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Mediating Role of Coaching on the Relationship between Compensation Job Involvement and Feedback on Employee Productivity

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Abstract

The paper reviews the mediating role of coaching on the connection among compensation, job involvement and feedback and employee productivity. The researchers use the quantitative technique of data collection for the study. The population for the study is the workers of Federal University Dutse, Jigawa State Nigeria. Researchers employs the non-probability sampling technique and random sampling. For the purpose of this study, the sample size is 306 workers of the University.

Index terms— compensation, job involvement, feedback, coaching, employee productivity

1 Mediating Role of Coaching on the Relationship between Compensation Job Involvement and Feedback on Employee Productivity

Introduction he developmental needs of an employee differ in context as 'one size fits all' model of progress is continually unsuitable. Along these lines, coaching has the possible perspective to give an adaptable, responsive as well as good developmental system that can used to help a rising number of staff inside the association than the standard kinds of instructing typically practiced in association (Jiang, Men, 2017). In recent years, there has been growing concern that employees are taking greater responsibilities to do with their growth, which is anti-developmental in nature (Jena, Pradhan & Panigrahy, 2018). If employees decided to embark on that suicidal mission, then the role of coaches may be undermined as each employee need the support, advice and constant touch with his coach for possible feedback. This will make them achieve their developmental objectives because coaches are there to guide and protect them against flaws and flagrant misuse of opportunities (Jena et al., 2018). Employees require different types of training to enhance their capacities with a view to motivate them and perform wonderfully on the job, hence increasing their performance and enhancing responsibilities and the resultant effect is productivity and job satisfaction (Jiang, Men, 2017). Coaching emphasizes on specific work issues and cultivating in it job satisfaction capable of enhancing job performance, which can be mainstream to applicable facets of effort. Coaches ideally advance direct instruction, support and renders much attention to a staff, which fits with their own time schedule and purposes, and objectives, distinct to some types of preparing exercises; coaching truly do frequently offer enduring help for selfimprovement and advancement (Grant, 2014).

2 a) Objectives of the Research

1. To examine the relationship between compensation and employee productivity 2. To examine the relationship between job involvement and employee productivity 3. To examine the relationship between feedback and employee productivity 4. To examine if coaching mediate the relationship between compensation and employee productivity 5. To examine if coaching mediate the relationship between job involvement and employee productivity 6. To examine if coaching mediates the relationship between feedback and employee productivity
b) Review of Literature The prospective of coaching in the office to increase performance and productivity of employee has consequently produced growing concern as of late, not simply in relations to social change but

2 A) OBJECTIVES OF THE RESEARCH

rather for different components fit for upgrading representative execution advancement. The intrigue produced by training has far outperformed that of the enthusiasm for tutoring in contemporary time, for instance, as exhibited by significantly higher number of scans for "instructing" as against "coaching" through the web index utilizing Google since 2003 has expanded enormously (Grant, 2014). Coaching in organizations has likewise gotten a lift as of late and turned out to be more mainstream as it draws a boundless range of individuals in different field of trade, business and scholastic condition. Numerous invested individuals attempt to discover with a view to investigate the vital utilization of training in small scale and large-scale terms, consequently resultant to connecting it to hierarchical ethos and initiative elegance and by the idea of the progressions essential to react to varying pattern in financial circumstances

Coaching is typically perceived as an apparatus to reinforce astuteness in authority change designs and activities (Gallucci, Van Lare, Yoon, & Boatright, 2010)). Coaching is likewise known for "empowering activity or intervention" for the sole drive of "encouraging or potentially helping employees to enhance their performance in different ghost of life, and to support their sensitive effectiveness, singular advance and specific development" (Gelaidan, Al Harbi, & Al Swidi, 2018). Gelaidan et al (2018) are of the view that consistency of impalpable solidarity crosswise over depictions of coaching independent of the market part as the territory of center (i.e., executive coach, work environment coach, life coach) or the focal point of the action (i.e., association, gathering as well as person). They additionally relate the activities of capable coaching to existing practices of HRD, taking note of that the strategies of the previous to that of the last are incredibly related (i.e., student focused, experiential, self-coordinated).

It is basic to in any case, separate amongst coaching and mentoring being that the terms can be utilize conversely. Now and then, it can be utilized as a part of blend with the other. Coaching includes solid, objective arranged, concentrated and one-on-one help. While mentoring is generally an unswerving persevering contact, in which a high-positioning staff underpins the individual and expert improvement of a lesser colleague (Gelaidan et al., 2018). Coaching then again perhaps gave formally or casually, inside by utilizing on the current limit or by an outside individual who is viewed as a specialist, or by peers. Nevertheless, the greater part of the administration outside individuals as coaching by interior staff that usually offer coaching in an institution like FUD and companions are unexploited as a technique for initiative advancement (Gelaidan, Ahmad, 2013). Subsequently, a large portion of the literary works on leadership coaching vested much consideration on sourcing for official coach from outside. Along these lines the writing demonstrates a significant and confirmed connection between executive coaching and individual performance, self-adequacy, authoritative duty and execution, administration, and compromise (Gelaidan, Ahmad, 2013).

Evidence abounds that there is an increased emphasis and efforts to attach more responsibilities to managers and supervisors in human resources policies and actions with a view to carry along staff under their control to make them to be more proactive capable of enhancing their performance and improve productivity in the end (Haider, Rasli, Akhtar, Yusoff, Malik, Aamir, Arif, & Tariq, 2015)

The new approach is to decentralize the tasks given to each subordinate. This is made possible if the core responsibilities is broaden to incorporate new paradigm of coaching which has the ability to devolve powers from to start with line supervision from customary obligations of observing and managing to an arrangement of considerably more execution based situated errands (Bhattachayya, Jena, & Pradhan, 2019). This can properly be accomplished if the focal point of the organization is to recognize, evaluate, and build up the abilities of subordinates and adjust their execution to the vital objectives of the organization (Haider et al., 2015; ??unu, Oladepo, 2014). One of the obvious way to deal with execution change inside the association is for the seniors develop policies and programs capable of enhancing close relationship between the supervisor and the supervisee in a form of organized and tailored guideline and direction to representatives with regard to worker day-by-day work. This illustration in the form of activity may generally mean an informal training. And in more elaborate form can be referred to as coaching, which the literature tries to give meaning as an unstructured, developmental process and procedure where by supervisors give oneon-one input and direction to staff charge in cognizance the culmination area to improve their execution (Grant, 2014). Instructing has relative points of interest over formal preparing in light of the fact that it is significantly more affordable and simpler to oversee as it has the boldness to blend with associates and all the more steadily fits the present need with regards to progressing learning and ceaseless change with regards to firm-particular working environment procedures and advances.

However, in the real work setting, superiors may likely join individualized instructing with parcel of different techniques to enhance execution. The only problem the superiors may encounter in this circumstance is that of little or no control to the existing human resources policies, which may hinder them to manipulate and effect any changes for the better. However, they might have little command over other HR arrangements that has to do with enlistment, determination, or compensation, yet what is settled in part of their expected set of responsibilities is to carter for issues connected with coaching and dealing with the functioning connections and communications among the workers working in a respective organization or working in a group setting (Chaudhary, 2019). The tendency is for the supervisors to create an avenue of trust by promoting group dynamics that enhances open communication, interpersonal relationships capable of enhancing and motivating group learning and retention among employees (Gregory, Brodie, Paul, Levy, & Micah 2008). This can simply be achieve by the supervisors if they develop the habit of reinforcing and integrating one-on-one coaching interactions among and between employees.

106 Coaching has all it takes in its normal parlance to influence individual performance through three different
107 methods thus: the acquisition of job that relates to knowledge, ability and skills; the constant upliftment of staff
108 morale and enhancement of his motivation related component and effort; and finally, inculcate and revive the spirit
109 and process of social learning and cognitive enhancement. Coaching is considered an effective mechanism that
110 promotes skill acquisition because of the constant interactions between the supervisor and staff as close observation
111 and monitoring of behaviours from the superiors can be the order of the day. With this constant interaction,
112 there is every possibility for the coaches to provide constructive feedback and guidelines for improvement (Hamlin,
113 Ellinger, & Beattie, 2008).

