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Keeping Up Job Satisfaction: Relationship between Coaching Style Leadership and Employees' Belief in Their Abilities to Handle Job

Azman Ismail¹, Nursaadatun Nisak Ahmad², Soliha Sanusi^{3*}, Nur Shahira Ibrahim⁴, Mustafa Zihni Tunca⁵

^{1,5}Department of Business Administration, Suleyman Demirel University, Turkey

²Faculty of Business Management, Universiti Teknologi MARA, Malaysia

³Faculty of Economics and Management, Universiti Kebangsaan, Malaysia

⁴Academy of Contemporary Islamic Studies, Pahang, Malaysia

ABSTRACT

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*Correspondence:

solihasanusi@ukm.edu.my

This study assesses a direct effect of coaching style leadership on work-related attitudes and an indirect effect of employees' belief in their abilities to handle jobs in the relationship between coaching style leadership and job satisfaction. The cross-sectional research design was employed to collect 579 survey questionnaires from employees in the Malaysian public sector. The SmartPLS was utilized to evaluate the measurement model and structural model. The adequacy of the study sample met that rule of thumb criterion, and the response bias was not present in the study sample. This study only used survey questionnaires that had no missing values, straight-lining answers, outliers, and non-normal data distribution. The indicators that represent each study construct in the model measurement satisfied the validity and reliability standards. The structural equation modeling test displayed that employees' belief in their abilities to handle the job and job satisfaction was directly affected by leaders' guidance and facilitation. Further, the effect of leaders' guidance and facilitation on job satisfaction was indirectly affected by employees' belief in their abilities to handle the job. This finding is useful to guide practitioners in understanding diverse viewpoints of employees' belief in their abilities to handle job and plan an effective developmental relationship framework to maintain and upgrade organizational sustainability in times of global economy and turbulent environment.

Organizational behavior studies have recognized job satisfaction as a key phenomenon of work-related attitudes, where it is manifested by employees' affective reactions and/or cognitive reactions (Organ & Near, 1985) toward job characteristics, rapid changes in work design characteristics and modes of executing daily work in organizations (Hilton et al., 2023; Vieira et al., 2023). Employees who are satisfied with job tend to demonstrate positive actions, such as career success (Alzubi, 2022), job performance (Temory, 2023), work productivity (Hilton et al., 2023), organizational commitment (Vieira et al., 2023), and decrease job turnover intention (Cole & Castro, 2023). Hence, this positive action can lead to induced positive organizational outcomes by increasing business and organizational performance in times of global competition (Osman et al., 2022; Vieira et al., 2023).

Previous work-related attitude studies acknowledge that job satisfaction is mainly affected by two major categories of antecedents, namely work environment (advancement, recognition, autonomy and work meaning (Fleischer & Wanckel, 2023; Lo et al., 2023); and work environment-related factors (physical environment, peers, management and job insecurity (Lo et al., 2023). However, there is a lack of recent empirical articles that assess the specific effects of coaching style leadership on job satisfaction (Bakr & Almagati, 2023; Vinh et al., 2022).

Coaching style leadership is embedded in multiple leadership behavioral features, especially transformational leadership (Odeh et al., 2023), transactional leadership (Abdelwahed et al., 2023), laissez-faire leadership (Khan et al., 2023), and servant leadership (Wong et al., 2023). These leadership behavior types have practiced various coaching styles to aid employees in searching for good opportunities in their work, learning new competencies, changing negative work behavior, and developing wisdom in handling challenging environments (Imran et al., 2023; Liu & Xi, et al., 2023; Nyathi & Kekwaletswe, 2023).

After conducting a thorough review of the leader-member exchange literature, it was found that coaching style leadership often occurs in a dyadic relationship context. Managers and supervisors tend to utilize two coaching styles - guidance (learning through observation) and facilitation (learning through doing) (Hui et al., 2013). Leaders who can effectively implement these coaching styles in their daily work can positively impact employee outcomes, such as increasing their confidence in handling their job responsibilities (Ishak et al., 2023; Westbrook & Peterson, 2022) and job satisfaction (Rachmawati et al., 2022; Wang & Dapat, 2023). Interestingly, some studies on high-performing organizations during global competition in the 21st century have shown that coaching style leadership can lead to higher job satisfaction when employees have confidence in their abilities to handle their job tasks (Zhang et al., 2023). However, the managerial coaching study literature has not extensively explored the size and nature of the effect that employees' belief in their ability to handle their job tasks has as an important mediating variable (Westbrook & Peterson, 2022; Zhang et al., 2023).

