



Managerial coaching as a strategic human resource development practice and employee performance in Nigeria's banking sector

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Abstract

This study examined managerial coaching as a strategic human resource development practice and its effect on employee performance in Nigeria's banking sector. The paper upgrades an earlier coaching-efficiency framework by positioning coaching as a multidimensional workplace-development mechanism comprising task guidance, developmental feedback, mentoring support, and sustained supervisor-employee interaction. The study retained the reported descriptive survey design and sample of 120 employees drawn from selected commercial banks in Nigeria. A structured questionnaire was used, while descriptive statistics, Pearson correlation and regression analysis were applied. The reported results indicate strong employee agreement that task guidance, performance feedback and mentoring support enhance work outcomes. Coaching was strongly and positively associated with employee performance ($r = .74$). Regression results showed $R^2 = .55$, indicating that coaching accounted for 55% of the reported variation in employee performance, while the model was statistically significant ($F = 42.76$, $p < .001$). The study concludes that managerial coaching is not merely a corrective supervisory activity but a strategic human resource development practice capable of strengthening productivity, work accuracy, service quality, adaptability and problem-solving capability. It recommends institutionalized coaching systems, coach-development programmes for line managers, structured feedback cycles, mentoring arrangements, digital-work coaching and systematic evaluation of coaching outcomes.

Keywords: Managerial coaching, employee performance, human resource development, developmental feedback, mentoring, Nigerian banking sector

Introduction

The banking industry operates in an environment characterized by technological disruption, regulatory scrutiny, intensified competition, evolving customer expectations and increasing pressure for operational precision. In Nigeria, these conditions have been reinforced by rapid digitalization of financial services, expansion of mobile and electronic banking, cybersecurity concerns, compliance requirements and the continuing need to deliver high-quality customer service. The effectiveness of banks therefore depends substantially on employees who can learn continuously, adapt rapidly, solve problems, manage customer relationships and execute transactions accurately. Traditional training remains important, but episodic classroom-based interventions may not be sufficient for work environments in which employees confront changing technologies and real-time service challenges. Managerial coaching provides a complementary developmental mechanism because learning occurs close to the job. Through guidance, observation, feedback, questioning, encouragement and mentoring, supervisors can help employees translate knowledge into improved workplace behaviour. Coaching is therefore increasingly understood as a continuous performance-development process rather than an occasional remedial intervention.

Managerial coaching refers to a set of behaviours through which managers facilitate employee learning, capability development and performance improvement. It includes

clarifying expectations, demonstrating effective work practices, providing timely developmental feedback, supporting reflection, helping employees solve work-related problems and encouraging autonomy. This approach is particularly relevant to banking because many performance outcomes—transaction accuracy, service speed, regulatory compliance, cross-selling, complaint handling and effective use of digital platforms—depend on applied competence rather than theoretical knowledge alone.

Employee performance in this paper is treated as a broader construct than efficiency alone. It incorporates productivity, accuracy, service delivery, problem-solving, teamwork, adaptability and effective execution of assigned responsibilities. This recasting strengthens the original paper by linking coaching to strategically relevant performance outcomes while retaining the empirical evidence reported in the source study.

The central argument is that coaching can create value at three interconnected levels. At the individual level, it strengthens competence, confidence and self-correction. At the supervisor-employee level, it improves communication, feedback quality and developmental support. At the organizational level, it can contribute to service consistency, talent development, knowledge transfer and performance sustainability. The present study therefore examines the effect of managerial coaching on employee performance in Nigeria's banking sector

1. Statement of the Problem

Commercial banks invest substantially in recruitment, training, technology and performance-management systems, yet employee performance challenges may persist in the form of service delays, operational errors, weak customer handling, inconsistent target achievement and difficulty adapting to new procedures. Formal training may provide knowledge without guaranteeing sustained transfer to the workplace. Where supervisors focus predominantly on monitoring and targets, employees may receive insufficient developmental guidance on how to improve performance. The problem addressed by this study is therefore whether systematic managerial coaching—particularly task guidance, developmental feedback and mentoring support—can significantly improve employee performance in the Nigerian banking context. The earlier version of the study established a direct coaching-efficiency relationship; this upgraded paper reframes that evidence within strategic human resource development and a broader employee-performance perspective.

2. Objectives of the Study

The main objective is to examine the effect of managerial coaching on employee performance in Nigeria's banking sector. Specifically, the study seeks to:

1. examine the effect of task guidance on employee performance;
2. determine the effect of developmental performance feedback on employee performance;
3. assess the influence of mentoring support on employee performance; and
4. evaluate the overall effect of managerial coaching on employee performance.

