Coaching Practices and Learning Capability: Drivers of Lecturer Performance Management

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Abstract	This study examines the potential relationship between performance and more coaching practice attention, taking learning capability into account as a mediating factor. 61 instructors at a private institution in Jakarta provided data for the study utilizing quantitative techniques and follow-up questionnaires. This study demonstrates that coaching, either directly or indirectly through the mediation of learning potential, has a favorable and significant impact on lecturer performance. The findings of this study may have a big impact on how HR managers make decisions on how to train university instructors and introduce new tools. This research also aids university HR management in guiding their strategic planning for campus HR and critically evaluating HR development investment plans in the form of coaching methods.
Keywords:	Coaching, performance, learning capability.

INTRODUCTION

With increasing pressure and competition, the task of effectively managing human resources has become a key success factor for any organization, including higher education organizations. Thus, higher education organizations are permanently trying to increase their competitive advantage mainly through human resources. Human resource management (HRM) practices, including coaching, training, selection, reward and participation play an important role in developing employees' skills and hence improving organizational performance. By implementing good recruitment and selection procedures, higher education organizations will attract many talented employees whose skills will be further enhanced through extensive training and coaching. In addition, if appropriately involved in the decision-making process, such employees will be motivated and encouraged to work harder which in turn boosts the performance of the higher education organization. Coaching is one of the techniques in human resource development (HRD) that can help higher education organizations create a competitive advantage. Today, more and more business organizations are using coaching to empower their employees, as coaching can solve some on-site problems and is also effective in improving poor performance. In addition, coaching is a career learning tool and can be considered a learning opportunity, and can be used to ensure sustainable leadership. However, while coaching is becoming increasingly popular with many practitioners claiming its importance in improving performance, the literature offers little empirical evidence on the effects of this practice on performance and how it works (Asbari, Purba, et al., 2021b, 2021a; Asbari et al., 2023).

A further gap in the literature was highlighted by Grover & Furnham (2016) who emphasized that coaching evaluation programs are limited to the level implemented by the organization. In addition, a recent study examined the effect of coaching on employee performance, Sidhu & Nizam (2020) explained that although coaching in general is well covered by the literature, there is still a need to further investigate the mediating factors of coaching that influence performance, the type of coaching adopted by organizations as well as the relationship between coaches and coachees. Thus, there is a need to explore these processes and their effects empirically. This gap in empirical

evidence puts at risk the value of investing time and money in sucha practice. Justifying the effects of coaching on performance helps human resource managers to defend the use of this practice. In addition, previous literature still needs to explore the process through which managerial coaching brings about positive outcomes (Asbari & Prasetya, 2009). (Asbari & Prasetya, 2021; Novitasari, Asbari, Hutagalung, et al., 2021; Novitasari & Asbari, 2021).. Coaching practiced in organizations is based on behavioral and cognitive psychology. Coaching aims to change employee behavior through cognitive and motivational changes. Therefore, studying employees' internal changes, related to performance improvement, is essential in order to understand the mechanisms of coaching effectiveness. A better understanding of the coaching process can help managers and organizations to utilize coaching more effectively. This study not only looks at the impact of coaching on performance; it also attempts to unravel the internal changes in employees that result from the coaching process, such as learning and further studies the effects of coaching and learning on performance. In contrast, the HR function in campus organizations is still in its infancy, with its role focused on personnel administration rather than strategic issues. While it is known that coaching has a direct effect on performance at both the organizational and individual levels in many European and American countries, there is a dearth of studies investigating the impact of coaching and learning practices on employee performance in higher education settings in Indonesia.

Thus, this study will help bridge the gap in theoretical frameworks that demonstrate the impact of coaching on performance and justify the use of coaching as part of HRD. Knowing that studies are scarce, there is a need to foster our knowledge of the effects of coaching on performance in the context of higher education in Indonesia. Thus, the purpose of this study is to demonstrate the effect of coaching on performance, either directly or indirectly through the mediation of learning.