Many scholars have identified several reasons for the gaps in research on coaching-style leadership. Firstly, previous studies have focused on the qualities of coaching-style leadership, including its goals, types, and value in commercial and non-commercial organizations (Hui et al., 2013). Secondly, direct effect models have been used to examine the association between coaching-style leadership and employees' belief in their ability to handle their job (Lutfi et al., 2022), job satisfaction (Hassaan & Khan, 2022), and the relationship between employees' belief in their ability to handle their job and job satisfaction (Shang et al., 2022). However, these models only explain the effect of the cause variable on the criterion variable in model

development. Thirdly, the direct effect models only use simple behavioral statistical analyses, which cannot quantify the mediating effect of employees' belief in their ability to handle their job in the structural model (Hassaan & Khan, 2022; Ishak et al., 2023; Wang & Dapat, 2023). Therefore, the research paradigms only provide general recommendations, which may not be sufficient for practitioners to understand how employees perceive their ability to handle their job. This information is crucial for leadership planning and development programs to achieve their organizational strategies and goals in a rapidly changing global environment (Vinh et al., 2022; Zhang et al., 2023). As empirical studies have limitations, researchers are now focusing on the relationship between job satisfaction and employees' perceptions of their job-handling skills to fill the gaps in the literature.

Theoretical Framework

Coaching Style Leadership

Coaching style leadership consists of two salient features: guidance and facilitation (Hui et al., 2013). Leaders' guidance is normally driven by verbal persuasion (Bandura, 1997, 1986), where followers learn by observing their leaders' behavior, such as taking lessons from good examples exhibited by leaders, clearly understanding performance expectations explained by leaders, and obtaining adequately performance feedback delivered by leaders (Hui et al., 2013). While facilitation is usually driven by enactive learning in which followers learn by doing as demonstrated by leaders, such as followers put greater initiatives to identify, explore, and assess tasks at hand, manage knowledge to reach the intended outcomes, and apply brainstorming to search for possible solutions that may overcome their problems (Bhatti et al., 2023). Some important benefits of implementing this coaching style may induce a bright side of employee behavior by nurturing followers' talents and competencies, transforming and upgrading followers' leadership skills and professional behavior, building dynamic workgroups, and creating continuous learning, communication, and collaboration environments to handle routine and challenging job functions (Zhang et al., 2023).

Employees' Belief in Their Abilities to Handle Job

Employees' belief in their abilities to handle job, also known as self-efficacy, has been formed based on the combination of three components: belief (a person has control over and is able to perform their action), behavioral capability (a person understands and has the skill to execute their action), expectations (a person determine the outcomes of their action change), and expectancies (a person assigns a value to the outcomes of their action change) (Bandura, 1991). According to Lunenburg (2011), the magnitude, strength, and generalizability of employees' belief in their abilities to handle jobs are strongly determined by four important sources that begin from enactive self-mastery and are followed by role-modeling, verbal persuasion, and physiological traits. Employees' belief in their abilities to carry out certain tasks is often realized through outcome self-efficacy (e.g., a person can achieve his/her job objective) and/or process outcomes (e.g., a person commits to the processes that drive to achieve their intended objective) (Heslin & Klehe, 2006). For example, employees' belief in their abilities to handle job are willing to take proactive initiatives in setting up goals, increase the level of effort to perform novel, face challenges in performing difficult tasks, be persistence in the face of

constraints, and recover from setbacks or coping with adversity in various domains of human obligations (Luszczynska & Schwartz, 2023).

Job Satisfaction

Job satisfaction is broadly interpreted as an employee's general attitude resulting from their assessment of their job or job experience (Kong et al., 2018). It consists of two views, namely employee satisfaction with the intrinsic job (work itself features, e.g., opportunities for self-fulfillment, development and advancement, recognition, and well-being), and employee satisfaction with the extrinsic job (job environment features, e.g., physical conditions, management, work system, staffing, and rewards) (Sims, 2022; Toropova et al., 2021). Employees who are satisfied with both job features will form the notion of job satisfaction (Glaveli et al., 2023).