3. Research Questions

1. To what extent does task guidance affect employee performance?
2. What effect does developmental performance feedback have on employee performance?
3. How does mentoring support influence employee performance?
4. What is the overall effect of managerial coaching on employee performance?

4. Research Hypotheses

H01: Task guidance has no significant effect on employee performance.

H02: Developmental performance feedback has no significant effect on employee performance.

H03: Mentoring support has no significant effect on employee performance.

H04: Managerial coaching has no significant overall effect on employee performance.

Review of Related Literature

1. Concept of Managerial Coaching

Managerial coaching is an ongoing, work-embedded developmental relationship in which a manager or supervisor facilitates an employee's learning and performance improvement. Unlike conventional command-and-control supervision, coaching emphasizes clarification, guided practice, feedback, reflection, problem solving and capability building. Armstrong (2021) ^[1] situates coaching within employee development and performance

management, while Noe (2020) ^[4] emphasizes the importance of workplace learning and transfer of training. In operational terms, coaching enables employees to receive immediate support while performing real tasks, thereby shortening the distance between learning and application.

2. Task Guidance

Task guidance involves explaining work expectations, demonstrating procedures, clarifying standards and helping employees understand how to execute responsibilities effectively. In banking, guidance may cover transaction processing, customer interaction, product knowledge, compliance routines and the use of digital platforms. Effective guidance can reduce ambiguity and error while improving speed and confidence. The original study reported high agreement that supervisor guidance, reduced mistakes and better understanding of banking procedures were associated with improved efficiency.

3. Developmental Performance Feedback

Developmental feedback provides employees with information about the quality of their work and practical direction for improvement. Its value depends on timeliness, specificity, fairness and usefulness. Feedback that identifies both strengths and performance gaps can support self-regulation and continuous improvement. In the banking environment, feedback is particularly relevant where mistakes have financial, customer-service or compliance consequences. The reported evidence in the source paper shows strong employee agreement that regular feedback helps identify weaknesses, improve accuracy and motivate better performance.

4. Mentoring Support

Mentoring support complements direct coaching by providing relational and career-oriented assistance from more experienced organizational members. Senior employees can transmit tacit knowledge, demonstrate professional judgement and help less experienced staff navigate difficult work situations. Such support may strengthen confidence, teamwork and problem-solving ability. It can also facilitate organizational socialization and succession development.

5. Employee Performance

Employee performance represents the extent to which an employee successfully carries out role responsibilities and contributes to organizational objectives. In banking, relevant indicators include productivity, accuracy, timeliness, customer service, compliance, teamwork, problem solving and adaptability. The upgraded paper uses employee performance as the principal outcome construct because it captures the broader organizational significance of the efficiency indicators measured in the original study.

6. Theoretical Framework

Human Capital Theory

Human Capital Theory proposes that investments in employees' knowledge, skills and capabilities enhance productivity and economic value (Schultz, 1961; Becker, 1993) ^[2, 8]. Managerial coaching constitutes such an investment because it develops job-specific competence through repeated guidance and feedback. The theory predicts that employees who receive effective coaching

should be better equipped to perform their roles and create organizational value.

Social Learning Theory

The study also draws on the social-learning perspective that people acquire behaviour through observation, guided practice, interaction and reinforcement. Workplace coaching operationalizes these mechanisms: employees observe experienced supervisors, receive corrective feedback, imitate effective practices and progressively internalize performance standards. This theoretical lens is particularly useful for explaining why coaching can improve applied competence in complex service settings.

7. Empirical Review

Recent Nigerian evidence cited in the source paper generally supports a positive relationship between employee development practices and performance. Effiong (2024) ^[3] reported that managerial coaching dimensions, including task guidance, task feedback and employee support, positively influenced employee productivity in commercial banks in Calabar. Odunayo (2024) ^[5] linked workplace training with employee effectiveness in the Nigerian banking industry. Okwurume (2023) ^[6] similarly examined employee training and organizational performance among selected banks in Rivers State, while Sabo (2024) ^[7] reported performance benefits associated with training and development among bank employees in Lagos State. Collectively, these studies suggest that development practices matter, but the present paper gives specific attention to managerial coaching as an embedded, continuous and relational form of development.