114 Nowadays, organizations are entangled with maximization of profit and to produce optimally without
115 necessarily investing heavily in their human resource, the need to integrate coaching it to the mainstream
116 activities became imperative. Coaching when utilized and applied in its normal parlance will likely solve the
117 problem brain drain and inject into the system fresh ideas capable of generation returns on investment. Coaching
118 when applied properly will ginger employees to work harder by harnessing and capitalizing on the potentials
119 inherent in staff by effecting positive changes the organization requires to improve productivity as well enhancing
120 performance by way of empowering and motivating the staff to do even more with less resource (Arora, Dhole,
121 2019). The potentials and the monumental advantages of coaching in organizations where academic circle is not
122 left out to effect changes and inject life into workers with a view to improving employee performance cannot
123 be over emphasized. Coaching has received a boost recently not because of trying to change the behaviours of
124 workers but on how best to inculcate a feeling of belonging in the workplace capable of improving performance
125 and attaining productivity. It is important to clarify here that the interest and the attention coaching have
126 recently far outweigh that of mentoring which is evident in the number of google searches the former received as
127 against the latter since 2003 (Hamlin et al., 2008).

128 Coaching has not been only recognized in few organizations but has received a boost in a variety of circles
129 and has become popular in both academia, commerce, business and host of others. Many researches try to
130 take interest in applying coaching as a strategy of training both at micro and macro level, which try to link
131 organization dynamics and leadership style to the way and manner in which coaching is applied in practical
132 terms. This when pursued vigorously will hitherto bring the needed changes required in order to answer both
133 social, monetary and political circumstances confronting associations. Hierarchical coaching could likewise be
134 seen as a corporate system intended to saddle and boost the potentials inherent in an employee. This in essence
135 represents a way and manner in which corporate governance tries to search for ways and solution for successful
136 management strategy that give rise to adequate management by objective, total quality assurance and host of
137 others. (Hamlin et al., 2008).

138 Many authors are of the firm believe that though coaching being new in the context of organization settings
139 tend to replace many forms of training circles as it is fast ascending and trying to reach climax though what is
140 required is to produce evidence-based researches and approaches that can make coaching sustainable and more
141 accessible in its own entirety. The extent to which the coaching curve relationship lasted depends largely on how
142 much and of what magnitude the investment expended on coaching and in return what is likely the reciprocal
143 gesture in terms of literature that is qualitative in nature is vested in the organizations more especially the
144 corporate organizations.

145 Productivity of organizations stands the chance of improving if coaching has been adopted to reinforce training.
146 By doing that will not only guarantee capacity enhancement but an opportunity to learn new trade and methods
147 of doing things in the organization which will make them perform wonderfully on the job thereby improving
148 the capacity of the worker and also that of the organization as well. Many research conducted especially in
149 the developed world try to establish positivity in respect of coaching and employee productivity. The way is
150 to appraise and understand the nature of coaching and how does it impacted on worker's productivity thereby
151 reinforcing the earlier stand on how to achieve favorable impact on organisational culture and performance.
152 Evidence based research substantially increases at a faster rate (Heslin, Vande, & Latham, 2006). The scenario
153 generated an intense argument in organizational context for the need to evaluate coaching relationships and the
154 likely interventions to reinforce existing studies (Blessing White, 2009). Additionally, the design of coaching in a
155 corporate world is influenced by the need to utilize the potential of workers that will improve the performance of
156 staff and ultimately increase organizational productivity. The hypothetical deduction of coaching may be linked
157 to other individual accomplishment and advancement where coaching writing expressly presented significant idea
158 on the meaning of instructing both explicitly and relevantly (Heslin et al., 2006).

159 Coaching abilities is acquiring conspicuousness of late and turned into a focal piece of the current representa-
160 tives working in an establishment. Chief executives who should be the bosses of subordinate staff are supposed to
161 be capable and experienced, to have the option to mentor their laborers towards further developed commitment,
162 remaining safe exclusively, lifting staff feeling of confidence and to work with individual and hierarchical change
163 (Harter, Schmidt, Agrawal, & Plowmann, 2013).

164 Compensation structure commonly affects worker productivity. Precisely when associations separate the
165 significance of preparing and prepared because of the training they enjoined in and reward them actually organized
166 delegates, by then the labor force will be charged up towards passing on those aptitudes. As shown by Expectation
167 Theory, Agent inspiration increments when basic awards are given to those specialists who practically exchange
168 what they learnt (Harter et al., 2013).

2 A) OBJECTIVES OF THE RESEARCH

169 There is a relationship among preparing and improvement of staff with the redesign of benefit structures
170 (Eisenhardt, 2018). Despite the way that the labor force who don't take hands on preparing have, unimportant
171 threats to help expansion in compensation. Preparing of labor force on an exceptionally essential level redesigns
172 the advantage of financially forestalled females and from guaranteeing oppressed people, besides ponders
173 explored that preparation and improvement don't show obvious effect on the remuneration of actually selected
174 delegates or recently employed staff (Eisenhardt, 2018). Several factors have been perceived as affecting the
175 viability of workers. They meld administrative elements, experts' flourishing, specialists' inspiration, and social
176 correspondence related with the age technique. Impact of compensation on representative productivity could
177 be areas of strength for remarkably several establishments (Eisenberger, Malone, & Presson, 2016). Incredible
178 compensation for laborers will have the ability to fortify the ascent of new considerations and agents' headway.
179 With such countless from delegates, it would be amazingly important for the organization. In an equivalent
180 study, (Eisenberger et al., 2016) found that the nearness of a conventional compensation of agents will make the
181 quality of laborers in like manner incredible.

182 There is a optimistic connection among job involvement and productivity as a frail association can exist among
183 job involvement and employee productivity because of some different factors. In addition, job involvement is
184 straightforwardly and in a roundabout way influenced by these factors and productivity is naturally influenced
185 by the activity involvement (Dixit, Bhati, 2012). Workers who are focused on their activity assignments, they have
186 abnormal state of occupation inclusion and there is an extremely helpful connection between work contribution
187 and execution. Research thinks about demonstrate that there is not an impulse that the workforce who is more
188 dedicated to the activity is likewise anticipated and hopeful to remain in the working place for the long period.
189 Such sort of labor force is more compelling and helpful for the association when stood out from the labor force
190 who isn't genuinely devoted to the association and stays in the association for eternity. At long last, this depiction
191 ends up on these words that activity inclusion upgrades worker responsibility and such sort of representatives put
192 additional execution. To put it plainly, worker duty fills in as an impetus for the rapport among job involvement
193 and productivity (Dixit, Bhati, 2012). As indicated by Farotimi (2010) job involvement describes how much
194 representatives are occupied with, or engrossed with their employments and how much an individual perceives
195 with his activity. It is likewise depicted as how much work is perceived to be the noteworthy factor in satisfying
196 some need of a worker. Association additionally demonstrates that significance of work is the mental self-portrait
197 of a worker. In this manner, involvement is fundamentally induced by the perusing of a worker about his own
198 photo of life. In addition, after that by the hierarchical characteristics and employment qualities. This suggests
199 job involvement is that authoritative disposition which tells that how much a worker mentally relates to the
200 business association and the amount one trusts that his work is imperative and develops his confidence (Fu, &
201 Deshpande, 2014).

202 Job involvement has been isolated into two separate methodologies. To start with, approach is seen as a
203 singular qualification variable where work commitment is acknowledged to happen when the responsibility for
204 requirements, characteristics or individual credits impact individuals to end up lovely much associated with
205 their occupations. The second approach considers work contribution as a response to specific work circumstance
206 peculiarity (Garbi, Sultii, 2004), Job involvement, work responsibility, and representative employment execution
207 are among the most examined territories in authoritative conduct and human asset administration look into.
208 Promote they included that activity contribution has been a standout amongst the most valuable instruments
209 utilized for expanding worker profitability by enhancing representative association and duty. Then again, work
210 contribution is identified with representatives' observation that how the activity happens in singular life. As much
211 as an individual is emphatically impacted by his activity, the status and achievement will naturally expand (Hafer,
212 Martin, 2006). This implies it likewise makes the importance of proprietorship inside workers who are engaged
213 with choices concerning their activity and its related exercises. Research has demonstrated the significance of
214 occupation association with worker duty. This obviously uncovers those associations that have work contribution
215 culture; their representatives are more dedicated with association than those associations who do not include
216 their representatives (Hanaysha, 2015).