Coaching Style Leadership and Employee Outcomes

According to the theory of transformational leadership (Bass & Riggio, 2006), leaders' coaching is a fundamental component of inspirational motivation and individualized consideration frameworks. It is frequently employed to help followers attend to their needs and the organization's vision (Turnnidge & Côté, 2018). In a coaching style leadership context, the notion of this theory is often interpreted as leaders' guidance and coaching facilitation (Asghar et al., 2022; Lutz et al., 2023).

Numerous prior studies about different job conditions support the idea that employees' belief in their abilities to handle job is a significant result of coaching style leadership. For example, leaders' guidance has frequently been practiced by showing proactive self-awareness and appreciating employees' contributions, strengths, and abilities in the interaction with employees (Asghar et al., 2022), and providing informational support, positive reframing, and humor in helping employees to cope with psychological sickness (Ishak et al., 2023).

Conversely, leaders' facilitation has normally been implemented by monitoring and leading salespersons in using marketing techniques (Westbrook & Peterson, 2022), regulating the performance of group members in handling finance transaction and customers' needs, and offering training programs to help frontline healthcare workers cope with psychological illnesses (Ishak et al., 2023). The ability of leaders to apply such coaching styles has upgraded employees' belief in their abilities to handle the job in their respective organizations (Westbrook & Peterson, 2022). Based on this evidence, the hypothesis is established as below:

H1: Leaders' guidance has a positive relationship to employees' belief in their abilities to handle job.

H2: Leaders' facilitation has a positive relationship to employees' belief in their abilities to handle job.

Past studies about job characteristics advocate that job satisfaction is an important outcome of coaching style leadership. For example, leaders' guidance has often been executed by nurturing employees' self-esteem, self-development, and success feelings in school innovation programs (Asbari et al., 2022), giving a clear explanation about their organizations' vision, providing positive and encouraging messages (Vinh et al., 2022), showing belief to employee skills and maintaining good employee relations (Hassaan & Khan, 2022), identifying training

needs to develop professionalism (Bakr & Almagati, 2023), exhibiting altruism in promoting employees' health and safety, motivating employees to attend stress prevention courses and delivering constructive feedback (Lutz et al., 2023).

While, leaders' facilitation has usually been performed by creating a friendly and psychologically supportive work environment and providing rewards for achieving specified goals (Vinh et al., 2022), allowing employees to involve in brainstorming sessions and use skills in completing projects (Hassaan & Khan, 2022), offering resources, autonomy and takes all possible measures to prevent employees' health and safety hazards (Lutz et al., 2023), implementing participation in making strategies, policies and procedures, as well as empowering employees to decide suitable way in solving work problems (Bakr & Almagati, 2023). The capability of leaders to properly practice such coaching styles can lead to greater job satisfaction in different organizations (Lutz et al., 2023). Based on this evidence, the hypothesis is formed as follows:

H3: Leaders' guidance has a positive relationship to job satisfaction.

H4: Leaders' facilitation has a positive relationship to job satisfaction.

Employees' Belief in their Abilities to Handle Job and Job Satisfaction

Social Cognitive Theory (Bandura, 1997) reveals that a person's success is not dependent upon their ability but is strongly driven by their belief in their ability to handle a particular task. This belief will strongly stimulate employees to feel confident in generating creative thinking, great motivation, and innovative behavior to cope with various difficult demands in their life. In a coaching style leadership setting, the notion of this theory may enhance job satisfaction (Liu & Peng, et al., 2023) and act as an intermediate between coaching style leadership and job satisfaction (Zhang et al., 2023).

A bulk of previous studies about proactive behavior acknowledge that employees' belief in their abilities to handle job has been demonstrated in various job situations, such as online drivers' belief in their abilities to apply autonomy and flexibility in managing diverse customers' wants, needs and demand (Rachmawati et al., 2022), university teachers' belief in their abilities to execute teaching strategies, manage classrooms and engage with students in ideological and political education (Shang et al., 2022), university teachers' belief to their abilities in coping with a broad range of stressful, challenging demands, and particular task constraints to reach world-class universities and world-class disciplines (Wang & Dapat, 2023), and STEM teachers' belief in their abilities to use the various instructional and assessment strategies to achieve the goals of the international student assessment program (Liu & Wang, et al., 2023). These employees' beliefs may lead to higher job satisfaction in diverse organizations. Based on this evidence, the hypothesis is formulated as follows:

H5: There is a positive association between employees' belief in their abilities to handle job and job satisfaction.

