts on organizational efficiency, increase in revenues and increase in productivity. The downside of this research was the questionnaire can be restriction of subjectivity. The data acquired may be biased, as many responses are based on the opinions of the participants. On a positive note this research shed light on the advantages of coaching for both people involved in the coaching process and for the organization. These findings provide managers with an extra perspective to assess the advantages of the coaching method in a broader way for people and companies alike.

Pousa and Mathieu (2014) also found coaching having a significant impact on work performance. This paper provides an empirical inquiry of two global field research, one using B-to-B salespeople operating in Latin America and the other using frontline B-to-C staff from a Canadian organization. The hypothesis of this paper assumed positive association between coaching and subordinate performance, sale knowledge and tenure. There were 176 responses collected back and the findings suggested that coaching could explain the variance in performance when controlling for experience and tenure in both firms. The limitation of this paper is that it is based on purposive samples from 2 firms and the responses could be biased based on respondents' experience with the coaching received which limits the generalizability of the results.

Achi et al (2016) examined how employee creativity affected by coaching and motivation leading to enhanced employee performance in the Lebanese banking sector. This was a qualitative exploratory study using interview methods to 6 coaches and 12 coachees. The questions investigated were the relationship between coaching and employee creativity - does more coaching increase employee performance? - Does the quality of coaching increase employee motivation? And does high motivation lead to higher performance of the employees? This research revealed that it is extremely probable to affect the creativity and motivation of employees. As a consequence, coaching triggers creativity among employees more often than not and induces motivation among employees. The 3 banks selected for this research are among the top ten in Lebanon and top 100 in Arab Bank Unions which has increased the credentials of this study. Management procedures and appropriate information are kept strictly confidential owing to the dominance of family-owned businesses in Lebanon in general and in the Lebanese banking industry in particular. This is one of the primary constraints that this study, thus offering another reason to opt for qualitative research where the sample size is small, and the duration is long.

Woods, Guillaume, Jones (2015) ran a meta-analysis that synthesizes the current workplace coaching efficiency. Investigations were limited to workplace coaching solely supplied by inner or external trainers and thus exclude in-house coaching context.

Findings indicated that coaching have a positive impact on workplace performance and factors like duration of coaching and type of coaching feedback have a significant impact on the outcome of coaching. However, the findings on the format of coaching have minimal effect on the effectiveness of it. These meta-analysis identified 54 studies were used out of which 17 meet the inclusion criteria and were from different countries around the world namely USA, Europe, Egypt and Israel. The sample size was averagely 133 covering various roles within many different organizations with various natures of business. The positive outcome of this study is that it examined across a wide range of research papers looking into a very similar context of the effectiveness of coaching and how it works on work performance. However, it was recognized that the choice of practical moderators was somewhat influenced by the variables outlined and operationalized in the research we examined. This observation refers to a wider restriction of many coaching efficacy research, namely a lack of detail in coaching intervention descriptions used in other words the coaching techniques used.

Neupane (2015) sought to investigate the impact of coaching and mentoring in the UK hotel sector on employee performance. It also examined the magnitude of coaching and mentoring performance of employees; and examined the impact of coaching and mentoring on general organizational performance. This research is based on a cross-sectional approach, both deductive and quantitative. Using convenience sampling technique, a sample of 172 executives and supervisors from 22 hotels in London, UK who have already worked as coaches or mentors in the corresponding hotels are selected. The survey approach was used to collect information using structured questionnaires. The information gathered was analysed using arithmetic mean, correlation, regression using SPSS 20. Findings showed that the correlation between coaching and mentoring and general variables of organizational performance demonstrates that coaching and mentoring are positively associated with each other as a coefficient of correlation (r) between coaching and general organizational performance. This paper shows strength in the consistency of type of samples that were from a very similar platform which was the hotels which gives a very fair evaluation. Limitations of study were that it was performed within a restricted period of time, with restricted resources and restricted expenditures, without any external financing; therefore, its information sharing may not be unrestricted. The information was gathered from just 22 London UK based hotels, so it may not represent the true vision of the entire UK hotel sector.

Impact of Coaching on Reward and Recognition

Many researchers found there was a positive and significant relationship between coaching and having rewards and recognition ((Mansor, Syafiqah, Mohamed, & Idris, 2012) projected that rewarding and recognizing coaching does impact the quality of coaching. To have positive workforce performance skillful coaching plus some sort of rewards and recognition is essential to achieve organizational goals (Mehmood, *et al*, 2013).

Mehmood et al, (2013) conducted a study with the aim to define important performance management predictors in a service organization in nearly all types of company organizations. This author also investigated on the benefits of rewards system in enhancing employee performance. The descriptive research design and exploratory

research design was used to conduct this research. The sample size of this research is unknown making this paper low in the credentials of the findings.

Impact of Reward and Recognition on Employee Performance

Many researchers found positive impact of rewards and recognition on employee performance (Owais Khan, 2015). Although monetary reward is a popular form of reward it doesn't guarantee performance improvement or elevated satisfaction (Murphy, 2015.) As such rewards and recognition should be aligned to the needs of an individual. On the other hand, some non-favorable behaviors in the workplace were observed normally due to efforts to restore "fairness" to the reward (Ndungu, 2017). It was also found that there were many researches in the past examining the impact of rewards and recognition on employee performance (Owais Khan, 2015; Murphy, 2015; Ndungu, 2017).

Owais Khan (2015) conducted a research to explore the effect of employee performance on private school compensation. The research also sought to demonstrate how the performance in the reward system can be improved by employees. Hundred questionnaires were distributed to collect responses and the finding was analysed using a descriptive method. The research concluded that the connection between incentives (extrinsic and intrinsic) and work performance of staff was positive. This paper has proved the importance of internal and external rewards to drive higher work performance. However, the sample size may not be significant to represent other such organizations or even different organizations in nature.

Ndungu (2017) investigated the impact of reward and appreciation on the performance of employees at Kenyatta University. In addition, the connection between other performance-related variables (working environment and leadership styles) and performance was also studied with the help of answers gathered from staff on the primary campus of Kenyatta University, Nairobi. A descriptive research design was used in the investigation where stratified random sampling and purposive random sampling were used in sampling design. Questionnaire was used as a data collection tool and circulated to 360 Kenyatta University staff where 323 responses were received. Results showed a considerably beneficial connection with employee performance between reward and appreciation. Findings revealed a very beneficial and important connection between job performance and autonomous factors (extrinsic rewards, inherent rewards and monetary rewards, recognition rewards, working environment and leadership styles). Results also showed that wages and advantages as well as job security were weak at the University of Kenyatta and caused discontent and impacted employee performance. The results of this research will allow academics and scientists to comprehend how incentives, benefits and recognitions affect the motivation of employees in an organization. The significant weakness envisaged by the research was that some staff might be unwilling to provide data in case they were critical of the reward program due to fear of victimization hence there could be some dishonest responses that may have tweaked the findings.