217 Feedback is an essential wellspring of instructing people in the feeling of expelling impediments they look in
218 transmitting their exercises with a view to fulfilling the objectives which was bestowed on them in their workplace
219 (Evans, 2013). Without appropriate feedback, people and the associations cannot build up the standard required
220 which in the end could meet the streamlined goals. Representatives' reactions then again tend to hand supportive
221 over killing undesired practices particular to them as well as fit for handling information traversed it, which can
222 make strong suggestions appropriate to the improvement of the staff, and setting them up for higher anticipated
223 responsibilities (Hanisah, Melaka, & Jody, 2011). Today future, supervisors might be the subordinates of the
224 present chiefs. They will one day transform into directors themselves, if their way is clarified and without any
225 snag that may likely square their direction. Input goes about as an extension between workers' non-palatable
226 conditions and administration reaction to it. In instructive foundations like the FUD where this examination
227 is embraced, understudies have a tendency to use criticism remembering the ultimate objective to explain their
228 substance and stresses of important subjects. Furthermore, criticism is generally given to the understudies from
229 their educators, which guarantees them of whether their approach is in consonance with a specific, or study is as
230 exact and applicable or they are going amiss from genuine idea (Gregory, Brodie, Paul, Levy, & Micah 2008).

231 3 II. Theoretical Framework

232 4 Independent Variable

233 Mediating Variable Dependent Variable 1 above shows that the independent variables are compensation, job
234 involvement and feedback while simultaneously workers productivity is the dependent variable. The intervening
235 variable is coaching that will intercede the relationship between the dependent and independent variables. A
236 mix of these components that is oneself decision and the reliant components are fabricated, and hypotheses are
237 figured and made considering the previous works, yet the proposed model will be tried from here on out.

238 In the literature review, it has been contended that coaching affects various variables like compensation, job
239 involvement and feedback on representative efficiency. Authoritative execution in the end depends on worker yield
240 and coaching is an instrument to improve representative efficiency (Bharti, Rangnekar, 2019). The going with
241 speculative framework has been intended to portray an association among the independent variable and employee
242 productivity, within the sight of mediating variable. Coaching is making a positive relationship on representative
243 efficiency. These characteristics of coaching foster help its impetus as per those exploration associations whose
244 contemplations and examinations turn round the regard time of social event through sensible and right utilization
245 of all classes of resources, and the most fundamental out of the various available resources are the workers.

246 Associations all over the planet who are working with the prospect of constant development in respect of their
247 representative development and efficiency, by then there is the need to arrange such activities that can clean
248 the specialists' abilities and can develop their capacities which are expected at the workplace, (Jayasundera,
249 Jayakody, & Jayawardana, 2017).

250 5 Hypotheses Ha1 There is a significant relationship between 251 compensation and employee productivity

252 Ha2 There is a significant relationship between job involvement and employee productivity Ha3 There is
253 a significant relationship between feedback and employee productivity Ha4 Coaching significantly mediate
254 the relationship between compensation and employee productivity Ha5 Coaching significantly mediate the
255 relationship between job involvement and employee productivity Ha6 Coaching significantly mediate the
256 relationship between feedback and employee productivity III.

257 6 Methodology

258 This assessment used quantitative approach. Survey was used as the audit instrument. The Quantitative
259 investigation attempts to find answer to a requesting through evaluation of quantitative data, i.e., the data
260 showed up in figures and numbers (Hayes, Rockwood, 2016) has battled that a quantitative examination method
261 can engage scientists to move toward hands on work without being compelled by any ordained groupings of. In
262 like manner, Hafiz, and Alkali, (2013) got up that the nature free from quantitative examination is the open
263 doorways that it offers experts to connect and gather information unequivocally from their examination people
264 to appreciate as well as consider according to their viewpoints. Then again, close to home examination passes
265 on the uniqueness since it doesn't give end early. It is a significant part of the time, considered an insightful
266 thinking of the load up sciences research (Hafiz, & Alkali, 2013).

267 The testing technique approach or framework used in the examination is questionnaire using simple random
268 sampling methods on the overall populace of the Federal University Dutse (FUD). The decision of this framework
269 model is a subunit of the general population, since the general population is enormous, testing technique is
270 fundamental and key in this assessment (Krejcie, Morgan, 1970). The confirmation of a gettogether of respondents
271 would be made to address the entire population. Data will be collected from the model and the way toward
272 social affair data is known as sampling. The revelations or assessment divulgences will be summarized from the
273 example (Krejcie, Morgan, 1970).

274 This investigation is depended upon to involve the entire of 306 laborers as test size. This obviously will
275 produce this assessment, as it will address the entire people. A sum of 900 questionnaire would be spread to staff
276 of FUD, Dutse Jigawa State Nigeria with an unequivocal genuine target to satisfy the example size need. With
277 this impact, the fundamental example size essential for this investigation is 306 (Krejcie, Morgan, 1970). Basic
278 irregular testing system would be used as a piece of the survey information procedure, in which the names of the
279 person's individual divisions would be made on somewhat out of papers, tied, drew, revamped and eventually
280 the workplace names would be picked in a subjective way will be seen as (Ahmad, Usop, 2011). In any case,
281 the example estimate was overcome the model made by Krejcie and Morgan (1970). In the current style, the
282 precedent insinuates the employees that may be chosen haphazardly. The table underneath exhibits the Krejcie
283 and Morgan test measure display.

284 The logical examination fixated on equally both strata of the university. The development was hinged upon
285 the supposition that, this social occasion of laborers inside the legitimate set up comprised the general people
286 where the school turns. The total number of academic staff in the school is 320, while the noninsightful staff
287 including the best organization staff and non-authoritative staff is 1125 burdened with commitment of approach
288 utilization and making sure that work in the school propels without any problem. The total people of the workers
289 in the Federal University Dutse is around One Thousand Four Hundred and Fourty Five (FUD, 2014). In view of

the Krejcie and Morgan model, the population of this study under investigation is 1445. In this way, the sample size estimate that can be utilized as a part of this study is 306. In this way, in attempting to abstain from having not as much as the required sample size, this examination would utilize 900 set of questionnaires and dispersed them to 900 employees in FUD, Jigawa Nigeria, whom are for the most part under the service of the FUD (Hafiz, Shaari, 2013). The 900 respondents would be totally looked over the entire population that had been recognized. In this way studying the sample size would make headway to speak and represents the entire population of the study (Hafiz, Shaari, 2013).

IV.

7 Method of Data Analysis a) Questionnaire Data Analysis

Kothari (2008) breaking down the collected information would empower and illuminate better comprehension as for acknowledging whether to help or unsupported the outcome (speculations). Inferential and clear and assessments would be utilized to investigate, unravel or enlighten the affiliations that were rose out of the crude data.

8 b) Inferential Measurements

Inferential statistics is worried about generalizing from the population sample ((Ahmad, Usop, 2011). As such, inferential statistics is utilized as a part of deciding the connections between the mediating variable, independent variables and the dependent variable in view of the hypotheses testing. In any case, the exploration utilizes diverse inferential figures, that incorporates Pearson Correlation coefficient and Multiple Regression Analysis and through Structural Equation Model-Smart PLS. Structural Equation Model (SEM) is a quantifiable or factual models that attempt to clear up and find the associations that exist among various research factors. It choose and reviews the differing factors interrelationships imparted in a movement of simultaneous conditions that are predictable to a plan conditions in of different backslide (Ramaya, 2013).

9 c) The PLS-SEM Analysis

Smart PLS is like a regression analysis; the principle distinction being in regression analysis one tests one condition at any given moment while in SEM numerous conditions are tried all the while. This method of investigation is known as the second era examination while SPSS is known as the first era examination (Ramaya, 2013). The objective of SEM-PLS (Partial Least Squares (SEM)) is to expand and clarify the varieties of the endogenous latent construct.

Moreover, this investigation utilized PLS-SEM with a specific end goal to assess its theoretical research display utilizing the product application PLS-SEM (Ramaya, 2013). At the end of the day, it places higher accentuation on inspecting the connections in view of bestowed learning from the writing. Accordingly, the use of PLS SEM is connected in finding out the outcomes for this research.

In PLS analysis, the means are to assess the outer model or the extent model and the basic model. Extent or measurement model manages the procedures of deciding the decency of the measures. Along these lines, the two primary criteria in PLS analysis that are utilized as a part of surveying the measurement model are reliability and validity (Ramaya, 2013). As it were, the measurement models were evaluated by construct internal consistency, item reliability and validity. Consequently, the decision to utilize Smart PLS-SEM as the numeric always for assessing the planned study hypotheses is because of the accompanying motives. It manages exploratory investigations, PLS manages nonparametric information, i.e., it doesn't require ordinary disseminated input information and last yet not the slightest PLS-SEM can be utilized and connected to a multifaceted examination operational reckoning model with a large number of constructs and or variables (Gelaidan, Ahmad, 2013).