Employees' Belief in their Abilities to Handle Job as a Mediator

Some recent studies managerial coaching reveal that leaders' guidance has usually been practiced by demonstrating good moral standards in personal conduct and communication,

possessing integrity, honesty, credibility, and consideration, and providing feedback opportunities (Ren & Chadee, 2017), delivering complete sale information, offering the opportunity to learn new skills, explaining a selling vision, and showing true feelings to the sales team (Westbrook & Peterson, 2022), possessing teachers' collective learning and application, good program structures and cultural practices in the professional learning communities (Zhang et al., 2023).

Meanwhile, leaders' facilitation has frequently been exhibited by determining what is the right things to do and the right methods to do things in the decision-making process (Ren & Chadee, 2017), allowing teachers to participate in school decisions, share responsibilities, practice mutual support, build networking and take care of employees' welfare (Sun & Xia, 2018), inspiring salespersons to use talents, come up with new ideas, use authority in making faster decisions, give criticisms, and share their experience in selling products (Westbrook & Peterson, 2022), and implementing collective inquiry and sharing, shared purpose and responsibility, informal collaborative learning, organizational and cultural barriers in the professional learning community programs learning (Zhang et al., 2023). The ability of leaders to appropriately implement such coaching styles has strongly evoked employees' belief in their abilities to handle such jobs, and this may lead to greater job satisfaction in the various organizational samples (Zhang et al., 2023).

While previous literature has explored the links between leadership styles, coaching abilities, and job performance/job satisfaction, there is limited research examining how coaching style leadership directly impacts employees' belief in their capabilities to handle job tasks. Specifically, there is a gap in the literature regarding how different coaching styles (such as empowering leadership and coaching empowerment climate) influence employees' belief in their abilities to handle job tasks. This research gap highlights the need for further investigation into the specific relationship between coaching style leadership and employees' belief in their abilities to handle job tasks. Additionally, there is a gap in the literature regarding the factors that may influence employees' openness to feedback and willingness to learn in relation to coaching style leadership. It is important to understand how employees' individual characteristics and attitudes toward feedback and learning can interact with coaching style leadership to fully comprehend the relationship between it and employees' belief in their abilities to handle job tasks. Moreover, the existing literature primarily focuses on coaching leadership behavior in Western countries (Huang, 2019). For example, the sources provided focus on different job situations and contexts, such as online drivers, university teachers, and STEM teachers (Liu & Wang et al., 2023; Rachmawati et al., 2022; Shang et al., 2022; Wang & Dapat, 2023). Therefore, there is a need for research to bridge this gap and provide a comprehensive understanding of the relationship between coaching style leadership, employees' belief in their abilities to handle their jobs, and job satisfaction in various professional settings.

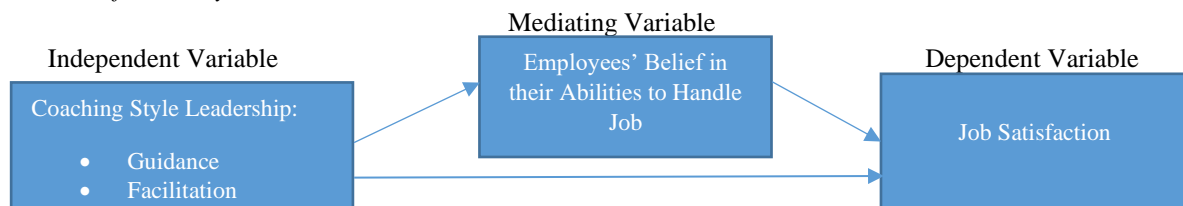
This research gap highlights the need for further investigation into the specific relationship between coaching style leadership and employees' belief in their abilities to handle job tasks because researchers can contribute to the existing body of knowledge on coaching style leadership and its impact on employee beliefs and job satisfaction. Further research in this area could investigate how coaching style leadership behaviors, such as establishing equal relations with subordinates, promoting their mental improvement and potential development,

encouraging them to try new things, and tolerating their mistakes, influence employees' belief in their abilities to handle job tasks (Salcinovic et al., 2022). This research can also explore how coaching style leadership enhances employees' belief in their abilities to handle job tasks, such as increasing self-efficacy and role clarity (Liu & Wang et al., 2023). Additionally, future studies can examine the potential moderating factors that may influence the relationship between coaching style leadership and employees' belief in their abilities to handle job tasks, such as individual characteristics (e.g., personality traits, prior experiences) (Satrina et al., 2021), organizational factors (e.g., culture, structure) (Templer et al., 2020), and contextual variables such as industry or job complexity (Min et al., 2020). Furthermore, by conducting research in the Eastern country's context, researchers can identify any cultural or contextual factors that may impact the relationship between coaching style leadership and employees' belief in their abilities to handle job tasks.