Murphy (2015) conducted research to study whether the rewards affect the efficiency of employees at a mining organization. This qualitative research used in-depth semi-structured interviews with targeted senior managers with direct reports in the supply chain department of the company. The findings from this research showed that organizations

usually face difficulties in managing reward schemes and structures and that reward practices do have a relationship with performance. Hence having transparent and suitable reward systems benefits both the employee and employer in the long run. This paper has worked well in proving the aims very clearly however the results may be bias due to the researcher coming from the same organization as he is researching here. There are chance his peers and co-workers not being very transparent in their feedback in the questionnaires.

Tessema, Ready and Embaye (2013) analyzed on the impact of job satisfaction related to employee recognition, pay and advantages. Survey responses were collected from university students in the United States, Malaysia and Vietnam in this cross-sectional study. Employee recognition pay and advantages have been discovered to have an important effect on work satisfaction, regardless of salary scale (high, middle or low income) and culture (collectivist or individualist). Findings showed, the impact of advantages on job satisfaction for U.S. participants was considerably greater than for Malaysia and Vietnam participants. The writers concluded that both economic and non-financial benefits play a part in affecting job satisfaction, eventually affecting the efficiency of employees. Information was collected via self-reported surveys by 1195 students from university in USA, Malaysia and Vietnam. Responses were based on a Likert-type 7-point scale, ranging from strong disagreement (1) to strong agreement (7). An interesting finding from this research is that participants in all three nations are not only satisfied at job and driven by financial incentives such as pay and advantages packages but are also driven by non-monetary rewards such as recognition, an area that executives often overlook. This finding has merit because the connection between work satisfaction and performance / productivity has been proved by prior studies. In creating efficient recruitment and retention strategies, managers should consider the effect of the three incentives examined. This research contributes to the "work satisfaction" literature by testing a large sample empirically. Although the study used student samples in three countries (Vietnam, Malaysia, and the United States) and the respondents (students) had some work experience, the findings may not be generalizable to the entire population.

Mediating Role of Reward and Recognition on Work Performance

Many researchers found there was a positive and significant relationship between coaching and having rewards and recognition. To have positive workforce performance skilful coaching plus some sort of rewards and recognition is essential to achieve organizational goals (Mehmood et al, 2013). Many researchers found that rewards and recognition positively impact employee performance (Owais Khan, 2015). Although monetary is a popular form of reward it does not guarantee performance improvement or elevated satisfaction (Murphy, 2015.) It is noted that workers who are satisfied become more dedicated and connected to their organization. To maintain driven labor force, employers give the best and fair scheme of rewards and consistently investigate the needs of their staff whether they prefer intrinsic rewards consisting of job importance, autonomy, promotions, opportunities for holidays, family advantages and, on the other hand, extrinsic rewards contain edge advantages, pay, wages, service contracts, the working environment (Riasat, Aslam and Nisar, 2016). As such rewards and recognition should be aligned to the needs of an individual. On the other hand, some non-favorable

behaviors in the workplace were observed normally due to efforts to restore “fairness” to the reward (Ndungu, 2017).

Different organizations need varying tools and methods in today's age to fulfil their staff in order to gain maximum job satisfaction. Organizations, therefore, need certain guidelines and norms to do this. For many organizations it can be difficult to survive when employees have low job performance. Employers need to take care of their staff and value their work so that they can perform well enough (Hussain SD et al, 2019). Rewards and recognition play a significant part in improving the efficiency of employees and thus the general performance of companies. Although rewards and recognition play an important role in increasing employee work performance, work stress can appear as a barrier in good work performance (Hussain SD et al, 2019).

There are many studies that explored the connection between rewards, employee motivation and work performance. According to Gohari and Hosseinipour (2013) to maximize employee performance, employers / managers must create certain strategies and methods and provide a structure for these procedures and pick the benefits that encourage staff to fulfil them, both extrinsic and inherent rewards motivate employees and increase performance rates. Rewarding offers a tool to encourage initiatives, quality and convincing staff that their efforts are appreciated by the company. Today, however, employers waste too much money rewarding their employees with something they don't need or benefit from. If the reward system is poorly managed, the reward program will make the staff unhappy and exhaust the resources of the companies (Gohari and Hosseinipour, 2013)

Hussain SD et al (2019) aimed at examining the role of rewards, appreciation and work-related stress on employee performance, taking into account the mediating function of perceived organizational support in call centres in Lahore, Pakistan. The information was collected by questionnaire technique using a 5-point Likert Scale where 200 questionnaires was distributed to employees in 3 call centres in Pakistan and 180 respondents was noted. This research used a straightforward random sampling technique. Results showed that benefits and appreciation for employees have a substantial and beneficial impact on employee performance, while stress at work has a substantial and negative impact on employee performance. Findings also disclosed that perceived organizational assistance substantially and fully mediates the connection between rewards, recognition, work-stress and performance of employees.

Gohariand Hosseinipour (2013) reviewed different studies related to benefits, job satisfaction, and performance of employees. There were two kinds of reward are recognized and they are intrinsic reward and extrinsic reward. The outcome of this study is a proposal of a new framework based on mediating role of job satisfaction. The framework produced suggests focusing on the relationship of intrinsic and extrinsic rewards and the mediating role of job satisfaction which influences employee performance. The framework also suggests looks into the direct effect of intrinsic and extrinsic rewards on employee performance. Future research can focus on testing this study's suggested structure in distinct fields and sectors. The efficiency of this framework is yet to be studied and proven successful.

Riasat, Aslam and Nisar (2016) investigated on the connection between Intrinsic and Extrinsic motivation by focusing the reward system's mediating impact. This quantitative study used the survey technique to determine the effect of intrinsic incentives and extrinsic rewards on employee satisfaction and performance of employees and the role of rewards system mediation. The responses were collected from the health industry, including 10 separate private, govt, civil hospitals and CMH Army hospital in the district Gujranwala, using simple random sampling technique. A total of 350 questionnaires were randomly distributed to staff, including physicians and health care nurses and 320 responses were collected back. Results indicated that extrinsic benefits also have an important connection with the performance of staff and their job satisfaction. The findings from this research can also be used in other industries with their respective workforce where employers could look into improving their rewards system to motivate their staff thus increasing workforce performance. On the other hand, this research is limited in scope of motivational tools, time and is limited to one industry only.

Research Gap

There are many studies that examine the influence of coaching on employee performance (Pousa and Mathieu, 2014; Achi & Sleilati, 2016; Núñez et al, 2014). Further, research in the past examined the relationship between coaching and rewards and recognition (Mehmood et al, 2013). It was also found that there were many researches in the past examining the impact of rewards and recognition on employee performance (Owais Khan, 2015; Murphy, 2015; Ndungu, 2017).

However, there is limited research on the influence of coaching and employee performance mediated by rewards and recognition. There is also limited research conducted in examining the influence of coaching on rewards and recognition. In the past some research examined the relationship between coaching and rewards and recognition, yet limited authors touch on influence of coaching on rewards and recognition among workforce.