In PLS analysis, be that as it may, the predictive power of a specific research model is assessed by the R squared (R²) estimations of the inert or endogenous factors, and in addition deciding the institutionalized way coefficient for every one of the connection between exogenous factors and endogenous factors. Then, the value of R² is translated in a comparable way as those got from multiple regression analysis. Thus, the value of R² demonstrates the amount of variation in the construct that can be comprehended and clarified by the research model (Gelaidan, Ahmad, 2013).

10 V. Descriptive Analysis of Constructs

This study applied the general statistical description to examine its variables through the specific use of standard deviation, statistical mean values, minimum, and maximum for all the predictors of the independent, mediating, and dependent variables. Table 4.3 displayed the results of the descriptive statistical values on which all the constructs are measured on a five-point Likert scale.

11 Source: Field survey

The descriptive statistics for the constructs revealed that the statistical mean value of 3.91 for compensation was similar to the statistical mean value of 3.91 for job involvement. Moreover, the descriptive analysis for the construct of feedback shows that it has the statistical mean value of 3.90 as compared with the coaching, which

346 has the statistical mean value of 3.93. The statistical mean score of employee productivity of 3.85 is relatively
347 lower than the mean score of all other three remaining variables.

348 **12 a) Measurement Scale of the Research Variables**

349 The analysis of the measurement scale as well as the types of research variables used in the current study is of
350 paramount importance. Thus, scale is viewed as a necessary tool used in quantitative research for distinguishing
351 respondents (individual) on the basis of how they differ from one another in using some selected variables
352 (Gelaidan, Ahmad, 2013). In effect, the four major types of measurement scales that have been identified and
353 are widely used in recent research are ordinal, nominal, interval, and ratio.

354 **13 b) Validity and Reliability of the Constructs**

355 Convergence and discriminant validity seeks to establish a level of agreement between the concept of the theory
356 and a particular research instrument by ensuring that its attributes in the measurement scales are well represented
357 (Cohen, Manion, & Morrison, 2007). Thus, the convergent validity is identified by assessing the loadings,
358 composite reliability as well as average variance extracted (Cohen et al. 2007). Furthermore, convergence
359 validity is achieved when all the measures that are expected to reflect a construct are correlated. In other words,
360 the legitimacy of a specific factual estimation scale is joined when values are > 0.7 , > 0.7 , and > 0.5 for
361 loadings, composite reliability, and average variance extracted respectively. So, values above these stated points
362 are considered to have enough convergence of validity (Cohen et al., 2007).

363 In the current review, every one of the things have surpassed the suggested edge values for loadings, normal
364 difference removed and composite reliability or unwavering quality (> 0.7 , >0.7 and > 0.5) on their particular
365 develops. Particularly, items A5, A6, A10, C1, C2, C4, D1, D2, D7, D8 and E12 which were dispensed with for
366 having a low stacking. Table 4.5 presents the loadings, average variance removed, and composite dependability
367 of this review.

368 **14 Note: CR = Composite Reliability, AVE = Average Variance 369 Extracted**

370 Result of the AVE computations with coefficients, which show that accomplishment of united legitimacy for every
371 one of the constructs, are introduced in Table 4.5. Gaining by the above results, it was clearly adequate to certify
372 that the markers identify their constructs, consequently, achieving convergence validity.

373 Discriminant validity maybe keen on uncovering regardless of whether the factual measures are really related.
374 For deciding the discriminant validity, the AVE's square roots are determined for each build (Ramaya, 2013).
375 Moreover, the determined square roots for the coefficient of AVE are then shown in the slanting pivot inside the
376 connection network. To accomplish great discriminant legitimacy, nonetheless, the squared AVE worth ought to
377 be higher than relationship gauges (Cohen et al., 2007).

378 The consequences of the discriminant validity of the broke down builds of this study are displayed in Table
379 4.6. Subsequently, all the determined AVE square roots for the basic builds are more prominent than the
380 corner-to-corner components in the comparing sections and lines, consequently, discriminant validity is laid out.
381 Generally, the results depicted in Tables 4.5 and 4.6 demonstrate that measures for all the five constructs including
382 compensation, job involvement, feedback, and coaching and employee productivity have validly measured their
383 constructs based on the estimation of their statistical significance and parameters.

384 **15 c) Findings of the Direct Effects (analysis)**

385 The objectives of this study can be accomplished by testing the earlier formulated hypotheses of the study
386 with relevant statistical tools in order to understand the main direct relationship effects within the constructs.
387 The present study is concerned with exploring the outcome of the direct effect model via analyses of the
388 relationships between compensation, job involvement and feedback on employee productivity at different levels
389 of an educational institution in Nigeria. PLS-SEM model path analyses were conducted to determine such
390 relationships. The result of the PLS-SEM algorithm and bootstrap for testing the direct relationship of
391 compensation, job involvement and feedback on employee productivity were presented in

392 **16 d) Compensation and Employee Productivity**

393 The specific objective one was to investigate the relationship between compensation and employee productivity.
394 This objective was aimed at determining whether the compensation directly raises employee productivity.

395 **17 Ha1: There is a significant relationship between compensa- 396 tion and employee productivity**

397 The researcher wanted to know if there was existence of any relationship between compensation and employee
398 productivity, the independent variable was compensation whereas the dependent variable was employee
399 productivity, which were both measured on the ordinal scale variable. Thus, the appropriate statistical test

21 HA3: THERE IS A SIGNIFICANT RELATIONSHIP BETWEEN FEEDBACK AND EMPLOYEE PRODUCTIVITY AT DIFFERENT LEVELS OF THE EDUCATIONAL INSTITUTION

400 to respond to the hypothesis was PLS-SEM path model technique. Primer examinations were performed to
401 guarantee no infringement of the suppositions of linearity.

402 The consequence of the PLS-SEM bootstrap uncovered that the Beta value for the connections among
403 compensation and employee productivity was $\beta=0.222$, $p=0.000$. Conversely, the upsides of Beta, Tmeasurements,
404 and P values for the connections between independent variable (i.e., compensation) and the dependent variable
405 (i.e., employee productivity) were $\beta= 0.222$; $t=5.421$; $p< 0.05$. In this manner, every one of the qualities for
406 such connections surpassed 1.96 at 0.05 certainty levels utilizing two tail tests (dependable guideline). Generally,
407 Speculation Ha1 was acknowledged or accepted. Besides, the outcome demonstrated that the degree to which
408 representatives are compensated by the organization decidedly connected with worker productivity in the work
409 environment. Table 4.9 showed the consequence of testing the impact of compensation remuneration and employee
410 productivity. 4.7 demonstrated that there was a positive relationship between the two factors ($\beta= 0.222$; $t=5.421$;
411 $p< 0.05$). In this manner, the alternate hypothesis was accepted. This study establishes support for the immediate
412 impact of remuneration and representative efficiency. Such consequence of positive connection coefficient between
413 the two factors shows that the consistency of compensation of the workers will lead them to further develop their
414 productivity continually.

415 18 e) Job Involvement and Employee Productivity

416 Research objective 2 was to look at the connection between job involvement and employee productivity. This
417 goal was pointed toward deciding if the job involvement factors straightforwardly raise employee productivity.

418 19 Ha2: There is a significant relationship between job involve- 419 ment and employee productivity

420 The researcher, in any case, is curious as to whether any relationship exists between job involvement and
421 employee productivity, the independent variable was job involvement while the dependent variable was employee
422 productivity, which were both measured on the ordinal scale variable. Hence, the appropriate quantitative
423 statistical analysis to respond to the stated hypothesis was PLS-SEM path model technique. However, preliminary
424 analyses were conducted to make sure that no violation of the assumption linearity.