With regard to practical implications, this research offers valuable guidance to help human resource managers in Indonesian higher education to assess the desirability of investing in coaching and direct their organization's HR strategic planning. In the following section, the literature is surveyed and hypotheses are proposed, followed by a description of the methods applied. The researchers then position the findings of this study against existing knowledge in the field to show how we can advance the understanding and practice of coaching in higher education organizations.

In the last two decades, coaching practices in organizations have received much attention as an important employee development and management tool. (Hunt & Weintraub, 2016; Sidhu & Nizam, 2020).. Coaching is broadly defined as a cooperative relationship between a coach and his/her coachee. (Hamlin et al., 2009). Coaching is a systematic practice that assists in the development and growth of the person whose skills are being nurtured by a professional coach (Hamlin et al., 2009). (Hamlin et al., 2009). Many researchers have gone further in examining coaching outcomes and variables that lead to improved employee performance. Studies that identify a positive relationship between individual performance improvement as a result of coaching practices and organizational performance use productivity to measure organizational performance (Szabó et al., 2009). (Szabó et al., 2019).. Coaching improves employee performance by enhancing the relationship between coach and coachee, and increasing employee satisfaction, engagement, and retention (Lee et al., 2019). (Lee et al., 2019). In addition, coaching has been shown to be a learning enhancement tool (Maamari et al., 2022) which leads to behavioral changes and enables employees to become more efficient and perform better (Maamari et al., 2021). (Maamari et al., 2021).. Studies show that coaching is a value-creating tool (Asbari & Prasetya, 2021). (Asbari & Prasetya, 2021)Coaching is a value-creating tool, which ultimately enhances human capital capabilities. Coaching transforms human capital into a unique and valuable asset for the organization that is difficult for competitors to replicate. As mentioned by Asbari & Prasetya (2021), a coachee will apply their new knowledge -gained from the coaching process of a professional coach- to their daily tasks at work, which has a positive impact on their individual performance. In another case, Aldrin & Utama (2019) examined the effects of coaching on teamwork performance and identified positive correlations between the variables. The result was that coaching was able to develop and strengthen relationships among team members. Coaching increases group cohesion, encourages transparency and improves group communication which will ultimately improve employee and organizational performance. Therefore, organizations should continue to implement new HR development practices to encourage employee learning and therefore improve employee competencies in the workplace. (Hsu et al., 2019). In the following, the authors will survey the effect of coaching on lecturers' individual learning and performance, as well as measure the extent to which the mediating effect of learning capability is able to enhance the relationship between coaching and individual performance.

Effect of Coaching on Learning

Based on Maamari et al. (2021)there is a lack of literature that addresses the impact of coaching on employee learning, despite the fact that learning is an integral part of the coaching process. Throughout the coaching intervention, new skills and work-related methods are learned by the person being coached. Learning is the primary purpose of coaching (Drake, 2014; Maamari et al., 2021).. Coaching is an appropriate pathway for personalized learning and helps the coachee discover, implement and integrate innovative work approaches (Griffiths & Campbell, 2014). (Griffiths & Campbell, 2009).. The strong relationship between coach and coachee induces a discovery phase, which is followed by a questioning and reflection phase, leading to the exploration and acquisition of new knowledge. This iterative process encourages, deepens and reinforces the learning process. Coaching stimulates learning by encouraging participants to take action, while holding them accountable for consequences that generate reflection and enhance learning (Griffiths & Campbell, 2009). In fact, Park (2007) highlights the direct effect of coaching on personal learning through openness, knowledge sharing and trust between coach and coachee. Furthermore, Griffiths & Campbell (2009)explain that coaches induce learning by questioning and allowing coachees to determine appropriate strategies to achieve set goals, allowing them to bear the consequences of their choices and enabling them to learn from their own actions. Referring to the available literature, this study derives the first hypothesis:

H1: Coaching increases lecturers' learning activities

Effect of Learning on Performance

Many studies have highlighted the advantages of learning employees for the survival of higher education organizations and overall performance (Agistiawati et al., 2020; Asbari, Wijayanti, et al., 2019; Asbari, Wijayanti, Hyun, Purwanto, et al., 2020; Basuki et al., 2020; Fikri et al., 2021; Hutagalung et al., 2021; Johan et al, 2021; Novitasari, Supriatna, Asbari, Nugroho, et al., 2021; Novitasari, Asbari, Putra, et al., 2021; Novitasari, Haque, Supriatna, Asbari, et al., 2021; Novitasari, Hutagalung, Amri, Nadeak, et al., 2021; Singgih et al., 2020). because the direct impact of learning on employees is improved performance (Griffiths & Campbell, 2009). First, learning increases employees' confidence, job satisfaction and commitment, which in turn improves their performance (Park, 2007). (Park, 2008). Second, employees feel more comfortable when developing their current skills and acquiring new skills and are therefore willing to work harder (Park, 2007). (Asbari, Nurhayati, et al., 2019; Asbari, Prasetya, et al., 2021; Asbari, Purba, et al., 2021; Asbari, Purwanto, Ong, et al., 2020; Fikri et al., 2020; Hutagalung et al., 2020; Purwanto et al., 2021; Purwanto, Asbari, Pramono, et al., 2020).. Third, employees' dedication and performance increase when they feel valued by their organizations that seek to develop their skills (Asbari, 2015; Asbari, Novitasari, Silitonga, & Sutardi, 2020; Asbari, Purwanto, Fayzhall, et al., 2020; Kamar et al., 2020; Maesaroh et al., 2020; Nuryanti et al., 2020).. Fourth, learning increases an organization's competitive advantage because it is able to develop problem-solving capacity and induce innovative behaviors that allow them to easily transform learned theories into effective and efficient actions. (Asbari, Hyun, Wijayanti, Winanti, et al., 2020; Asbari, Wijayanti, Hyun, Purwanto, et al., 2020; Purwanto, Asbari, & Hadi, 2020).. So, Hult et al. (2004) concluded that learning is a key driver of performance improvement for employees and organizations, due to its ability to generate and implement innovative work-related methods. Referring to the literature reviewed in many Western countries, employee performance is enhanced by learning, but learning is still not properly appreciated in the context of developing countries. (Maamari et al., 2021).. Thus, the following hypotheses are proposed to be examined:

H2: Learning improves lecturer performance

Effect of Coaching on Performance

According to Sudiyono et al. (2020)management support is an important resource that lecturers can use to improve their performance. Managerial coaching can be seen as a form of social support provided by campus management in information and feedback related to their work. Campus management uses the feedback process to express their gratitude to lecturers for their efforts and achievements. When lecturers feel valued by the college, it allows them to devote more energy and time to improve their performance and thus benefit the college. (Asbari, 2019; Jumiran et al., 2020; Nuryanti et al., 2020; Suroso et al., 2021; Yuwono et al., 2020)..

With regard to the relationship between managerial coaching and work outcomes, Ellinger et al. (2003) studied the impact of coaching behaviors on faculty performance and satisfaction with campus

management. Research results Ellinger et al. (2003) revealed that campus management using coaching behaviors not only increased lecturers' job satisfaction, but also increased their level of job commitment and ultimately improved their performance compared to their peers. A longitudinal study by Liu & Batt (2010) found that the more lecturers received effective managerial coaching, the better their performance was, and increased significantly. Pousa & Mathieu (2014) also conducted two international field studies, one using salespeople working in Latin America and Canada. The empirical results of their study showed that coaching can improve employee performance. In addition, Hsu et al. (2019) examined the effect of managerial coaching behavior on job performance and the role of organizational commitment and role clarity among 283 employees from different banks in Rawalpindi and Islamabad. The results of their regression analysis revealed a positive relationship between managerial coaching and role clarity, as well as between performance and organizational commitment. Previous research supports the positive relationship between managerial coaching and performance. Therefore, this study seeks to develop the following hypotheses.

H3: Coaching improves lecturer performance.