Conceptual Framework and Formulation of Hypothesis

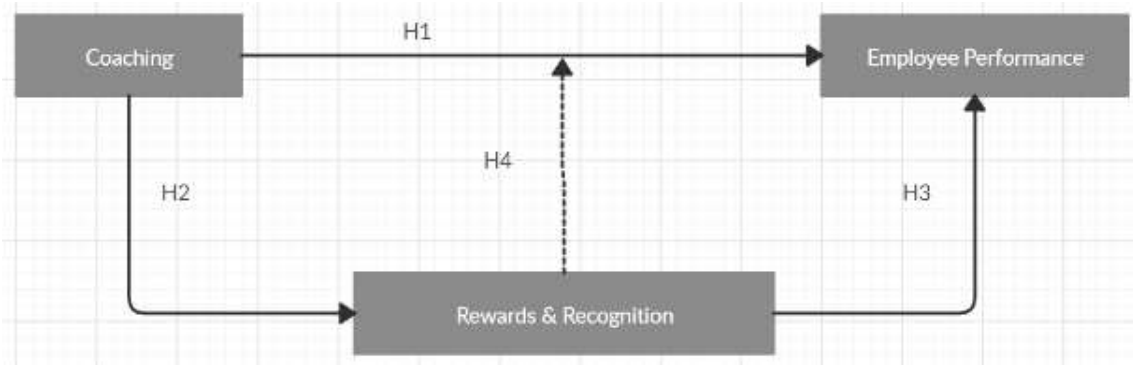

Figure 1. Conceptual framework

The conceptual framework shown in Figure 1. and hypothesis will provide a platform to complete this research study by finding the major factors that can influence the

performance of a workforce. This framework suggests coaching as the main factor in increasing the performance of the workforce, followed by rewards and recognition being also a main factor as well as a mediating factor to be considered as concepts that may give superior outcome to the performance of a workforce by enhancing the motivation of employees in Malaysia.

Coaching and Employee Performance

The performance of a workforce could be influenced by a number of intrinsic and extrinsic factors (Talukder and Jan, 2017). Coaching is one of the key external factors driving the success of a workforce and the performance of an organization (Núñez et al, 2014).

Pousa and Mathieu (2014) also discovered that coaching had a major effect on the results and performance workers. The quality of coaching plays a significant role in enhancing the impact of coaching on the performance workers (Pousa and Mathieu, 2014).

Findings from another research reveal that the age factor in enhancing workforce efficiency influences the coaching result (Achi & Sleilati, 2016). Achi & Sleilati (2016) discovered that younger coaches are more receptive to coaching than older coaches, leading in a beneficial effect on their results. More motivating factors such as recognition are needed to make coaching with senior staff effective. The usage of coaching tools in a coaching process seems to make coaching effective hence elevating the quality of coaching that does positively impact the performance of workforce (Núñez et al, 2014).

However, it should be ensured that coaching and mentoring sessions have clear long-term objectives and objectives that can help to achieve actionable outcomes (Neupane, 2015). The method of agreeing on objectives, roles and expectations should give rise to favorable emotions of shared intent, while the clear explanation of parameters should boost confidence in the motivation and intentions of the coach (Gettman, Edinger, and Wouters, 2019). An agreement between a coach and coachee is to relate personal attachment, bonds and trust between the coach and the coachee (Gettman, Edinger, and Wouters, 2019). Coaching is seen as a dyadic helping relationship between a coach and a customer to achieve distinct job objectives (Schermuly and Graßmann, 2019). Social Exchange Theory (SET) can also be used to comprehend the results of coaching relationships. SET's significant expectation is that close relationships generate not only ongoing and general advantages, but also expenses and adverse impacts for the parties concerned (Schermuly and Graßmann, 2019).

A study has shown that the negative impact of coaching processes which is not always seen as beneficial to all companies when the cost of a coaching process overshadows the benefits in return (Núñez et al, 2014).

H_1: *There is a significant positive impact coaching on workforce performance.*

Impact of Coaching on Reward and Recognition

The positive impact of coaching is assumed in Herzberg's 2 Factor Theory where it serves as an extrinsic factor to increase the motivation of a coachee. In addition, some studies discovered a beneficial and substantial connection between coaching and having rewards and appreciation predicted that rewarding and acknowledging coaching would influence coaching performance.

Having skilled coaching with favorable workforce performance plus some kind of rewards and appreciation is crucial to achieving organizational objectives (Mehmood et al, 2013). However, Schermuly and Graßmann (2019) and Grover and Frunham (2016) found contrasting outcome where the impact of coaching was found to be non-favourable. With this importance to investigate the impact of reward and recognition on coaching is noted in H_2.

H_2: *There is a significant positive impact of coaching on Rewards & Recognition*

Impact of Reward and Recognition on Employee Performance

There are a few studies that found rewards and recognition does positively impact the performance of employees (Owais Khan, 2015, Murphy, 2015, Ndungu, 2017). While monetary is a common type of reward, it does not ensure improved efficiency or increased satisfaction (Murphy, 2015). As such rewards and recognition should be aligned to the needs of an individual as per reference to Maslow's Hierarchy of Needs (1943) and Herzberg's two Factor Theory (1963).

Employees are likely to be motivated to increase their effectiveness with non-monetary rewards such as employee recognition. Recognition is the appreciation or approval of the positive performances or behaviors of an individual or team (Tessema, Ready, Embaye, 2013). Capacity of staff, trust of managers in staff, appreciation and perception of accomplishment of staff considerably enhance the efficiency of employees. Factors such as conducive job setting, connection between employees and managers, organizational leadership, effective ways of coaching and mentoring employees and supervisory guidelines are critical elements of improving employee performance (Qureshi et al, 2010).

However, there was a contradicting find by (San Ong and Teh, 2012) that found that employees are not motivated by extrinsic rewards such as pay bonus and incentive in the long run. Maslow's need theory of hierarchy clarified that individuals will only be motivated if their needs are met. This instigates the investigation for this research to explore the impact of rewards and recognition on employee performance as noted in H_3.

H_3: *There is a significant positive impact of Rewards and Recognition on Employee Performance*

Mediating Role of Reward and Recognition on Employee Performance

There are many studies that examine the influence of coaching on employee performance (Pousa and Mathieu, 2014; Achi & Sleilati, 2016; Núñez et al, 2014). Also, it was found that some research in the past examined the relationship between coaching and rewards and recognition (Mehmood, et al, 2013). It was also found that there were

many researches in the past examining the impact of rewards and recognition on employee performance (Owais Khan, 2015; Ndungu, 2017).

However, it seems no research has been conducted or examined on the influence of coaching and employee performance mediated by rewards and recognition. There is also no research conducted in examining the influence of coaching on rewards and recognition. In the past some research examined the relationship between coaching and rewards and recognition, yet no body examine the influence of coaching on rewards and recognition among workforce.