Based on the available gaps, the literature has been used as a foundation for establishing the study model, as illustrated in Figure 1. It exhibits that the effect of coaching style leadership on job satisfaction is mediated by employees' belief in their abilities to handle the job.

Figure 1

The Model of the Study



The Contribution of the Study

This study provides four significant contributions to the existing literature. First, it enhances the previous research by advocating effective leadership behavior inspired by coaching style leadership rather than leaders' traits and workplace environment, where leaders' guidance and facilitation play important roles as a vital determinants of employee outcomes (Wang & Dapat, 2023). Second, it broadens the employee outcomes literature by discovering coaching-style leadership as a salient antecedent, which has been given less emphasized. Coaching-style leadership can increase positive employee outcomes (Ishak et al., 2023). Third, it is the first attempt to specifically investigate the combined effect of coaching style leadership in influencing employee outcomes, revealing that employee outcomes are strongly influenced by two salient variables, namely leaders' guidance and facilitation (Wang & Dapat, 2023). Finally, this study has specifically applied the principal meaning of theory Social Cognitive Theory (Bandura, 1997) and Bandura's Self-Efficacy Theory (1986) in the public sector, where it expects that the effect of coaching style leadership on job satisfaction is mediated by employees' beliefs in their abilities to handle the job (Zhang et al., 2023). This expectation can be proven by testing the causal relationship in the study model.

Method

Research Design

Cross-sectional research was used to collect poll questionnaire data for this study. This research design may assist the researchers in collecting relevant, less biased, and high-quality data for

the quantitative method (Sekaran & Bougie, 2016). The survey data were utilized to evaluate the relationship between coaching style leadership, employees' belief in their abilities to handle jobs, and job satisfaction.

Sample

The target population was employees in the Malaysian public sector. A purposeful sampling plan was used to send out 1,500 survey forms to experienced public sector employees with position grades from 19 to 54 who worked in different areas. Of the number, only 579 (38.6%) usable questionnaires were returned to the researchers. The majority of participants were females (61.5%), aged between 25 to 34 years old (45.6.2%), bachelor holders (51.1%), supporting staff (63.2%), position grades from 41 to 47 (50.3%), length of service from 5 to 14 years (44.4%), and married employees (66.7%).

The size of the sample was estimated using the rule of thumb, which says that the items for the measurement models must have outer loadings higher than the standard threshold of 0.70 and the most formative indicators in the survey questionnaire should be more than 10 times (Hair et al., 2017). The coaching style leadership had 12 items, and this was the biggest number of formative indicators in the survey questionnaire. As recommended by the rule, the minimum sample size should be taken for this study at least 120 participants. This study sample had met the rule, so it could be used to test this study model. Further, Harman's single-factor test was used to determine the response bias. This test showed that all items had a variance percentage value of 45.99, which was smaller than 50 percent, signifying that response bias had not affected the survey data (Podsakoff et al., 2003).

Measures

The survey questionnaire design was adapted from the coaching style leadership literature. A reverse translation technique was used to translate the content of the survey questionnaire from the source text (English language) to the target text (Malay language) and from the target text (Malay language) to the source text (English language). This can ensure that the meanings of items in the source and target texts are consistent. The survey starts with: coaching style leadership has two components, namely leaders' guidance and leaders' facilitation. Leaders' guidance (GUID) had six items, and leaders' facilitation (FASC) had six items adapted from the coaching style leadership literature (Sue-Chan & Wood, 2013). GUID was measured using two elements: communication and performance feedback. FASC was measured using four elements: constructive views, encouragement, new problem-solving methods, and accepting diversity of opinions.