425 The result of the PLS-SEM bootstrap disclosed that the Beta value for the connection among job involvement
426 and employee productivity was $\beta= 0.142$; $p=0.000$. However, the values of Beta, T-statistics, and P values for
427 the connection among independent variable (i.e., job involvement) and the dependent variable (i.e. employee
428 productivity) were $\beta= 0.142$; $t=1990$; $p< 0.05$. Therefore, all the values for such relationships are greater than
429 1.96 at 0.05 confidence levels using two tail tests (rule of thumb). Substantially, Hypothesis Ha2 was accepted.
430 Moreover, the result means that the degree to which employees are associated with doing their day-today work
431 decidedly impacted their productivity in their work environments. Table 4.10 showed the aftereffect of testing
432 the impact of job involvement and employee productivity. Accordingly, the Table 4.8 showed that there was
433 a correlation among the two tested variables ($\beta= 0.142$; $t=1.990$; $p< 0.05$. Consequently, the second alternate
434 Hypothesis was accepted. The result of this study reinforced the direct effect of job involvement on employee
435 productivity. Specifically, such result pointed out that there was positive correlation between the two related
436 variables. In other words, the employees' strong dependence on involvement in the job will precede them to
437 increase as well as improve productivity for the organizations.

438 20 f) Feedback and Employee Productivity

439 Research objective 3 of this study was to examine the connection between feedback and employee productivity.
440 The purpose of developing this objective was to find out whether or not the components of feedback directly raise
441 employees' productivity.

442 21 Ha3: There is a significant relationship between feedback 443 and employee productivity at different levels of the educa- 444 tional institution

445 The researcher wanted to know if there was existence of any relationship between feedback and employee
446 productivity, the independent variable was feedback while the dependent variable was employee productivity,
447 which were both measured on the ordinal scale variable. Thus, the appropriate statistical test to respond to
448 the hypothesis was PLS-SEM path model coefficient. Primer investigations were performed to guarantee no
449 infringement of the suppositions of linearity. The result for PLS-SEM bootstrap revealed that the Beta worth for
450 the associations among feedback and employee productivity was $\beta= 0.580$; $p=0.000$. Consequently, the results of
451 Beta, T-statistics, and P values for the relations among independent variable (i.e., feedback) and the dependent
452 variable (i.e., employee productivity) were $\beta= 0.580$; $t=6.637$; $p< 0.05$. To this effect, all the ideals for such
453 associations are above 1.96 at 0.05 confidence levels using two tail tests (rule of thumb). Essentially, Hypothesis
454 Ha3 was accepted. In addition, the result demonstrated the degree to which workers are provided with feedback
455 would facilitate and positively affects their productivity in their place of work. Table 4.9 exhibits the result of

456 testing the effect of feedback on employee productivity. 4.9 indicated that there was a constructive connection
457 among the two variables ($\beta = 0.580$; $t = 6.637$; $p < 0.05$). Hence, the third alternate Hypothesis was accepted.
458 As expected, this study found support for the direct effect of feedback on employee productivity. Such result
459 of optimistic link coefficient between the two variables shows that the feedback of employees would result in
460 improving their productivity level.

461 **22 g) Findings of Mediation Effects (analysis)**

462 A circuitous impact is the total of both immediate and roundabout impacts of two specific examination develops.
463 The investigation of the intercession test is directed to see if the mediating variable can significantly influence
464 the independent variable on a dependent variable (Ramaya, 2013).

465 Curiously, the PLS-SEM procedure is reasonable for testing and breaking down complex multivariate
466 roundabout impacts' models (like those in the current review) through bootstrap. In PLS-SEM examination,
467 bootstrapping addresses a more careful computation of measures (Creswell, 2008). Hence, Bootstrap and Sobel
468 test are the methods and strategies that were utilized in this review to survey and assess the statistical significance
469 of important way coefficients.

470 Despite the fact that, PLS-SEM has a way examination office, which all the while test both immediate and
471 roundabout, models like some other mediation investigation procedures (Creswell, 2008), there is yet no specific
472 avenue for testing mediating models concurrently.

473 In actuality, the PLS-SEM strategy has no settled proper rules for testing the degree of mediation impacts.
474 Subsequently, PLS-SEM strategy just gives rules to deciding if the mediation exist among specific factors, further
475 clarifications about whether the mediation is full or fractional remaining parts unsettled. Nonetheless, the PLS-
476 SEM strategy has been viewed as extraordinarily proper method for directing mediation study (Hair, Hult,
477 Ringle, & Sarstedt, 2017).

478 Mediation significance level, unambiguously, is learned by running the Sobel test number crunch cruncher for
479 the bootstrapped ways upsides of the independent variable to mediator [Beta (?)], mediator to dependent variable
480 [Beta (?)], independent variable to mediator (Standard Error), and mediator to dependent variable (Standard
481 Error). Furthermore, in PLS-SEM, computation of bootstrap mediation is supposed to be laid out assuming
482 the T-statistics and Sobel Test Statistics have an absolute value > 1.96 at 0.05 confidence levels utilizing two
483 tail test or > 1.64 at 0.05 significance level utilizing one-tail test (Creswell, 2008). Research objective 4 of this
484 study was to examine if coaching mediates the relationship between compensation and employee productivity.
485 Specifically, this research objective was constructed based on unmasking the extent to which the elements of
486 coaching may indirectly raise the employees' impact of compensation to the organization in productivity. The
487 underlying variable was measured on the ordinal scale level of measurement. Thus, the appropriate statistical
488 tool to respond to the hypothesis was PLS-SEM path coefficient analysis.

489 **23 Ha4: Coaching significantly mediate the relationship be-** 490 **tween compensation and employee productivity in the ed-** 491 **ucational institution**

492 The result of the PLS-SEM bootstrap for testing the mediation role of coaching on compensation and employee
493 productivity is presented in Table 4.12, The consequence of the PLS-SEM bootstrap revealed that the Beta value
494 for the connections between independent variable (i.e., compensation) and the dependent variable (i.e., employee
495 productivity) was $\beta = 0.176$, $p = 0.000$. In contrast, the values of Beta, Tstatistics, and P values for the relationships
496 between independent variable (i.e., compensation), mediating variable (i.e., coaching) and the dependent variable
497 (i.e., employee productivity) were $\beta = 0.176$; $t = 3.945$, $p = 0.000$ ($p < 0.05$). Accordingly, every one of the qualities
498 for such connections surpassed 1.96 at 0.05 confidence levels utilizing two tail tests (rule of thumb).

499 Besides, for the strength of the mediator, the integration of coaching ($\beta = 0.176$, $p = 0.000$) demonstrated that
500 there was a positive mediation connection among compensation and employee productivity constructs. In any
501 case, preceding the consideration of coaching into the examination ($\beta = 0.222$, $p = 0.000$) was viewed as altogether
502 corresponded with employee productivity. Impliedly, the strength of the connection among compensation and
503 employee productivity has been diminished after the incorporation of coaching however the T-Statistics and
504 Sobel Test Statistics actually stay critical ($t = 3.945$; Sobel Test Statistics = 3.606; $p = 0.000$) which are more
505 prominent than 1.96. As far as logical power, the consideration of coaching had made sense of difference in
506 dependent variable. Thus, genuinely, this study uncovered that coaching somewhat mediates the connection
507 among compensation and employee productivity in the institution.

508 In view of the above expressed factual places, Speculation Ha4 was acknowledged. Furthermore, the general
509 outcomes mean that the degree to which employee of an organization are furnished with compensation would
510 equip them to be burning in coaching which would in this manner work on their productivity.

511 **24 i) Job Involvement, Coaching and Employee Productivity**

512 Research objective 5 of this study was to observe if coaching mediates the connection between job involvement
513 and employee productivity. Categorically, this research objective was formed based on uncovering the degree

27 IMPLICATIONS OF THE RESEARCH

514 on which the elements of coaching may indirectly raise the employees' extent of job involvement in employee
515 productivity. The understudy variable was measured on the ordinal scale level of measurement. Thus, the
516 appropriate statistical tool to respond to the hypothesis was PLS-SEM path coefficient analysis.

517 **25 Ha5: Coaching significantly mediate the relationship be-** 518 **tween job involvement and employee productivity**

519 The consequence of the PLS-SEM bootstrap for testing the mediation job of coaching on job involvement and
520 employee productivity is introduced in Table 4.12, The consequence of the PLS-SEM bootstrap uncovered that
521 the Beta value for the connections between independent variable (i.e., job involvement) and the dependent
522 variable (i.e., employee productivity) was $\beta=0.069$. Contrariwise, the Beta value, T-statistics, and P values for
523 the relationships between independent variable (i.e., job involvement), mediating variable (i.e., coaching) and
524 the dependent variable (i.e., employee productivity) were $\beta=0.069$; $t=0.947$; $p=0.07$ ($p<0.05$). In this way, every
525 one of the qualities for such affiliation are beneath 1.96 at 0.05 confidence levels utilizing two tail tests (rule of
526 thumb).