H_4: *The impact of coaching on workforce performance is mediated by Rewards and Recognition*

Research Methodology

Questionnaire Development

The significant variables within the context of the Coaching and employee performance were described under each construct in the framework during the literature review. A similar method was used to list the various issues of socio-economic development assessment in the literature. The problems are described and grouped in the framework according to the constructs. The identification of questions under each construct, as discussed later in this paragraph, will be verified by confirmatory factor analysis.The questionnaire consists of four sections, each representing a construct from the model. In each paragraph, respondents are asked to rate statements based on a 5-point likert scale to assess the significance. The questions will be constructed using the 5-point Likert (1932) scale in the questionnaire for this study. The reason 5-point scale was used is because the choice of scale (5 or 7 or 10 point) does not make any difference in multivariate analysis and the impact in confirmatory factor analysis is insignificant (Dawes, 2008).Scale items are normally rated from low to high, with the negative axis on the left and the positive one on the right (Hartley, 2013). The advantage of using 5-points instead of 7-point or 10-points scale is because it is easy for interpretation of the respondents (Johns, 2010)

There are 17 observed variables surveyed for this study stated in Table 1. Each statement should be responded using Likert scale response from 1 which refers to “Strongly disagree” until 5 which refers to “Strongly agree”.

Table 1. Questionaire observed variables

Variables	Items
Coaching	Q1: In my organization, coaching is used to enable people to recognize opportunities to enhance their performance and skills (Rosha and Lace, 2016) Q2: People in my organization consider coaching important for all level of employees from senior to junior position (Rosha and Lace, 2016) Q3: In my organization, people generally go through a formal/informal coaching process (Rosha and Lace, 2016) Q4: In my organization, coaching is seen as a contributing factor in employee Performance (Agarwal et al, 2009) Q5: In my organization, coaching is seen as influencing behavioural changes in Employees (Agarwal et al, 2009) Q6: The experience level of a coach plays an important part in the outcome of Coaching (Agarwal et al, 2009)
Employee Performance	Q1: In my organization, employees generally meet the requirements in terms of Discipline (Khan and Jabbar, 2013) Q2: In my organization, employees generally meet the requirement in terms of their KPIs (Vosloban, 2012) Q3: In my organization, deadlines are generally met (Pradhan and Jena, 2017) Q4: In my organization, employees usually produce required quality of work (Talukder and Jan, 2017) Q5: In my organization, employees generally development themselves within a reasonable timeframe (Talukder and Jan, 2017) Q6: In my organization, employees are creative in solving problems (Achi and Sleilati, 2016).
Rewards & Recognition	Q1: In my organization, employees are recognised for excellent performance (Khan and Jabbar, 2013) Q2: In my organization, employees are appraised and rewarded when they meet/exceed the KPIs (Ali and Ahmed, 2009) Q3: In my organization, employees are given monetary rewards (Ndungu, 2017) Q4: In my current organization, employees are given some non-monetary Rewards for good performance (Pousa and Mathieu, 2014) Q5: In my organization, employees are generally motivated as they are recognized and rewarded (Pousa and Mathieu, 2014)

Sample Size and Data Collection Technique

An online questionnaire via google survey for this research was distributed to employees in Malaysia that has either experienced being a coach or a coachee. Based on Krejcie and Morgan (1970), table for determining sample size, the estimated success rate

of collection back of surveys for this research will approximately 224 responses based on 17 variables. The rule of thumb used for sample size determination is 5 respondent per observed variables or statement item which is acceptable according to a number of scholars (Hair et al, 2010; Kline, 2011).

In this research non-probability convenience sampling is used because it is less expensive, less time consuming when collecting data and the respondents' access is reachable by the researcher (Showket et al, 2017). Convenience sampling using non-probability sampling was also selected for this research due to the practical criteria on the availability and willingness to participate in this study (Dornyei, 2007).

Data Analysis Plan

In this research, data collected is analysed using SPSS 25 and AMOS 22 software with Microsoft Excel to outline and create tables. SPSS 25 statistical investigation programing is used to check the reliability of the questionnaire and demographic summary. In the meantime, AMOS22 will be used to finish Confirmatory Factor Analysis (CFA) and Structural Equation Modelling (SEM).

Researcher uses Confirmatory Factor Analysis in this research to analyze the link between the measured factors. It proceeds with Divergent Validity and Discriminant Validity test to look at the validity along these lines to guarantee the fitness of the proposed theory.

The research proceeds with check of the connection between the models by using Structural Equation Modeling (SEM). As per Yuan (2005), the data is the most important component to determine the fitness of a model. The validity of the model will then be analyze using factor and path analysis before the finish of the rejected and accepted of every hypothesis through the test of Estimate, Standard Errors (S.E.), Critical Rations (C.R.) and P-value.

Result Analysis & Findings

Validity Analysis

Construct validity assesses the theoretical construction that the researcher claims they do. A group of variables assumed to measure the same factor demonstrate convergent validity when their intercorrelations are at least moderate (Kline, 2011). Hair et al (2010) say that the convergent validity may be challenged if the variable loads are below 0.50. In addition to factor loading, variance-extracted steps should be equal to or greater than 50%. Discriminating validity is another significant type of validity. Hair et al (2010) describes discriminating validity as the degree to which a construct is genuinely distinct from other constructs both in terms of how much it interacts with other constructs and how distinctly measured variables only represent this particular construct. This can be observed by studying in the Confirmatory Factor Analysis (measurment model) the covariances between the constructs. Another way to look at this is to consider if there are large cross-loads of variables to more than one framework.

Initial Validity

Initial validity is established with reference to Eigenvalues. The factors with Eigenvalues of more than 1 in the Table 2. are equal to the number of factors in the conceptual framework. The Eigenvalues of factor 1, factor 2 and factor 3 are 7.564, 1.931 and 1.753 respectively. There are three factors in the conceptual framework in this study; namely coaching, rewards & recognition and employee performance. This indicates that there is initial validity. The same can be established using the Screen Plot in Figure 2. which shows there are 3 factors with Eigenvalues more than 1.

Table 2. Principal Component Analysis (Initial Eigenvalues)

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.564	44.493	44.493	7.564	44.493	44.493	3.825	22.503	22.503
2	1.931	11.357	55.850	1.931	11.357	55.850	3.776	22.210	44.713
3	1.753	10.310	66.160	1.753	10.310	66.160	3.646	21.447	66.160
4	0.844	4.963	71.122						
5	0.684	4.026	75.148						
6	0.631	3.714	78.862						
7	0.540	3.175	82.037						
8	0.465	2.736	84.774						
9	0.423	2.489	87.263						
10	0.365	2.147	89.410						
11	0.329	1.937	91.346						
12	0.299	1.760	93.106						
13	0.285	1.674	94.781						
14	0.274	1.612	96.393						
15	0.242	1.423	97.816						
16	0.192	1.129	98.945						
17	0.179	1.055	100.000						
Extraction Method: Principal Component Analysis.									