Mediating Effect of Learning

With regard to the mechanisms linking coaching to employee outcomes, previous researchers have provided a range of empirical evidence. Kim & Chung (2018) examined the effect of managerial coaching behaviors on work-related employee reactions among 482 employees in Korean public organizations. Kim & Chung (2018) viewed managerial coaching behavior as the independent variable, considered learning as the mediator variable, and considered employee performance as the dependent variable. They found significant mediating effects in the hypotheses of model-mediated role clarity on performance; career-mediated job satisfaction and organizational commitment. In addition, Maamari et al. (2021) used structural equation modeling (SEM) analysis technique to examine the effect of managerial coaching on employee learning process. Their findings revealed that a well-developed learning process at work significantly mediated the relationship between managerial coaching and performance. The aforementioned studies have confirmed the existence of mediator variables in the relationship between coaching and work outcomes. Following this line of thought, this study considers employee learning processes as a potential mediator and assumes that managerial coaching indirectly affects lecturer performance through learning processes. Based on OST, the current study predicts that campus management exhibiting effective coaching behaviors may improve the state of the learning process, which in turn improves lecturer performance. Therefore, the following hypotheses were developed.

H4: Learning significantly mediates the relationship between coaching and performance.

In conclusion of the above related literature review, the following conceptual framework has been developed for this study (see Figure 1) and proceeded for hypothesis testing.
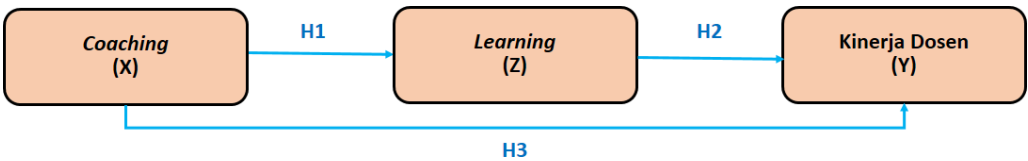

Figure 1. Conceptual Model of Research

METHODS

The purpose of this research is to gather maximally useful knowledge to form valid hypotheses away from subjective input. As such, positivist theory was adopted in this study as it identifies commonalities seen through observation and investigation of work. Therefore, a deductive approach was followed, seeking to propose and test hypotheses to fit existing theories. This study adopted the survey technique using quantitative analysis and to collect data on the effect of coaching on lecturer performance, both directly and indirectly through the mediation of process learning. The survey enabled the researchers to collect data from employees who participated in coaching sessions conducted by their supervisors, and assisted them in assessing the perceived performance of lecturers. This technique was adopted due to its ability to collect data quickly compared to other tools, while allowing for random sample selection, and allowing researchers to

measure and control several variables. Thereafter, in order to identify findings or patterns in the relevant sample, the collected data was then analyzed in depth.

For the purpose of this study, the questionnaire was designed in several sections: The first section included demographic questions where lecturers anonymously stated their gender, age, education, and campus tenure. The second section includes six questions that capture the extent to which coaching is practiced on campus. These measurement items (X1-X6) were taken from Ye et al. (2016). The instrument used to measure learning capability was adapted from Jerez-Gómez et al. (2005) using 14 items (Z1-Z14). Meanwhile, the instrument used to measure lecturer performance was adapted from Kim et al. (2013) (2013) using 5 items (Y1-Y5). The questionnaire was designed in such a way as to target lecturers who teach at one of the universities in Tangerang. To ensure the adequacy of the research tool in context, the researcher forwarded the questionnaire to four researchers whose notes were then incorporated. Next, the questionnaire was piloted on 30 lecturers. The pilot test resulted in the change of some words in the scale items of the questionnaire for better understanding. The probability sampling process used a list received from the college. From the list, a random sample was used to collect data from lecturers who had previously undergone coaching. The researchers collected data anonymously in accordance with research ethics standards and were able to receive a considerable response rate through online communication. Details of the question items used in this study are provided in Table 1.