527 All the more in this way, for the strength of the mediator, the consideration of coaching ($\beta=0.069$) showed that
528 there was no positive mediation connection between job involvement and employee productivity constructs. All
529 the more in this way, before the consideration of coaching into the examination ($\beta=0.142$, $p=0.061$) was viewed as
530 non-significantly connected with employee productivity. Impliedly, the strength of the connection between job involvement and
531 employee productivity has not been essentially diminished after the incorporation of coaching and the T-statistics
532 stay unimportant ($t=0.947$) which is under 1.96. As far as illustrative power, the consideration of coaching had
533 made sense of difference in dependent variable. Consequently, this investigation discovered that coaching doesn't
534 mediate the connection between job involvement and employee productivity.

535 In light of the above expressed statistical exploration, notwithstanding, Hypothesis Ha5 neglected to be
536 acknowledged or accepted.

537 Moreover, the outcomes mean that the degree to which workers are engaged with their positions may not
538 equipped them to be burning in coaching towards their productivity improvement. All in all, the outcome
539 uncovered that degree of job involvement by staff probably won't be converted into expanded worker productivity
540 coaching among workers.

541 **26 j) Feedback, Coaching and Employee Productivity Ha6:** 542 **Coaching significantly mediate the relationship between** 543 **feedback and employee productivity in the educational in-** 544 **stitution**

545 The aftereffect of the PLS-SEM bootstrap for testing the mediation effect of coaching on compensation and
546 employee productivity is introduced in Table 4.12, The outcome of the PLS-SEM bootstrap uncovered that the
547 Beta incentive for the associations between independent variable (i.e., feedback) and the dependent variable
548 (i.e., employee productivity) was $\beta=0.176$, $p=0.000$. Conversely, the figures of Beta, Tstatistics, and P values
549 for the connections among independent variable (i.e., feedback), mediating variable (i.e., coaching) and the
550 dependent variable (i.e., employee productivity) were $\beta=0.270$; $t=10.323$, $p=0.000$ ($p<0.05$). Accordingly, every
551 one of the qualities for such connections surpassed 1.96 at 0.05 confidence levels utilizing two tail tests (rule
552 of thumb). Besides, for the strength of the mediator, the consideration of coaching ($\beta=0.270$, $p=0.000$) showed
553 that there was a positive mediation affiliation among feedback and employee productivity constructs. Be that
554 as it may, preceding the incorporation of coaching into the investigation ($\beta=0.580$, $p=0.000$) was viewed as
555 fundamentally connected with employee productivity. Impliedly, the strength of the connection among feedback
556 and employee productivity has been diminished after the consideration of coaching however the T-Statistics and
557 Sobel Test Measurements actually stay huge ($t=10.323$; Sobel Test Statistics= 14.437 ; $p=0.000$) which are more
558 prominent than 1.96. As far as logical power, the consideration of coaching had made sense of fluctuation in
559 dependent variable. Thus, measurably, this study uncovered that coaching to some degree mediates the connection
560 among feedback and employee productivity in the organization. In light of the above expressed factual places,
561 Hypothesis Ha6 was acknowledged. Furthermore, the general outcomes connote that the degree to which staff are
562 given feedback would equip them to be envious in coaching which would consequently work on their productivity.

563 **27 Implications of the Research**

564 First and foremost, the present study only examined few predictors of factors of compensation, job involvement
565 and feedback but excluded other predictors in the hypothesized model. The omission of some important predictor
566 variables in this research might limit our general comprehension of the variables that impact coaching and
567 employee productivity. In this way, future examination needs to research different variables like strengthening,
568 cooperation and designation like locus of control, mental capacity, scruples, inspiration, nervousness, self-
569 viability, authoritative criticism, and occupation fulfillment as well as other workplace factors, for example, the
570 board support, hierarchical help, and concert criticism ??Hamlin et al., 2006; Hanaysha, 2015; Ahmad, & Usop,

571 2011;Heslin, 2010;Spector, 2006;Evans, 2013. The inclusion of these significant factors in later examinations could
572 give an elbowroom in grasping about the impacts of coaching on employee productivity.

573 Furthermore, the current review is restricted as it just viewed as the impact of coaching as a mediator. There
574 is the requirement for integrating moderating and mediating the factors of compensation, job involvement and
575 feedback and employee productivity associations have been established. For example, future review can look at
576 the chance of utilizing other fundamental factors, for example, inspiration to learn, profession arranging, and job
577 satisfaction comparable to employee productivity as a moderating or mediating variable between dependent and
578 independent variables (Hoboubi, Choobineh, Kamari Ghanavati, Keshavarzi, & Akbar Hosseini, 2017). This in
579 essence can bring about a better understanding of how best employees can be productive.

580 Thirdly, this study zeroed in essentially in surveying the element of coaching outcome and result from the
581 employee productivity viewpoints. In any case, the ongoing review couldn't frame and analyze the impact of
582 compensation, job involvement and feedback on different elements of coaching results, for example, representative
583 work performance and learning responses (Hoboubi et al., 2017). These might have confined the commitment
584 of this review. Imminent examination ought to consolidate those elements of coaching results in their models.
585 Fourthly, the current review utilized a cross-sectional plan to gather information which doesn't catch the formative
586 issues and doesn't permit causal connections to be produced using the factors of interest and populace. Thus, in
587 future a longitudinal examination configuration should be utilized in looking at the constructs at various moments
588 to affirm or discredit the consequences of this review. Hayes, and Rockwood, (2016). referenced that researchers
589 ought to involve longitudinal information to decide causal connections to diminish the inclination of common
590 method variance. A longitudinal exploration configuration might assist future researchers with gathering more
591 information on the factors of interest at various moments.

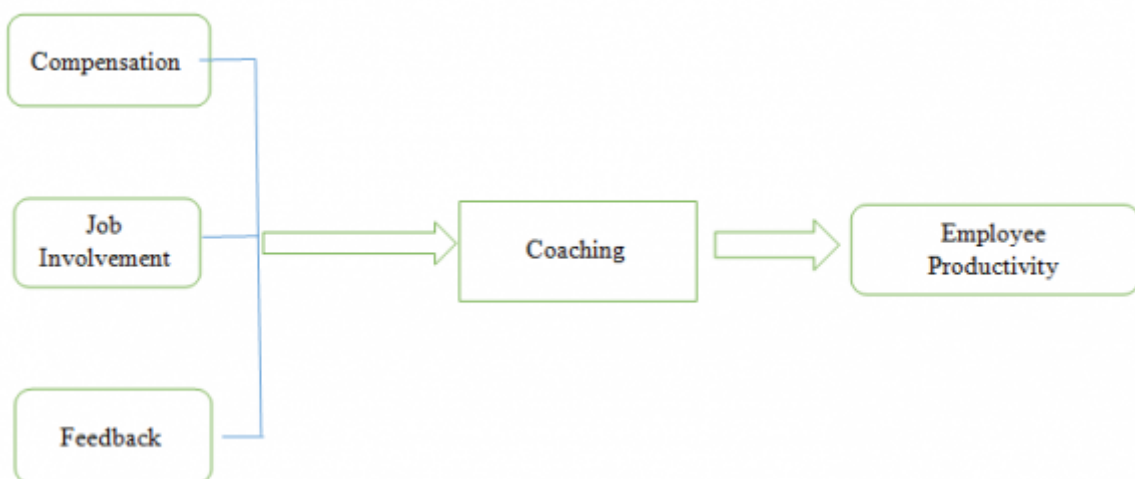
592 Fifthly, the respondents of the current review were drawn from workers of a single university in Nigeria. This
593 introduced rather a restricted extent of the review and restricted generaliz ability as it depended on just workers of
594 FUD, Jigawa State, Nigeria. In like manner, extra exploration work is expected to extend the size of the populace
595 by taking view of different respondents from the remaining universities in the nation along with consolidate not
596 only public sector workers but organized private sector which will until now build the generalizability of these
597 examination discoveries.

598 Lastly, the review featured a portion of the difficulties that confronted workers while attempting to use the
599 KSAs learned in the course of enhancing worker's productivity in their place of assignment. This demonstrates
600 an expansive limit in furnishing a way forward on managing those difficulties. Thus, future researchers ought to
601 propose a method for dealing with especially difficult times to deal with these challenges.