8. Conceptual Framework

The conceptual framework specifies managerial coaching as the independent construct, represented by task guidance, developmental performance feedback and mentoring support. Employee performance is the dependent construct, reflected in productivity, work accuracy, service delivery, problem-solving ability and related work outcomes. The framework proposes positive direct relationships between each coaching dimension and employee performance, as

well as a positive overall relationship between managerial coaching and employee performance.

Methodology

1. Research Design

The study retained the descriptive survey design reported in the original paper. The design was used to obtain employees' assessments of coaching practices and work outcomes.

2. Area and Population of the Study

The study focused on selected commercial banks in Nigeria. The population comprised bank employees across roles including junior staff, customer service personnel, operations employees, marketers and supervisors.

3. Sample and Sampling Technique

A sample of 120 respondents was reported. Simple random sampling was used in the source study to give eligible employees an opportunity of selection.

4. Instrument for Data Collection

Data were collected with a structured Coaching and Employee Efficiency Questionnaire (CEEQ). For this upgraded presentation, the substantive items are interpreted as measures of managerial coaching and employee performance while preserving the original reported responses. The instrument used a four-point Likert scale ranging from 1 = Strongly Disagree to 4 = Strongly Agree.

5. Validity and Reliability

The source paper reports that experts in human resource management and research methodology reviewed the instrument for face and content validity. Cronbach's alpha of .82 was reported, indicating acceptable internal consistency.

6. Method of Data Analysis

Frequency, percentage, mean and standard deviation were used for descriptive analysis. Pearson correlation and simple linear regression were used to examine the relationship and predictive effect of coaching on the reported employee-performance outcome. The original mean decision threshold of 2.50 was retained. Statistical significance was evaluated at the 5% level.

Results

1. Demographic Characteristics

Variable	Category	Frequency	Percentage
Gender	Male	68	56.7%
	Female	52	43.3%
Age	20-29 years	35	29.2%
	30-39 years	55	45.8%
	40 years and above	30	25.0%
Education	OND/NCE	20	16.7%
	HND/B.Sc.	75	62.5%
	Postgraduate	25	20.8%
Work experience	1-5 years	45	37.5%
	6-10 years	50	41.7%
	Above 10 years	25	20.8%

The largest respondent group was aged 30-39 years (45.8%), while 62.5% held HND/B.Sc. qualifications.

Employees with 6-10 years of work experience constituted 41.7% of the sample.

2. Task Guidance and Employee Performance

Statement	Mean	SD	Decision
My supervisor guides me on how to perform my duties better.	3.42	0.61	Accepted
Coaching helps me reduce mistakes at work.	3.36	0.66	Accepted
Task guidance improves my speed of service delivery.	3.31	0.7	Accepted
Coaching helps me understand banking procedures better.	3.47	0.58	Accepted
Grand mean	3.39		Accepted

The grand mean of 3.39 indicates a strong positive assessment of task guidance. Respondents particularly endorsed coaching as a mechanism for understanding banking procedures and improving duty performance.

3. Developmental Feedback and Employee Performance

Statement	Mean	SD	Decision
Regular feedback helps me improve my work performance.	3.51	0.55	Accepted
Feedback helps me identify my weaknesses.	3.44	0.63	Accepted
Constructive correction improves my accuracy at work.	3.39	0.69	Accepted
Feedback from supervisors motivates me to perform better.	3.28	0.72	Accepted
Grand mean	3.41		Accepted

Developmental feedback recorded the highest grand mean (3.41) among the three reported coaching dimensions, suggesting that employees attach considerable value to timely information about their performance.

4. Mentoring Support and Employee Performance

Statement	Mean	SD	Decision
Mentoring improves my confidence at work.	3.33	0.68	Accepted
Senior staff support helps me solve work-related problems.	3.49	0.59	Accepted
Mentoring improves my customer service ability.	3.37	0.65	Accepted
Coaching support encourages teamwork.	3.3	0.71	Accepted
Grand mean	3.37		Accepted

The grand mean of 3.37 shows a positive assessment of mentoring support, with senior-staff assistance in solving work-related problems receiving the strongest rating.