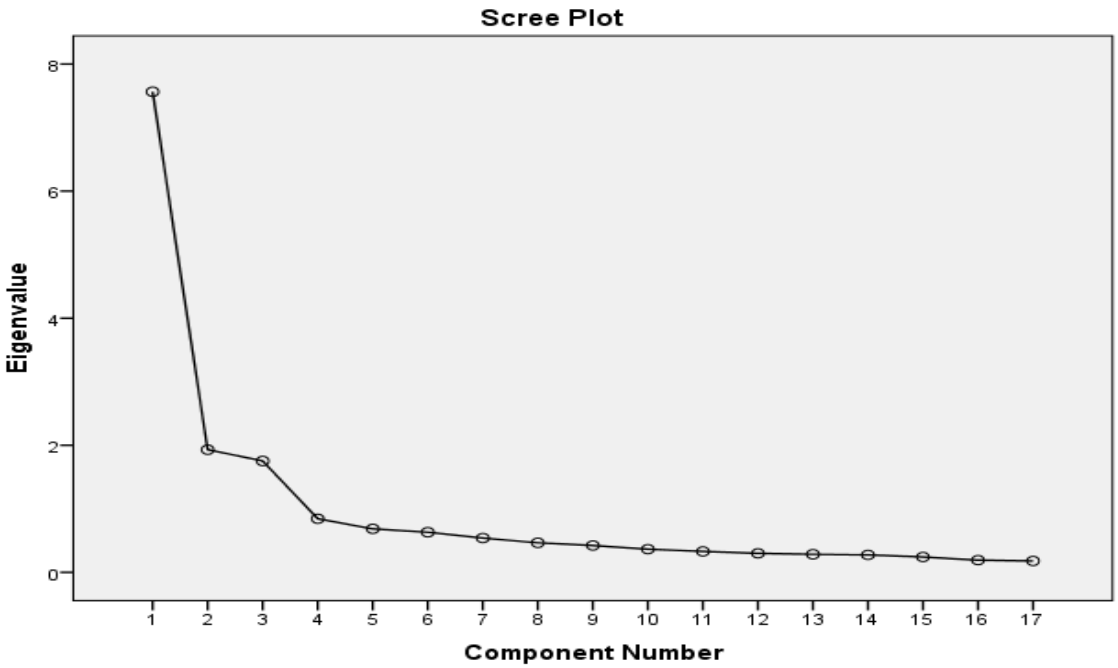

Figure 2. Screen Plot (Eigenvalue)

Table 3. shows the standardized factor loading of each construct's measurement variables. Hair et al (2010) notes that to determine construct validity, the standardized factor loading estimates should be at least 0.50 or higher. They further stated that 0.70 or higher is an ideal estimate. In table 2 below, all loading estimates are higher than 0.50 and all loading estimates, except for CCH6 and EP1, are higher than 0.70, indicating convergent validity.

Table 3. Component Matrix

Rotated Component Matrix[a]			
	Component		
	Coaching	Employee Performance	Rewards
CCH5	0.815		
CCH2	0.790		
CCH3	0.788		
CCH1	0.739		
CCH4	0.711		
CCH6	0.643		
EP5		0.769	
EP2		0.762	
EP4		0.761	
EP3		0.720	
EP6		0.703	

EP1		0.697	
RR3			0.834
RR5			0.798
RR2			0.793
RR4			0.759
RR1			0.745
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.			

Nomological Validity

Constructs should have nomological and face validity (Hair *et al.*, 2010). They stated that face validity should be determined before any statistical test is performed using CFA and face validity is, therefore, considered to be the most important validity. Face validity refers to the theoretical understanding of each item's meaning in the structure and the structure itself (Hair *et al.*, 2010). In the conceptual framework, Chapter Two – Literature Review and in the Questionnaire Development section in Chapter Three, this has been carried out very extensively. Nomological validity as seen in table 4, is checked by analyzing the construct correlation. If the relationship between the concepts in the theory of measurement makes sense, nomological validity is established.

Table 4. Standard Regression Weights

Paths	Estimate
CCH<---Coach	.802
CCH2<---Coach	.804
CCH3<---Coach	.799
CCH4<---Coach	.782
CCH5<---Coach	.823
CCH6<---Coach	.508
EP1<---Perf	.637
EP2<---Perf	.707
EP3<---Perf	.721
EP4<---Perf	.764
EP5<---Perf	.787
EP6<---Perf	.719
RR5<---Reward	.843
RR4<---Reward	.684
RR3<---Reward	.770
RR2<---Reward	.870
RR1<---Reward	.831

Convergent Validity

Convergent validity is a subcategory of construct validity in which the measures of the constructs, which should be theoretically elated, are observed in correlation to each other.

Thus, convergent validity, as proposed by Kline (2011), is the degree to which the operationalization is similar to (converges on) other operationalization to which it theoretically should be similar. In the study, the three items are reflective of the determinant of the Employee Performance. In the study, the analysis indicates inter-correlations of the four scale items based on the scale provided to the respondents. The measures of constructs that are related to each other should be strongly correlated with the AVE > 0.5 to establish a valid construct and even better if it's 0.7 for a much better fit (Hair et al., 2010). The item inter-correlations are ranging from 0.5-0.7 except for 3 constructs namely CCH6 that reads as 0.258, EP1 is at 0.406 and RR4 at 0.467 (refer table 5). This indicates that the correlations are high with different constructs supported. Given this, we can assume the patterns of the correlations are converging on a similar item.

Table 5. Squared Correlations

Variables	Squared Correlations		
	Coaching	Employee Performance	Rewards & Recognition
CCH5	0.678		
CCH2	0.646		
CCH3	0.636		
CCH1	0.643		
CCH4	0.611		
CCH6	0.258		
EP5		0.615	
EP2		0.500	
EP4		0.584	
EP3		0.519	
EP6		0.517	
EP1		0.406	
RR3			0.593
RR5			0.710
RR2			0.757
RR4			0.467
RR1			0.691
AVE	0.895	0.894	0.892
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.			

Discriminant Validity

Discriminant validity ensures an empirically unique construct measure and represents phenomena of interest that are not captured by other measures in a structural equation model (Hair *et al.* 2010). The correlations between factors in the measurement model do

not exceed 0.85 in the case of discriminating validity as suggested by Kline (2011). All the construct as seen in table 6 below is below 0.85.

Table 6. Component Matrix

Rotated Component Matrix[a]			
Variable	Component		
	Coaching	Performance	Rewards
CCH5	0.815		
CCH2	0.790		
CCH3	0.788		
CCH1	0.739		
CCH4	0.711		
CCH6	0.643		
EP5		0.769	
EP2		0.762	
EP4		0.761	
EP3		0.720	
EP6		0.703	
EP1		0.697	
RR3			0.834
RR5			0.798
RR2			0.793
RR4			0.759
RR1			0.745
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.			