Table 1. List of Research Items

Notation	Item	Reference
Coaching (X)		Ye et al. (2016)
X1	My leaders question their subordinates to understand why their organization's goals are important to their own professional future.	
X2	My leader helps subordinates think about who, when and how to complete tasks.	
X3	My leader spends a lot of time reviewing subordinates' progress to determine if adjustments are needed.	
X4	My leader spends a lot of time helping subordinates improve their performance.	
X5	My leader tries hard to develop subordinates.	
X6	My leader spends time looking for opportunities for subordinates' professional development.	
Learning Capability (Z)		Jerez-Gómez et al. (2005)
	Managerial commitment	
Z1	Leaders often involve their staff in important decision-making processes.	
Z2	The campus management was seen to be good at making changes in any area to adapt and/or stay ahead of new environmental situations.	
Z3	Lecturers' learning ability is considered a key factor in this campus.	
Z4	On this campus, relevant innovative ideas are highly valued. Systems perspectives	
Z5	All lecturers have a general knowledge of the purpose of the college.	
Z6	All the parts that make up this campus (faculties, departments, sections, work teams, and individuals) are well aware of how they contribute to achieving the overall goal.	
Z7	All the parts that make up this campus are interconnected, working together in a coordinated manner. Openness and experimentation	
Z8	The college promotes experimentation and innovation as a way to improve work processes.	

Notation	Item	Reference
Z9	The college is following up on what other campuses in the sector are doing, adopting practices and techniques that it believes are useful and interesting.	
Z10	Experiences and ideas provided by external sources (advisors, customers, training vendors, etc.) are considered as useful instruments for people learning on this campus.	
Z11	Part of this campus culture is that faculty and staff as a whole can express their opinions and make suggestions regarding existing procedures and methods for carrying out tasks. Knowledge transfer and integration	
Z12	Mistakes and failures are always discussed and analyzed on this campus, at all levels.	
Z13	Lecturers have the opportunity to talk among themselves about new ideas, programs, and activities that might be useful to the campus.	
Z14	Campuses have instruments (manuals, databases, files, organizational routines, etc.) that allow what has been learned in past situations to remain valid, even if the staff lecturers are no longer the same.	
Lecturer Performance (Y)		Kim et al. (2013)
Y1	My overall performance is better than that of my colleagues	
Y2	My ability to get along with others is better than that of my peers	
Y3	My ability to complete tasks on time is better than that of my peers	
Y4	Quality of my performance (as opposed to quantity performance) is better than that of my colleagues	
Y5	Achieving my work goals better than my colleagues	

RESULTS AND DISCUSSION

Sample Description

A total of 61 lecturers participated. As mentioned in Table 2, they have different age groups, ranging from under 29 years old (25%), 30-49 years old (57%), and over 50 years old (18%). Their tenure also varies, with 33% having worked for less than 5 years, 54% having worked between 5-10 years, and the remaining 13% having worked for more than 10 years. The highest education of the respondents is the majority at the Master's degree level (75%), followed by doctoral degree at 25%.

Table 2. Sample Description

Criteria		Total.	%
Age	< 29 yrs.	15	25%
	30 - 49 yrs.	35	57%
	> 50 yrs.	11	18%
Tenure as a lecturer	< 5 yrs.	20	33%
	5-10 yrs.	33	54%
	> 10 yrs.	8	13%
Highest diploma	S3	15	25%
	S2	46	75%

Validity and Reliability Test Results of Research Indicators

The measurement model testing stage includes testing convergent validity, discriminant validity. Meanwhile, to test construct reliability, Cronbach's alpha and composite reliability values are used. The results of PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have

met the requirements of convergent validity, discriminant validity and reliability tests.

Convergent Validity Testing

The convergent validity test is carried out by looking at the loading factor value of each indicator on its construct. In most references, a factor weight of 0.7 or more is considered to have a strong enough validation to explain the latent construct (Chin, 1998; Ghozali, 2014; Hair et al., 2010). (Chin, 1998; Ghozali, 2014; Hair et al., 2010).. In this study, the minimum limit of the accepted loading factor is 0.7, and provided that the AVE value of each construct is> 0.5. (Imam Ghozali, 2017). After going through SmartPLS 3.0 processing, all indicators have a loading factor value above 0.7 and an AVE value above 0.5. The fit or valid model of this study can be seen in Figure 2. So thus, the convergent validity of this research model has met the requirements. The loadings, Cronbach's alpha, composite reliability and AVE values for each construct can be seen in Table 2.