Second, employees' belief in their abilities to handle the job (BATP) was assessed using 10 items adapted from the employees' self-efficacy literature (Wood & Bandura, 1989). BATP was measured using four elements: managing daily work, finding ways to solve difficult problems, using methods to succeed, and making suggestions for improvement. Hence, job satisfaction (JOST) was evaluated using eight items adapted from the job satisfaction literature (Dos Santos et al., 2022). JOST was measured using five elements: daily task conditions, task variety, recognition, promotion and work environment. A seven-item Likert scale used to measure the whole items based on beginning from "strongly disagree/dissatisfied" (1) to "strongly agree/satisfied" (7). Participants' characteristics were used as controlling variables

as this study emphasized employee behavior. Smart PLS software is used to run the analysis because it is suitable for handling non-normal data, small sample sizes, and complex study models (Hair et al., 2017).

Results

The measurement model was first evaluated using the PLS Algorithm. Table 1 displays that the study constructs had outer loadings of more than .70 (Henseler et al., 2009) and AVE values of more than .50, showing that they met the convergent validity criteria. All the study constructs had composite reliability values of more than .80, signifying high internal consistency (Hair et al., 2017).

Table 1

Convergent Validity, Composite Reliability, and Outer Loadings

Construct	No. of Item	Outer Loading	AVE	Composite Reliability
GUID	6	.78 to .86	.66	.92
FASC	6	.71 to .82	.60	.90
BATP	10	.76 to .84	.64	.94
JOST	9	.74 to .86	.66	.94

Table 2 presents that the study constructs had Heterotrait-Monotrait Ratio of Correlations (HTMT) values smaller than .85 and the confidence interval values in parentheses smaller than 1.0 (Hair et al., 2017), indicating that they fulfilled the discriminant validity standards.

Table 2

Discriminant Validity

Constructs	GUID	FASC	BATP
GUID			
FASC			
BATP	.83 (.46, .65)	.78 (.18, .37)	
JOST	.60 (.11, .33)	.49 (.20, .03)	.68 (.44, .65)

Table 3 displays that the study constructs had means between 5.33 and 7.01, showing that the levels of participants' perceptions about GUID, FASC, BATP and JOST were very good. While the VIF values for each construct were lower than 5.0, showing that the data did not have collinearity problems (Hair et al., 2017).

Table 3

Variance Inflation Factor (VIF) and Descriptive Statistics

Construct	M	SD	Variance Inflation Factor	
			BATPJ	JOBST
GUID	5.33	.77	2.42	3.27
FASC	5.35	.72	2.42	2.64
BATP	7.01	.89		2.71
JOST	5.67	.81		

Further, the structural model was tested using a proper analysis. The outcomes of bootstrapping indicated that the standardized root mean square residual value is .08, which is less than .10 (Hair et al., 2017), showing a good model fit. The outcomes of the effect size test displayed five important results: First, the relationship between GUID and BATP (f^2 value = .35) was equal or more than .35 (Hair et al., 2017), displaying that the effect of GUIDC on BATPJ was large. Second, the relationship between FASC and BATP (f^2 value = .08) was more than .02 and less than .15, displaying that the effect of FASLC on BATPJ was weak. Third, the

relationships between GUID and JOST (f^2 value = .02) were more than .02 and less than .15, displaying that the effect of GUID on JOST was weak. Fourth, the relationship between FASC and JOST (f^2 value = .008) was less than .02, indicating that FASC had no effect on JOBST. Fifth, the relationship between B ATP and JOST (f^2 value = .20) was more than .15 and less than .35, displaying that B ATP had a moderate effect on JOST (Hair et al., 2017).

The outcomes of the mediating effect size test indicated that the B ATP was a partial mediating effect (Zhao et al., 2010). The results of Blindfolding showed that BATJ had a Q2 value of .40 and JOST had a Q2 value of .28. Both of these values were higher than zero, which showed that the study constructs had predictive meaning (Hair et al., 2017). The study showed that the Q2-predict values for all items in the PLS-SEM (.10–.47) and LM RMSE (.19–.51) were greater than zero, which means that the prediction errors are very evenly spread. Shmueli et al. (2016) found that most of the regression model (LM) values (-0.012 to -0.113) were lower than the PLS-SEM root mean squared error (RMSE) values (.01 to .11). This shows that this model was not very good at predicting the future.