Reliability Analysis

In this study, reliability is measured by Cronbach's Alpha, the most commonly used reliability measure (Hair *et al*., 2010). Reliability concerns the measurement quality in terms of measurement consistency and repeatability. This statistical measure reliability of internal consistency which is the degree to which the responses in a measure are consistent across the items. Hair *et al* (2010) suggests that a coefficient of more than 0.90 is excellent as a general threshold for the relability score, values of around 0.80 are very good, and values of around 0.70 are sufficient. The following table 7 shows the Cronbach's Alpha coefficients for all variables and separate constructs.

It can be inferred from table 7, reliability coefficients that the quality of the data is excellent overall internal consistency, and that the reliability of the construct has also produced very good results. For overall variables the values is around 0.90 which

translates the coeefficient is excellent the other variable which is EP, RR and CH are above 0.8 which represents good and relaible coefficeicy.

Table 7. Reliability Coefficients

Variable	Items	Cronbach's Alpha
All	17	0.920
Employee Performance	5	0.868
Rewards and Recognition	5	0.897
Coaching	5	0.889

Measurement Model (CFA) Fitness

The accuracy of the measurement model is assessed using key fit statistics and estimates of parameters. The SPSS Amos CFA output includes several valuable primary fit indices including the Chi-square, Relative Chi-square, CFI, and RMSEA.

The overall model chi-square is 243.206, the relative chi-square is 2.097 with a degree of freedom of 116, according to SPSS Amos outputs for CFA model in Figure-3. Hair et al (2010) considers the relative chi-square between 0 and 3 as an acceptable fit, suggesting good validity of the measurement model using this index. The p-value of the chi-square indices is 0.000. Using a form, I error rate of 0.05 this p-value is important. Therefore, the chi-square fit statistic does not indicate that the observed covariance matrix corresponds within the sampling variance to the covariance estimate matrix. However, we also look at additional fit statistics due to the problems associated with using this statistic alone and the effective sample size of 200. The thumb rule suggested by Hair et al (2010) is that in addition to the chi-square statistics, a researcher should rely on at least one absolute fit index and one incremental fit index. The most frequently referred absolute fit index is the approximation root mean squared error (RMSEA). In this case, this index is 0.066, well within the less than 0.10 guideline suggested by Schermelleh-Engel, Moosbrugger, & Müller (2003) and 0.08 suggested by Hair et al (2010). Thus, RMSEA statistic provides additional support for the model fit. Next, we examine Root Mean Square Residual (SRMR) statistics, which is 0.023 in the findings. Hair et al (2010) suggest a cut off value of less than 0.05 to consider as a model fit. Furthermore, SRMR also recommends the appropriate system of measurement. The Comparative Appropriate Index (CFI) is 0.935 higher than the Hair et al (2010) limit of 0.90. Table 8. summarizes the effects of the measurement model fit guides;

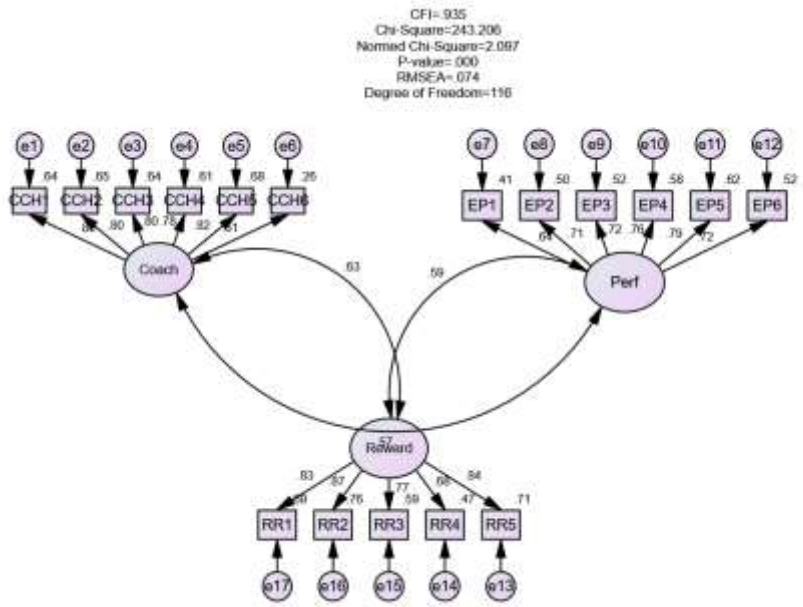

Figure 2. CFA Model

Table 8: Measurement Model Fitness Statistics

Chi-square Statistics	**Results**
Chi-square	243.206
P-Value	0.000
Degrees of Freedom	116
Absolute Fit Indices	
Root Mean Square Error of Approximation (RMSEA)	0.074
Normed Chi-square	2.097
Incremental Fit Indices	
Normed Fit Index (NFI)	0.881
Comparative Fit Index (CFI)	0.935
Parsimony Normed Fit Index (PNFI)	0.709

Structural Modelling Equation – Validity Analysis

The first step in assessing the validity of the SEM model is to determine the structural model's validity (Hair *et al*, 2010; Kline, 2011). The measurement model excellence of fit has been well developed, as stated in the previous section. Under the Maximum Likelihood Estimation (MLE), most authors suggest recording chi-square as a model's goodness-of-fit index. The model's chi-square is 243.206 with a degree of freedom of 116 and a corresponding p-value of 0.000, according to the SPSS Amos performance for the SEM model. This indicates that the model's fitness is appropriate as the p-value is important at a Type 1 error rate of 1%. The model's relative chi-square is 2.097, which is well within the appropriate fitness of 0 and 3 ranges as indicated by Hair *et al* (2010).

Table 9. SEM Model Fit Indices

Chi-square Statistics	SEM Model with Mediation	SEM Model without Mediation
Chi-square	243.206	261.323
P-Value	0.000	0.000
Degrees of Freedom	116	117
Normed Chi-square	2.097	2.234
Root Mean Square Error of Approximation (RMSEA)	0.074	0.079
Incremental Fit Indices	0.936	0.927
Normed Fit Index (NFI)	0.884	0.876
Comparative Fit Index (CFI)	0.935	0.926
Relative Fit Index (RFI)	0.847	0.837
TLI	0.914	0.903
Parsimony Normed Fit Index (PNFI)	0.670	0.670

Other fit indices such as RMSEA and GFI will also be used to assess the model validity. The RMSEA index is 0.074 which is less than 0.08 which considered by many scholars as acceptable. The value of CFI reads at 0.935 which is greater than 0.90. These indicators confirm the goodness of fit of the model as well (refer to figure 3). Therefore, the proposed SEM model of coaching is an acceptable model based on scientific evidence and theoretical justifications.

Table 10. Coefficient of Determination (R Square of the Path Models)

Endogenous Variables	Exogenous Variables	Path Model – with Mediation	Path Model – Without Mediation
Employee Performance	Coaching	$R^2 = 0.318$	$R^2 = 0.589$
Employee Performance	Rewards	$R^2 = 0.392$	$R^2 = 0.00$
Rewards	Coaching	$R^2 = 0.635$	$R^2 = 0.653$

The table 10. shows that coaching explains the 31.8% of variation in Employee Performance (as shown by the R2 of 0.318) in the first Path Model – Model with Mediation by Rewards (refer table 8). The same model suggested that Rewards explain 39.2% of variation in Employee Performance while coaching explains 63.5% of variation in rewards. In the second model, the mediation effect is controlled to be zero (0). Without mediation effect, coaching explains 58.9% and 65.3% of Employee Performance and Rewards respectively.