602 28 VII.

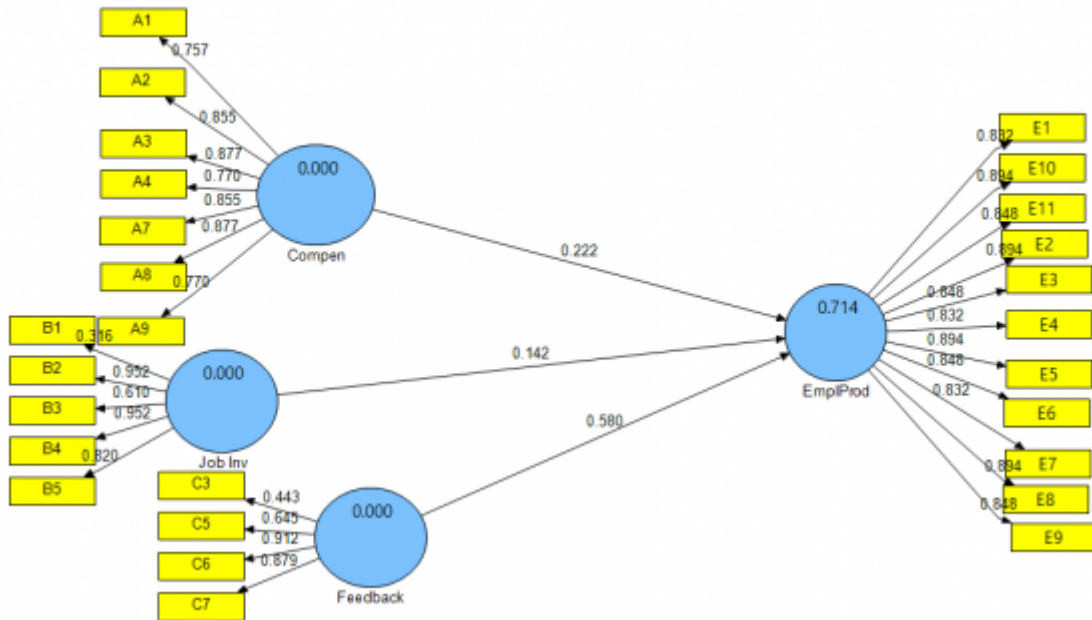
603 29 Conclusion

604 The objective of the present study was to examine the connection among compensation, job involvement feedback
605 on employee productivity at different levels of an educational institution in Nigeria and the mediating role of
606 coaching. In this regard, the study hypothesized that the extent of compensation, job involvement and feedback
607 significantly affect employees' level of productivity. Moreover, this study tested coaching as a mediator of the
608 relationship between compensation, job involvement and feedback and employee productivity. Furthermore, this
study explored some of the challenges facing employee in attaining productivity. ¹



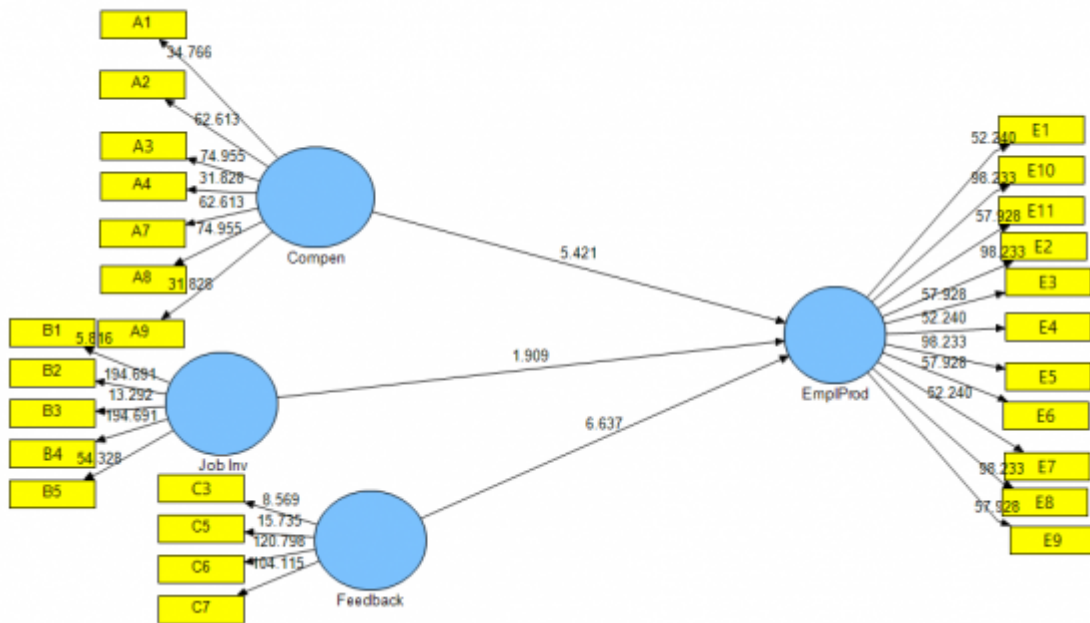
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Figure 1: Figure 1 :



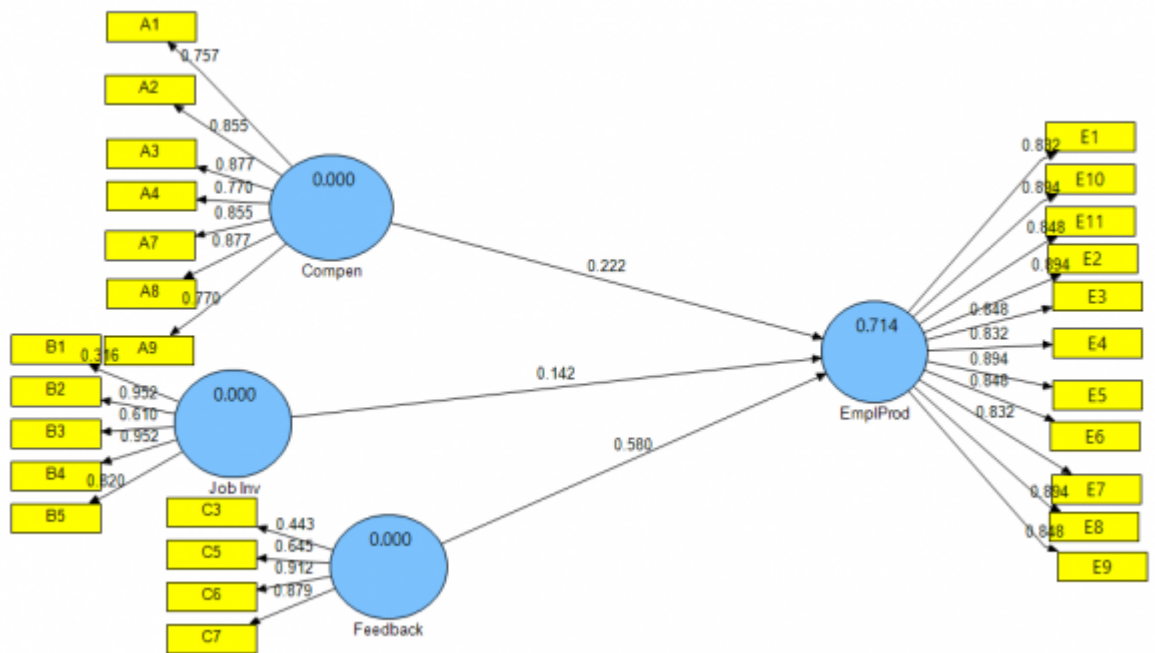
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Figure 2: Figure 4 .