Table 4 shows the outcomes of testing hypotheses for the direct effects model and mediating model. Sixty-four percent in the variance of B ATP and 33 percent in the variance of JOST were contributed by GUIDC and FASC. While 43 percent of the variance of JOST was contributed by B ATP. Hence, 43 percent of the variance of JOST was contributed by GUID, JOST, and B ATP. This result was more than .26, displaying that the models had a large effect. Further, the results of hypothesis testing displayed four essential outcomes: First, H1 ($\beta = .55$; $t = 12.92$) and H2 ($\beta = .28$; $t = 5.92$) were supported. This result shows that GUID and FASC are important determinants of B ATP. Second, H3 ($\beta = .21$; $t = 3.70$) and H4 ($\beta = .11$; $t = 2.62$) were supported. This result indicates that GUID and FASC are significant predictors of JOST. Third, H5 ($\beta = .65$; $t = 24.70$) was supported. This result displays that B ATP is a vital enhancer of JOST. Finally, H6 ($\beta = .65$; $t = 23.03$) and H7 ($\beta = .65$; $t = 22.96$) were supported. This result exhibits that B ATP positively mediates the effect of GUID and FASC on JOBST.

Table 4

Results of Testing the Research Hypotheses

Hypothesis	β	t	R^2	Decision
H1: GUID \rightarrow B ATP	.55	12.92	.63	Large Effect
H2: FASC \rightarrow B ATP	.28	5.92		
H3: GUID \rightarrow JOBST	.21	3.70	.32	Large Effect
H4: FASL \rightarrow JOST	.11	2.62		
H5: B ATP \rightarrow JOBST	.65	24.70	.43	Large Effect
H6: GUID \rightarrow B ATP \rightarrow JOBST	.65	23.03	.42	Large Effect
H7: FASC \rightarrow B ATP \rightarrow JOBST	.65	22.96		

Finally, the outcomes of the IPMA test exhibit that JOST had the highest performance (69.42) and was followed by coaching style leadership (67.18) and B ATP (65.06). This result recognizes that B ATP is a crucial management problem that practitioners should give more attention.

Discussion

The findings of this study show that the effect of coaching style leadership on job satisfaction is mediated by employees' belief in their abilities to handle the job. In the study environment, all management staff have been trained by internal trainers and professional training consultants to master coaching style leadership. They are trained using the latest managerial

coaching content and interactive training methods to appropriately practice guidance and facilitation in achieving their stakeholders' objectives. The majority of participants view that the levels of guidance, facilitation, and belief in their abilities to handle job and job satisfaction are high. This result explains that the ability of leaders to appropriately guide and facilitate employees in doing daily work will strongly invoke employees' belief in their abilities to handle the job. As a result, this belief may drive greater job satisfaction in the organizational sample.

This study presents three significant implications: theoretical contribution, the robustness of the research methodology, and practical contribution. Regarding a theoretical contribution, this study acknowledges four significant findings: First, coaching style leadership has been an essential antecedent of employees' belief in their abilities to handle the job and job satisfaction. This finding parallels the main idea of Transformational Leadership Theory (Bass & Riggio, 2006), which posits that coaching style leadership is an important element of inspirational motivation and individualized consideration that may stimulate followers to meet their needs and organizations' vision. This idea has been supported by past managerial coaching studies, which reveal that leaders' guidance and facilitation are important enhancers of employees' belief in their abilities to handle jobs (Westbrook & Peterson, 2022) and job satisfaction (Vinh et al., 2022).

Second, employees' belief in their abilities to handle the job has been an important determinant of job satisfaction. This finding is in line with the notion of Social Cognitive Theory (Bandura, 1997) and the Multidimensional Model of Coaching Efficacy (Feltz et al., 1999), which reveal that individuals' belief in their abilities to handle the job is derived from learning by observation, imitation, and modeling can highly increase employees' confidence to use their thinking, motivation, and innovative behavior in coping with their difficult and challenging work. This notion has been supported by previous managerial coaching studies, which disclose that job satisfaction is a significant result of employees who believe in their abilities to handle the job (Wang & Dapat, 2023).

Third, employees' belief in their abilities to handle the job has mediated the relationship between coaching style leadership and job satisfaction. This finding is consistent with the managerial coaching research articles, which reveal that the effect of leaders' guidance and facilitation on job satisfaction has been mediated by employees' belief in their abilities to handle the job (Zhang et al., 2023). Regarding the robustness of the research methodology, the collected survey questionnaire data have met the standards of validity and reliability analyses. This condition may drive the production of accurate and reliable study results.