SEM Model – Relationship Analysis

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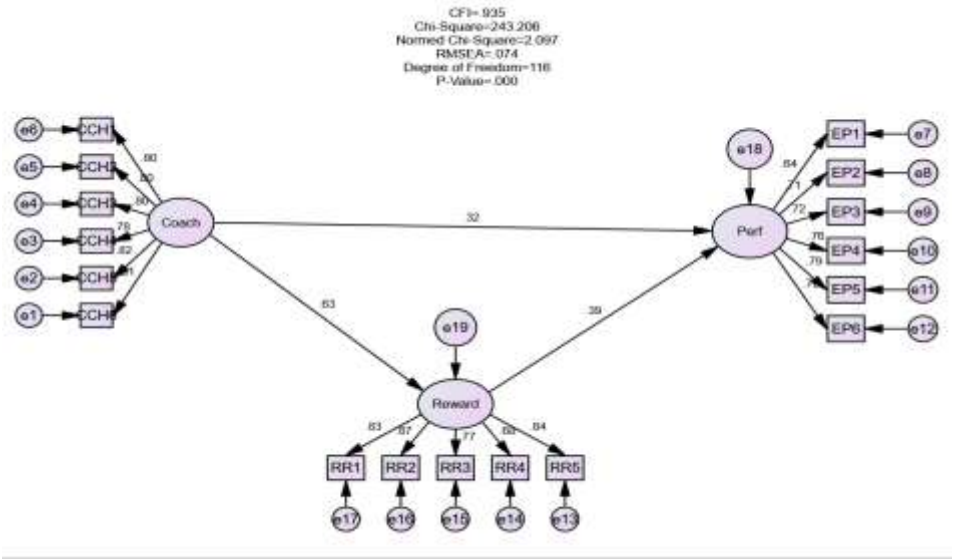

Figure 3. SEM Model

The analysis continues to view the parameters determined by the SEM method after acknowledging the goodness-of-fit of the coaching theory model. Table 11. displays the regression weights calculated by SPSS Amos 21;

Table 11. Path Analysis (SEM Model with Mediation)

Path	Estimate	S.E.	C.R.	P	Label
Reward<---Coach	1.242	.206	6.036	***	par_16
Perf<---Coach	.390	.125	3.131	.002	par_15
Perf<---Reward	.246	.061	4.042	***	par_17
CCH6<---Coach	1.000				
CCH5<---Coach	1.935	.265	7.303	***	par_1
CCH4<---Coach	1.861	.261	7.140	***	par_2
CCH3<---Coach	1.858	.258	7.210	***	par_3
CCH2<---Coach	1.978	.274	7.229	***	par_4
CCH1<---Coach	1.786	.247	7.220	***	par_5
EP1<---Perf	1.000				
EP2<---Perf	1.116	.134	8.300	***	par_6
EP3<---Perf	1.286	.153	8.425	***	par_7
EP4<---Perf	1.249	.142	8.802	***	par_8
EP5<---Perf	1.324	.147	8.990	***	par_9
EP6<---Perf	1.282	.152	8.413	***	par_10
RR5<---Reward	1.000				
RR4<---Reward	.885	.083	10.700	***	par_11
RR3<---Reward	1.089	.086	12.613	***	par_12
RR2<---Reward	1.074	.071	15.177	***	par_13
RR1<---Reward	1.008	.071	14.166	***	par_14

Note: ** significant at 95% confidence level and *** significant at 99% confidence level.

Table 12. Standardized Regression Weights: (Group number 1 - Default model)

Path			Estimate
Reward	<---	Coach	.635
Perf	<---	Coach	.318
Perf	<---	Reward	.392
CCH6	<---	Coach	.508
CCH5	<---	Coach	.823
CCH4	<---	Coach	.782
CCH3	<---	Coach	.799
CCH2	<---	Coach	.804
CCH1	<---	Coach	.802
EP1	<---	Perf	.637
EP2	<---	Perf	.707
EP3	<---	Perf	.721
EP4	<---	Perf	.764
EP5	<---	Perf	.787
EP6	<---	Perf	.719
RR5	<---	Reward	.843
RR4	<---	Reward	.684
RR3	<---	Reward	.770
RR2	<---	Reward	.870
RR1	<---	Reward	.831

Overall, the above regression model is significant and meaningful due to their significant p-value at 1% alpha and estimated regression coefficients for tested path diagram are greater than 0.20. These would provide the following hypothesis test results shown in Table 13.

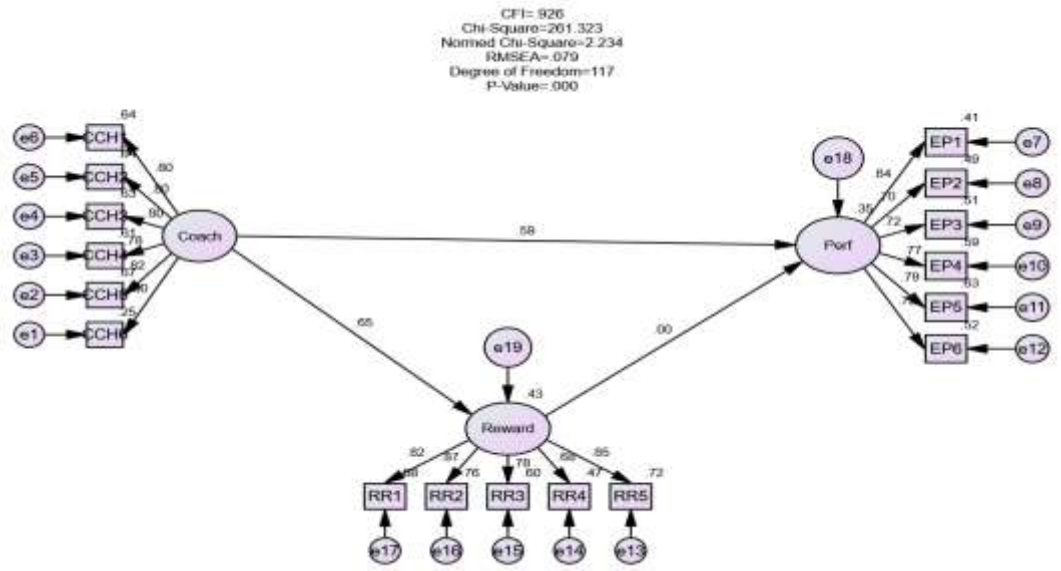

Figure 5. SEM Model – Hypothesis Analysis

Table 13. Chi-Square Difference test

Models	Chi-square	Degree of Freedom	P-Value of Chi-Square Difference Test
SEM Model with Mediation	243.206	116	
SEM Model without Mediation	261.323	117	
Difference	18.117	1	0.000021

Note: Chi-Square Difference test was performed online via www.socsistatistics.com Online Chi-Square Online Test

Discussions of Findings

Impact of Coaching on Employee Performance

Based on the finding from this research it is found that coaching has a 31.8% positive impact on employee performance. Based on the previous researchers it also concluded that using the concept of coaching to elevate the performance of workforce has turned out to have a positive impact on behavior of employees as well as elevate the performance of organizations (Talukder and Jan, 2017; Núñez et al, 2014; Pousa and Mathieu, 2014; Achi & Sleilati, 2016; Neupane, 2015; Gettman,2019). The theories or concepts that proves a significant similarity to the findings of this research are Work Performance Concepts (Dugguh and Dennis, 2014), The Herzberg's 2 Factor Theory of Motivation (1968) and The Social Exchange Theory. Managers of organizations could adopt the concept of coaching when they are working on increasing the capability of their team and the organization as a whole.