Discriminant Validity Testing

Discriminant validity is carried out to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE square value of each exogenous construct (the value on the diagonal) exceeds the correlation between the construct and other constructs (the value below the diagonal). (Imam Ghozali, 2017). The results of discriminant validity testing are using the AVE square value, namely by looking at the Fornell-Larcker Criterion Value obtained as shown in Table 3. The results of the discriminant validity test in table 3 above show that all constructs have an AVE square root value above the correlation value with other latent constructs (through the Fornell-Larcker criterion). Likewise, the cross-loading value of all items of an indicator is greater than other indicator items as mentioned in Table 4, so it can be concluded that the model has met discriminant validity. (Fornell & Larcker, 1981).

Furthermore, a collinearity evaluation is carried out to determine whether there is a collinearity problem in the model. To find this collinearity, the VIF collinearity statistic of each construct is required. If VIF is more than 5, then the model has collinearity (Hair et al., 2014). As shown in Table 4, all VIF scores are less than 5, i.e. the results of the structural model collinearity reveal VIF values below 2. This indicates that this research model has no multicollinearity problem.

Construct Reliability Testing

Construct reliability can be assessed from the Cronbach's alpha and composite reliability values of each construct. The recommended composite reliability and Cronbach's alpha values are more than 0.7 (Imam Ghozali, 2017). The reliability test results in table 2 above show that all constructs have composite reliability and Cronbach's alpha values greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.
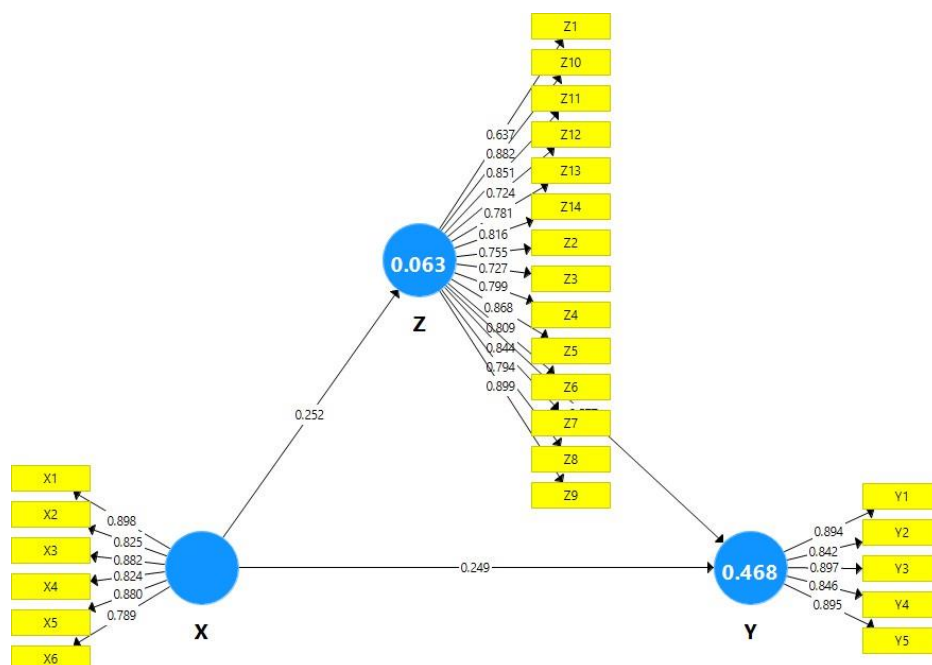