Thus, concerning practical contributions, the IPMA results have recognized that employees' belief in their abilities to handle jobs is a crucial managerial problem that needs to be solved in the organizations. To meet this purpose, practitioners should focus on the following dimensions: First, revise the methods and content of leader as coach courses to improve the competency of management staff in coaching different employees' personal and service backgrounds. For example, a systematic content of leader as coach courses should expose senior managers, middle managers, and supervisors to adult knowledge (e.g., understanding adults' wants, needs, demands, and habits. They should be trained to apply adult knowledge through interactive learning methods, namely learning by observation (e.g., managers explain clearly about the right role models and road maps to be successful employees) and learning by

exercise (e.g., managers teach employees using job procedures, exchanging and sharing success stories, and giving performance feedback). This training approach may upgrade employees' belief in their abilities to cope with present job difficulties and become responsible employees.

Second, promote empowerment to stimulate employees to use their fullest potential to perform jobs at their best. For example, managers can implement empowerment by sharing power with their followers, delegating authority to employees in making important decisions, and respecting employees' abilities to execute job functions autonomously. This management practice may enhance employees' belief in their abilities to solve daily job deficiencies and achieve their work targets. Third, provide necessary technological facilities that are consistent with new job designs to inspire employees to improve service performance. For example, in the era of 4th industrial revolution, automation and digital communication technology networks (e.g., Internet and social media) are vital to administer data-driven jobs, such as updating organizational databases for decision-making, communicating organizational policies and procedures, responding to employees' requests quickly and handling cybersecurity problems (Topcuoglu et al, 2023). Using this working style may increase employees' belief in their abilities to practice innovative work behavior in their daily jobs.

Fourth, improve reward adequacy for high performers that suit their contributions. For example, employees with high technical and human competencies can execute not only their job functions but also help other employees in difficult and challenging job demands. If an organization is willing to increase the reward levels based on performance, this may lead to greater high performers' belief in their abilities to commit and engage with organizational and team goals. Finally, hiring policies should be oriented according to merit. For example, merit includes employees with good academic and professional certifications, personality traits and track records in past services. If they are hired to fulfill critical positions, they can apply their capabilities to coach, mentor, and counsel management and frontline staff to meet job yearly targets. If these suggestions are heavily considered, they can drive to maintaining and enhancing their organizations' vision and missions.

Conclusion

The study outcomes confirm that employees' belief in their abilities to handle jobs is an essential mediating role between coaching style leadership and job satisfaction. This finding also has supported and extended the managerial coaching literature mostly disseminated in Western and Asian countries. Thus, the current research and practice should consider leaders' guidance and facilitation as crucial elements of the coaching style leadership domain. This study further proposes that the ability of leaders to appropriately coach employees in executing daily work functions will strongly invoke positive attitudinal and behavioral outcomes (e.g., engagement, performance, and retention). Consequently, this positive outcome may lead to maintaining and achieving organizational sustainability in a borderless world and uncertainty crisis.

The study conclusion should consider certain constraints. First, participants' characteristics are excluded from the structural model testing. Second, cross-sectional data only explains general participants' attitudes about the association between latent variables. Third, this study only assesses the correlation between latent variables. Fourth, this study is conducted in one

organizational sector. Fifth, data gathered by a purposive sampling plan cannot monitor participants' answers and represent the studied population.

Hence, this study presents several suggestions for forthcoming studies. For example, some participants' features, especially gender, age, education, and positions, should be included in future studies because it may highlight differences and similarities in their attitudes toward the study issues. Secondly, a longitudinal method may be considered in future studies if we plan to compare subsamples in different timeframes. Thirdly, three specific features of coaching style leadership, such as communication, support and feedback can be examined further due to its important determinants of employee outcomes. Fourthly, four elements of employee outcome, such as innovative behavior, organizational citizenship behavior, engagement, and turnover intention, should be evaluated in future studies as they are emphasized in diverse organizational contexts. Finally, three essential dimensions of employees' belief in their abilities to handle the job, such as thinking, motivation, and proactive action, should be given priority in future studies due to their roles are often argued in today's organizations. The above suggestions should be appropriately considered to strengthen future studies.

Declarations

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Disclosure Statement

All authors contributed to preparing and improving this article's sections: Introduction, literature review, results, discussion, and conclusion.

Ethics Approval

The management of the studied organization consented to this study and allowed their staff to participate voluntarily. For confidential reasons, the actual name of this organization was kept anonymous.

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