Impact of Coaching on Rewards

This research also concludes that, coaching has a 63.5% positive impact on Rewards. Prior researcher has also concluded the positive impact of coaching on rewards the beneficial and substantial connection between coaching and having rewards and appreciation does influence the performance of employees (Mehmood et al, 2013, 2012; Grover, 2016). The positive impact of coaching is assumed in the Herzberg's 2 Factor Theory and the Maslow Theory of Needs where it serves as an extrinsic factor to increase the motivation of a coachee. Managers in organization could use this concept in two ways where they could use rewards to complement coaching as well as reward coaches for performing optimal coaching to enhance their coaching skills.

Impact of Rewards on Employee Performance

The findings from this research reveals that rewards have a 39.2% impact on employee performance. Therefore, rewards are considered a significant predictor of employee performance. There are a few studies that found rewards and recognition does positively impact the performance of employees (Owais Khan, 2015; Murphy, 2015; Ndungu, 2017; Tessema, 2013; Qureshi, 2010). As such rewards and recognition should be aligned to the needs of an individual as per reference to Maslow's Hierarchy of Needs (1943), The Social

Exchange Theory and Herzberg's two Factor Theory (1963). Organizations could see positive impact on the performance of their employees should they work on granting their employee with some rewards and the right recognitions.

Mediation Effect of Rewards between Coaching and Employee Performance

It is concluded that the impact of coaching on employee performance is mediated by rewards. The effect size of the mediation is 24.9% based on this research. There are many studies that examine the influence of coaching on employee performance (Pousa and Mathieu, 2014; Achi & Sleilati, 2016; Núñez et al, 2014). Also, it was found that some research in the past examined the relationship between coaching and rewards and recognition (Mehmood et al, 2013). It was also found that there were many researches in the past examining the impact of rewards and recognition on employee performance (Owais Khan, 2015; Ndungu, 2017). However, there is limited research on the influence of coaching and employee performance mediated by rewards and recognition. There is also limited research conducted in examining the influence of coaching on rewards and recognition. In the past some research examined the relationship between coaching and rewards and recognition, yet limited research examines the influence of coaching on rewards and recognition among workforce. Managers that are considering elevating the performance of their employees could inject rewards and recognition to boost the performance of employee along with effective coaching.

Conclusion & Recommendation

Conclusion

The analysis enabled researcher to evaluate the first objective of the research as coaching having a 31.8% positive impact on employee performance which is also statistically significant. This is an important finding to appreciate the role of coaching in affecting employee performance. This finding is affirming the findings of many other researchers as discussed in section 4.6. This offers confirmation of theoretical assumption of Herzberg's Two Factor Theory of motivation and Social Exchange Theory. This shed light on the importance of coaching in improving employee performance in the corporate sectors of Malaysia.

This research also concludes that coaching has a 63.5% positive impact on Rewards. This affirms that the positive impact of coaching on rewards is beneficial, substantial and it does influence the performance of employees. The findings were confirmed by various researchers as discussed in section 4.7. The theories associated with this finding are the Herzberg's 2 Factor Theory and the Maslow Theory of Needs where it serves as an extrinsic factor to increase the motivation of a coachee. This would benefit managers in organization could in two ways where they could use rewards to complement coaching as well as reward coaches for performing optimal coaching to enhance their coaching skills.

The findings from this research reveal that, rewards have a 39.2% impact on employee performance. Therefore, rewards are considered a significant predictor of employee performance. Studies found rewards and recognition do positively impact the

performance of employees. This affirms the assumptions of Maslow's Hierarchy of Needs (1943), The Social Exchange Theory and Herzberg's two Factor Theory (1963). Organizations could see positive impact on the performance of their employees should they work on granting their employee with some rewards and the right recognitions.

Findings in this research concluded that the impact of coaching on employee performance is mediated by rewards. The effect size of the mediation is 24.9% based on this research. Many studies examine the influence of coaching on employee performance. It was found that some research in the past examined the relationship between coaching and rewards and recognition. Researches in the past examining the impact of rewards and recognition on employee performance. However, it seems no research has been conducted or examined on the influence of coaching and employee performance mediated by rewards and recognition. There is also no research conducted in examining the influence of coaching on rewards and recognition. Past research examined the relationship between coaching and rewards and recognition, yet no research was done on the influence of coaching on rewards and recognition among workforce. Managers that are considering elevating the performance of their employees could inject rewards and recognition to boost the performance of employee along with effective coaching.

Recommendation

Recommendation for Managers

Based on the findings of this research, managers could adopt and adapted the model of rewards and recognition to elevate the efficiency of coaching in elevating the performance of their workforces. Corporate Managers responsible for Employee Performance Management should understand the fact that while coaching has direct positive impact on employee performance, it is also mediated by rewards. In many coaching contexts in the corporate world, rewards are not integrated into the coaching mechanism. This research sheds light on the potential impact rewards may have on coaching effectiveness in some context.

Recommendation for Future Research Direction

Future research should consider looking into other possible mediators by looking into parallel mediation models. The sample of this research did not cover entire Malaysia and did not cover employees of all levels. Future research may consider larger samples looking into different sectors for sector specific evidences. Moderation effect is another aspect to consider in future such as moderation effect of demographic profile of coachees and coaches.

Implications of the Findings

Organizations could investigate their rewards and recognition systems or workplace policies to add significant improvements to the performance of their respective employees. On the other hand, the coaching programs can also be further enhanced to increase its level of effectiveness which can have a very positive implication on the outcome when referring it to the performance of employees. The findings of this research

can reinforce the current practice of organizations that are already practicing some sort of rewards based coaching programs.

Limitation of the study

The sample size does not represent the entire workforce population in Malaysia. It also did not cover all the work sectors in Malaysia. This research has only considered the mediating factors of rewards and recognition but there could be other mediating factors that could influence employee performance. The concept of coaching was measured in general but research investigating different coaching types and coach and coachee relationships may add more value to the practical usefulness of findings.

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