Figure 2. Valid Research Model

Table 3. Items Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Coaching (X)	X1	0.898	0.924	0.940	0.723
	X2	0.825			
	X3	0.882			
	X4	0.824			
	X5	0.880			
	X6	0.789			
Learning Capability (Z)	Z1	0.637	0.957	0.962	0.643
	Z10	0.882			
	Z11	0.851			
	Z12	0.724			
	Z13	0.781			
	Z14	0.816			
	Z2	0.755			
	Z3	0.727			
	Z4	0.799			
	Z5	0.868			
	Z6	0.809			
	Z7	0.844			
	Z8	0.794			
	Z9	0.899			
Lecturer Performance (Y)	Y1	0.894	0.924	0.942	0.766
	Y2	0.842			
	Y3	0.897			
	Y4	0.846			
	Y5	0.895			

Table 4. Discriminant Validity

Variables	X	Y	Z
Coaching (X)	0.850		
Lecturer Performance (Y)	0.395	0.875	
Learning Capability (Z)	0.252	0.640	0.802

Table 5. Collinearity (VIF)

Variables	X	Y	Z
Coaching (X)		1.068	1.000
Lecturer Performance (Y)			
Learning Capability (Z)		1.068	

Table 6. R Square value

Variables	R Square	R Square Adjusted
Lecturer Performance (Y)	0.468	0.463
Learning Capability (Z)	0.063	0.059

Table 7. Hypotheses Testing

Hypotheses	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	X -> Z	0.252	0.053	4.716	0.000	Supported
H2	Z -> Y	0.577	0.046	12.525	0.000	Supported
H3	X -> Y	0.249	0.050	5.008	0.000	Supported
H4	X -> Z -> Y	0.145	0.031	4.660	0.000	Supported

Hypothesis Testing

Hypothesis testing in PLS is also known as the inner model test. This test includes testing the significance of direct and indirect effects and measuring the magnitude of the influence of exogenous variables on endogenous variables. To determine the effect of coaching on lecturer performance through learning capability as a mediating variable, direct and indirect effect tests are needed. The influence test was conducted using the t-statistic test in the partial least squared (PLS) analysis model using SmartPLS 3.0 software. With the boothstrapping technique, the R Square value and significance test value are obtained as Table 6 and Table 7.

Based on Table 6 above, the R Square value of learning capability (Z) is 0.063, which means that the learning capability variable (Z) can be explained by the coaching variable (X) by 6.3%, while the remaining 93.7% is explained by other variables not discussed in this study. Meanwhile, the R Square value of lecturer performance (Y) is 0.468, which means that the lecturer performance variable (Y) can be explained by the coaching variable (X) and the learning capability variable (Z) by 46.8%, while the remaining 53.2% is explained by other variables not discussed in this study. This means that the substance of the influence in the relationship model in this research model is fairly strong. (Chin, 1998). Meanwhile, Table 6 displays the t-statistics and p-values that show the influence between the research variables that have been mentioned.

Discussion

According to organization support theory (OST) (Eisenberger et al., 1986), when lecturers believe that the organization values their contributions and cares about their well-being, there will be reciprocity (Gouldner, 1960), which generates a sense of obligation for lecturers to give back to the organization by improving their learning spirit and teaching performance. On the basis of organization support theory, this study assumes that when lecturers feel that their college management exhibits effective coaching behaviors,such as communicating and setting clear expectations, creating and promoting a supportive learning environment, and providing resources, it will lead them toimprove their performance. The results of this study show that coaching has a positive impact on performance, a finding that is in line with previous research (Akhtar & Zia-ur-Rehman, 2017).. In addition, this study predicts that there is a positive relationship between coaching and learning capability. Hamlin et al. (2009) stated that coaching is the practice of assisting and guiding lecturers, groups, and organizations to gain new skills, performance, and capabilities and to promote their personal improvement, efficiency, and growth. Although the potential influence of coaching on learning capability has not been widely explored by previous researchers, the results of this study have empirically confirmed and supported the hypothesis that coaching can improve aspects of managerial commitment, systems perspectives, openness and experimentation, and knowledge transfer and integration, which are indicators of learning capability. Furthermore, according to Hobfoll's (1989) resource conservation theory, learning capability can be viewed as an individual resource. Lecturers with positive learning capability often believe that they can do their job well and expect good things to happen at work (optimism). The results of this study show that learning capability has a positive effect on lecturer performance. The results of this study are in line with previous research (Maamari et al., 2022) which shows that employees with higher learning capabilities will show higher performance.