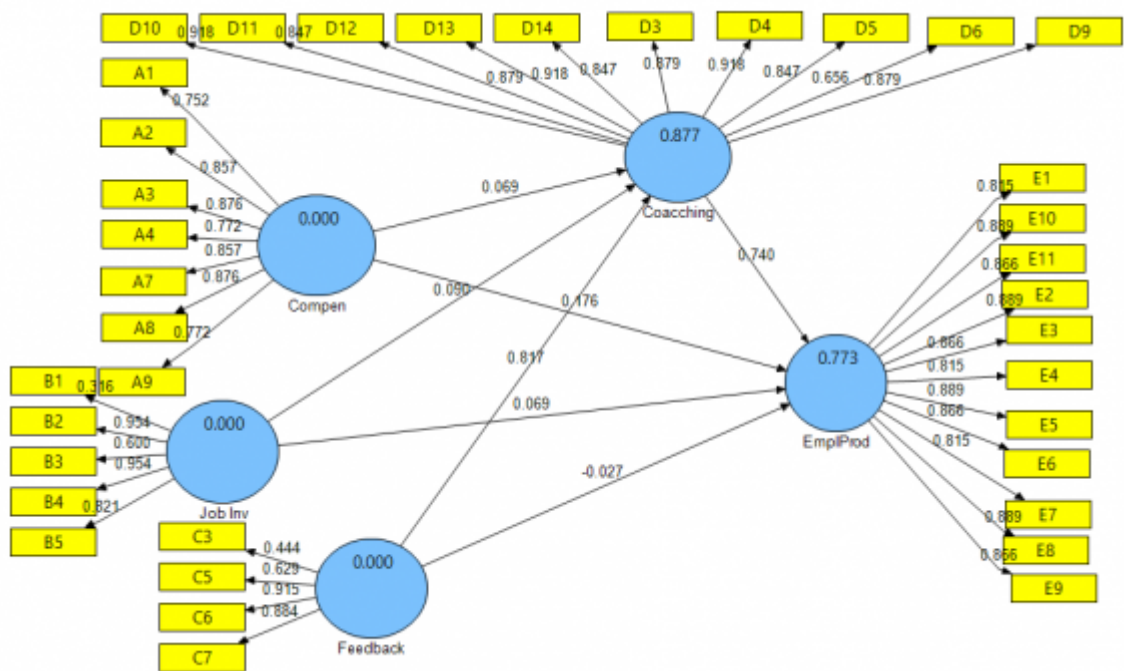
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Figure 3: Figure 4 . 2 :Figure 4 . 3 :



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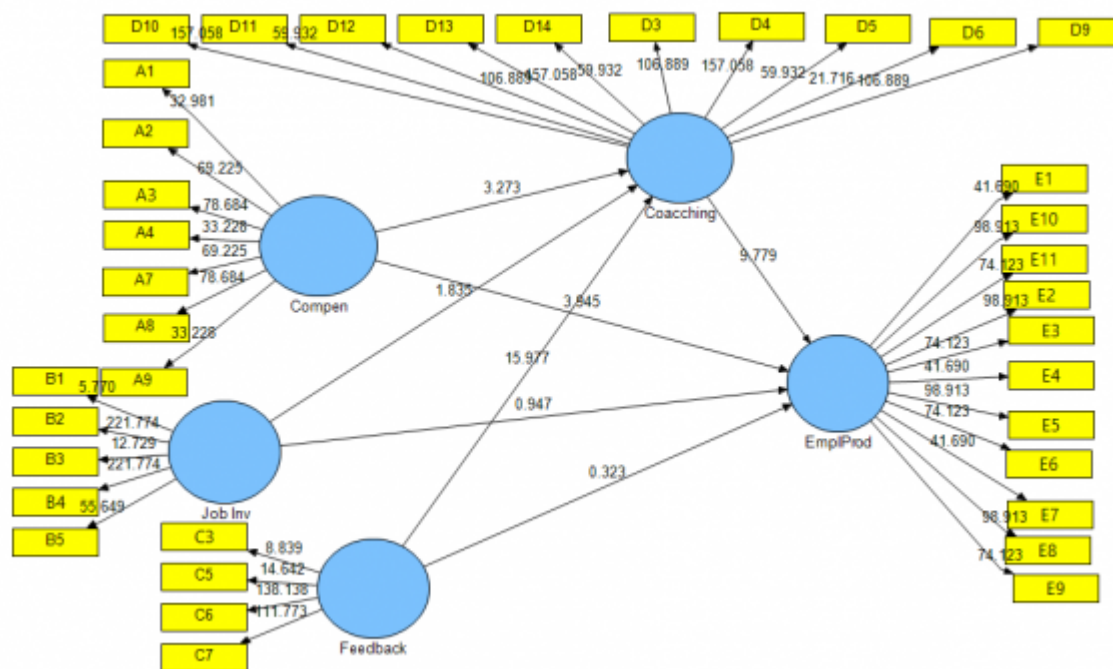
Figure 4: Figure 4 . 4 :Figure 4 . 5 :Figure 4 . 6 :



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Figure 5: Figure 4 . 4 ,

29 CONCLUSION



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Figure 6: Figure 4 . 4 ,

31

: Sample Size

N	S
1000	278
1100	285
1200	291
1300	297
1400	302
1500	306
1600	310

Figure 7: Table 3 . 1

43

Construct	N	Mean	Standard Deviation	Minimum	Maximum
Compensation	583	3.91	0.553	2.60	4.90
Job involvement	583	3.91	0.609	1.60	5.00
Feedback	583	3.90	0.479	2.14	4.86
Coaching	583	3.93	0.597	2.07	5.00
Employee Productivity	583	3.85	0.713	2.08	5.00

Figure 8: Table 4 . 3 :

44

Variables	Types of Scale
Demographic	Nominal
Compensation	Ordinal
Job involvement	Ordinal
Feedback	Ordinal
Coaching	Ordinal
Employee Productivity	Ordinal

Figure 9: Table 4 . 4 :

4

5: Results of Measurement Model

CONSTRUCTS	ITEMS	LOADINGS	AVE	CR
COMPENSATION		0.751694	0.679988	0.936780
	A2	0.856613		
	A3	0.875734		
	A4	0.772489		
	A7	0.856613		

Figure 10: Table 4 .

46

: Discriminant Validity

Constructs	Compensation	Job Involv.	Feedback	Coaching	Emp Pro-duc.
Compensation	0.862				
Job Involv.	0.389	0.9481			
Feedback	0.566	0.824	0.860		
Coaching	0.488	0.887	0.835	0.952	
Empl. Produc.	0.550	0.705	0.651	0.836	0.949

Source: Researcher's Original Construction

Figure 11: Table 4 . 6

47

Independent Variable	Std Beta	Std Error	T-Value
Compensation	0.222	0.041	5.421**

Source: Field survey
 Note: **p< 0.05, *p< 0.05
 Table

Figure 12: Table 4 . 7 :

29 CONCLUSION

48

Independent Variable	Std Beta	Std Error	T-Value
Job Involvement	0.142	0.072	1.990**

Source: Field survey
Note: **p < 0.05, *p < 0.01

Figure 13: Table 4 . 8 :

49

Independent Variable	Std Beta	Std Error	T-Value
Feedback	0.580	0.085	6.637**

Source: Field survey
Note: **p < 0.05, *p < 0.01

Figure 14: Table 4 . 9 :

410

Paths	Compensation Coaching Employee Produc- tivity	Job In- volvement Employee Produc- tivity Coaching	Feedback Coaching Employee Produc- tivity
Direct without Mediation	0.222	0.142	0.580
Direct with Mediation	0.176	0.069	-0.027
Independent Variable to Mediator (Beta (?))	0.069	0.090	0.817
Mediator to Dependent Variable (Beta (?))	0.740	0.740	0.740
Independent Variable to Mediator (Standard Error)	0.019	0.048	0.050
Mediator to Dependent Variable (Standard Error)	0.024	0.024	0.024
T-Statistics (T-value)	3.945**	0.947	10.323**
Sobel Test Statistics	3.606	1.871	14.437
Two tailed Probability (P-value)	0.000	0.061	0.000

Source: Field survey
Note: Values are calculated using PLS bootstrapping routine with 603 cases and 5000 samples.

Figure 15: Table 4 . 10 :

Hypothesis	Statements	Type of Test	Decision
H a 1	There is a significant relationship between compensation and employee productivity	PLS-SEM path model	Accepted
H a 2	There is a significant relationship between job involvement and employee productivity	PLS-SEM path model	Accepted
H a 3	There is a significant relationship between feedback and employee productivity at different levels of the educational institution	PLS-SEM path model	Accepted
H a 4	Coaching significantly mediate the relationship between compensation and employee productivity in the educational institution	PLS-SEM path model	Accepted
H a 5	Coaching significantly mediate the relationship between job involvement and employee productivity	PLS-SEM bootstrap and Sobel Test	Not Accepted
H a 6	Coaching significantly mediate the relationship between feedback and employee productivity	PLS-SEM bootstrap and Sobel Test	Accepted

Source: Researcher's Original Construction VI.

Figure 16: Table 4 . 11 :

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