5. Correlation and Regression Results

Analysis	Statistic	Value	Interpretation
Pearson correlation	r	.74	Strong positive relationship
Model summary	R ²	.55	55% of reported variance explained
Model summary	Adjusted R ²	.54	Substantial adjusted explanatory power
ANOVA	F	42.76	Model statistically significant
ANOVA	p-value	< .001	Reject null hypothesis
Coefficient	Beta	.68	Positive coaching effect
Coefficient	t	6.54	Statistically significant

The reported correlation coefficient ($r = .74$) indicates a strong positive relationship between coaching and employee performance. The regression model reported $R^2 = .55$ and

adjusted $R^2 = .54$, indicating that coaching accounted for 55% of the observed variation in the outcome measure. The model was statistically significant ($F = 42.76$, $p < .001$), and the reported coaching coefficient was positive ($\beta = .68$, $t = 6.54$, $p < .001$). On the basis of these reported statistics, the null hypothesis of no overall effect is rejected.

Discussion of Findings

The findings indicate that managerial coaching is positively associated with employee performance in the Nigerian banking sector. Task guidance received a strong positive assessment, supporting the proposition that employees perform better when supervisors clarify procedures, demonstrate expected practices and provide job-specific direction. This is consistent with the human-capital argument that capability development can improve productive performance.

Developmental feedback produced the highest grand mean among the reported dimensions. This suggests that employees value information that helps them recognize weaknesses, correct errors and improve work accuracy. In a banking environment, where mistakes can affect customers, compliance and financial outcomes, feedback has both developmental and risk-control relevance.

Mentoring support was also positively assessed. Respondents particularly emphasized the contribution of senior staff to work-related problem solving. This result is consistent with the social-learning perspective: employees can acquire tacit knowledge and practical judgement through interaction with experienced colleagues.

The strong overall correlation and significant regression result reinforce the strategic relevance of managerial coaching. The reported R^2 of .55 suggests that coaching is a substantial predictor within the study model, although the remaining variance necessarily reflects other factors not included in the reported analysis. The findings align with the Nigerian studies cited in the original paper, which associate managerial coaching, workplace training and employee development with improved performance outcomes.

The upgraded interpretation therefore moves beyond viewing coaching as a narrow efficiency intervention. Managerial coaching can be understood as a strategic HRD architecture through which banks continuously develop competence, reinforce standards, transfer knowledge and support adaptation to changing work requirements.

Conclusion

The study concludes that managerial coaching is an important strategic human resource development practice for improving employee performance in Nigeria's banking sector. The reported evidence demonstrates positive assessments of task guidance, developmental feedback and mentoring support, together with a strong positive coaching-performance relationship. Coaching can therefore serve as a

practical bridge between formal training and day-to-day execution by helping employees understand expectations, correct performance gaps, solve work problems and develop confidence. Banks that institutionalize coaching as part of line management and performance development are better positioned to strengthen productivity, accuracy, service quality and workforce adaptability.

Recommendations

Banks should institutionalize formal managerial coaching programmes rather than depend solely on informal supervisor discretion.

Line managers and supervisors should receive structured training in coaching skills, including questioning, active listening, developmental feedback, goal setting and performance conversations.

Coaching should be integrated with performance management so that appraisal identifies development needs and coaching provides continuous follow-through.

Structured mentoring arrangements should be established for junior and newly appointed employees to accelerate learning and transfer tacit organizational knowledge.

Coaching content should explicitly cover digital banking systems, cybersecurity awareness, customer experience, compliance and operational accuracy.

Human resource departments should evaluate coaching outcomes using measurable indicators such as productivity, error rates, customer-service measures, learning transfer and employee development progress.

Banks should promote a developmental feedback culture in which correction is timely, specific, evidence-based and oriented toward improvement rather than punishment.

Managerial and Policy Implications

For bank management, the findings imply that supervisory capability should be treated as a strategic performance resource. Promotion into supervisory positions should therefore be accompanied by preparation for the developmental responsibilities of management. For HR practitioners, coaching should be linked to talent management, succession planning, onboarding and performance management. At the policy level, banking institutions and professional bodies can encourage continuous workplace development standards that complement formal technical training.

Limitations and Directions for Future Research

The upgraded paper retains the empirical dataset reported in the original study and therefore inherits its limitations. The sample of 120 employees is relatively modest for a national banking-sector study, the design is cross-sectional, and the analysis is based on self-reported survey responses. The reported regression is also a direct-effect model and does not establish causality. Future studies should use larger multi-bank and multi-state samples, probability-based sampling frames, longitudinal or time-lagged designs, and objective performance indicators where feasible. Researchers may also test mechanisms such as employee engagement, psychological empowerment, learning orientation or self-efficacy, and boundary conditions such as digital work capability, leadership style and organizational learning climate. Such extensions would permit mediation, moderation or structural-equation modelling without overstating what the present dataset can support.

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