Previous research has shown that learning capability plays a key role in enhancing lecturers' positive work attitudes and behaviors as an important concept in positive psychology theory. Learning capability was also found to be an important mediator in previous studies (Maamari et al., 2021).. The results of this study are in line with the authors' previous hypothesis that supervisors who exhibit effective coaching behaviors can enhance the positive psychological states of their subordinates (i.e., self-efficacy, hope, optimism, and resilience), which can further improve the performance of college lecturers. (Grant et al., 2010; Park, 2007)..

CONCLUSION

The current study contributes to the existing coaching literature by exploring the effects of coaching practices on lecturer performance and by examining the mediating effect of learning capability. The results show that coaching has a significant effect on lecturers' learning capability and performance, and that learning capability plays a significant mediating role in the relationship between coaching practices and performance.

Theoretical Implications

Based on the above analysis, this research clearly demonstrates the impact of coaching on performance and its positive outcomes. It also highlights the internal employee changes that result from coaching such as learning capability and subsequently the effect of all internal behavioral and cognitive changes on performance. Learning capability is clearly encouraged in employee behavior as a result of coaching. There is a clear correlation between these factors and using coaching as an effective HR practice. These findings confirm and expand the body of literature regarding the effects of coaching (Akhtar & Zia-zia-zia-zia-zia-zia-zia). (Akhtar & Zia-ur-Rehman, 2017; Aldrin & Utama, 2019; Hsu et al., 2019, 2019; Kunst et al., 2018; Raza et al., 2018).. This study also uncovered some aspects of the influence of cultural, social and economic context on the relationship between coaching and performance that were absent from the literature review.

The core contribution of this study is to fill the gap in theory about the effects of coaching on performance especially that there are very few higher education organizations that practice and evaluate the effects of their coaching programs on the performance of their lecturers or employees. The study also has the important contribution that it sheds light on an important mediating factor, which is missing in most studies, dealing with coaching and performance. In addition, this study has contributed to theory by adding to the existing literature on some insights on coaching as an HR development tool in an area where studies on this HR practice are scarce. Meanwhile, comprehensive reviews of HR development programs in general are still in their infancy.

Managerial Implications

The study confirms that supportive HR programs, such as coaching, provide higher benefits to higher education organizations. HR managers are therefore encouraged to implement policies that enable their lecturers or employees to feel safe and valued. Lecturers need to feel highly valued and thus not easily replaced, which consequently reduces aggressive competition among colleagues. In addition, merit and promotion should be given based on the competence of each lecturer/employee and not based on subjectivity alone. As a result, HRM must communicate intensively and work to raise lecturers/employees' awareness of the importance of coaching in supporting their career progression and development. Through coaching, campus management helps lecturers/employees focus on developing those skills that will make a major contribution to the individual and organizational success of the campus. Implementing coaching leads to improved customer service. It also helps lecturers/employees improve performance, overcome challenges, achieve aspirational goals and build confidence.

From a performance appraisal perspective, coaching helps identify and develop potential lecturers/employees. It helps identify organizational and individual strengths and opens up development opportunities. This study provides a strong rationale for the need for coaching practices in higher education organizations that ensure the effectiveness of managerial coaching as a predictor of lecturer/employee performance. Campus organizations need to emphasize the importance of coaching and encourage every element of campus management to coach their subordinates to improve performance. Organizations then need to create a coaching culture and support systems, such as considerable effort and commitment from management. Coaching needs to be part of the development strategy of the campus organization. Therefore, it needs to be implemented regularly with serious follow-up on its results.

As a scientific study, of course this research still has shortcomings and needs improvement in the future. Therefore, theoretically, the author's suggestions are: The current study measured and examined lecturer performance as an outcome of coaching practices. Future researchers could investigate the impact of coaching on other important work outcomes, such as role and contextual performance, work motivation, turnover intention, or professional/career commitment.

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