

# Transforming Teaching Practices: The Impact of Leaders Coaching in Educational Settings

**Masduki Asbari**

Universitas Insan Pembangunan Indonesia, Indonesia

Aya Sophia Islamic School, Indonesia

Corresponding Author: [kangmasduki.ssi@gmail.com](mailto:kangmasduki.ssi@gmail.com)

## Abstract

*The study aimed to investigate the impact of leaders coaching on teachers' performance and psychological capital, as well as to explore the mediating role of psychological capital in this relationship. Conducted in seven private junior high schools in Tangerang, the research utilized a simple random sampling method with a sample size of 59 teachers. The findings of the study revealed significant positive effects of leaders coaching on both teachers' performance and psychological capital. This suggests that when school leaders engage in coaching behaviors, it can lead to improvements in teacher performance and the development of psychological resources such as self-efficacy, hope, optimism, and resilience among teachers. Moreover, the study identified that the relationship between leaders coaching and teacher performance was significantly mediated by psychological capital. This implies that the influence of coaching on teacher performance is partially explained by the enhancement of psychological capital. By improving teachers' psychological resources through coaching, school leaders can indirectly contribute to enhancing teacher performance. Overall, the results of this study indicate that leaders coaching plays a crucial role in shaping teachers' performance and psychological well-being. By recognizing the mediating effect of psychological capital, the study suggests that investing in coaching initiatives can not only directly impact teacher performance but also indirectly influence performance through the development of psychological resources. This research contributes to preparing teachers to face the challenges of the education setting by enhancing their readiness and capabilities through effective coaching practices.*

**Keywords:** Performance, leaders coaching, psychological capital.

## I. INTRODUCTION

Recent literature has shown that coaching is an effective methodology for developing leadership, enhancing well-being and facilitating the achievement of organizational goals. Early research using qualitative single subject case studies or interview-based methodologies reported that coaching can be effective in helping executives in commercial organizations develop a more positive and constructive leadership style (Diedrich (1996). Using a more sophisticated within-subject design, Kampa and White (2002) found that coaching improved executives' leadership styles as measured by the Multifactor Leadership Questionnaire (Bass & Avolio, 2000). Other studies have reported that coaching can improve leadership style and enhance managerial flexibility and problem-solving skills (e.g., Jones et al., 2002).

There is also growing evidence that coaching can be an effective change methodology for those in executive or non-executive roles outside of commercial organizational settings. Elsewhere, using a between-subjects design to explore the impact of coaching in a US government setting, Evers et al. (2006) found that coaching increased managers' outcome expectations and Self-Efficacy. In a randomized controlled study, Grant et al. (2009) found that coaching conducted by a professional coach increased resilience, workplace well-being, and goal attainment for executives and senior managers in an Australian public health care agency. In a U.S. Army setting, using a within-subjects design, Bowles et al. (2007) found that coaching improved the quality of life of district hiring managers. In a similar U.S. Army setting, but using a between-subjects design, Bowles et al. (2007) found that coaching was particularly effective for middle management (compared to executive managers) in terms of leadership development and achievement of self-set goals.

In addition to the above research in the workplace or organization, a number of studies have found that coaching in non-work contexts can improve well-being and resilience, facilitate goal attainment, and reduce anxiety, stress, or depression (Bowles & Picano (2006). So, overall there is emerging evidence that

coaching can be an effective change methodology for a wide range of populations. To expand the evidence base on coaching practice and to further examine the effectiveness of coaching in non-commercial organizational settings, Grant et al. (2010) conducted a developmental coaching outcome study with school teachers. To the best of the authors' knowledge, this is the first published randomized controlled study of the impact of coaching on goal attainment and mental health conducted by professional coaches in an educational setting.

### **Coaching in Educational Practice**

There is a large body of literature reporting on coaching in educational settings. Search Grant et al. (2010) of the ERIC database in August 2009 using the keywords coaching and education yielded 2,477 citations, and a search of the PsycINFO database yielded 586 citations. However, a significant percentage of the literature on coaching in educational settings refers to student-oriented coaching with the aim of improving student learning or guiding students to overcome specific literacy or learning difficulties (e.g., Merriman & Coddling, 2008; Plumer & Stoner, 2005). There is an emerging literature on teachers receiving coaching themselves (for a useful review of different approaches to coaching teachers in educational settings, see Denton & Hasbrouck, 2009). These approaches include technical or instructional coaching designed to improve instructional skills (e.g., Johal, 2009) and reflective practice coaching, which is "the process by which teachers explore the thinking behind their practice" (Garmston, Linder, & Whitaker, 1993). In general, the use of the term coaching in educational settings refers to a very wide range of applications, and very few of the citations refer to leadership or executive coaching conducted by professional leadership coaches or teachers. Coaching for professional or leadership development in educational settings is mostly done using peer coaching, and this approach has been used with both novice teachers (Jenkins, Garn, & Jenkins, 2005; Suleyman, 2006) and more experienced educators (Johnson, 2009). However, as in commercial organizations, some senior management in educational settings also engage in some subordinate development coaching (MacKenzie & Marnik, 2008).

Globally, the interest in using professional coaches and consultants has increased leadership and professional development in educational settings. In the United States, Contreras (2008) reported on a within-subject study with 60 principals using professional leadership coaches, finding that principals reported an increased ability to lead their schools. In Australia, conferences, such as the Australian Leadership Coaching Conference for Educators held at Macquarie University, Sydney in 2009, aim to encourage dialog between researchers and practitioners in the emerging field of educational leadership coaching. On a small scale, Allan (2007) found that, while coaching was able to develop leadership of school teaching staff (i.e., secondary schools), it did not improve student learning performance, it only resulted in improved professional performance of the teacher coaches themselves, with observed improvements in personal work effectiveness, self-confidence, and working relationships with others (Roberson, 2007).

Peer-reviewed research on the topic of professional coaching for educators is limited. However, a cursory search on the Internet shows that practitioners offer professional development coaching for the education sector has substantial value. Teachers in schools can have a profound influence on their students. A teacher is the embodiment of leadership in the learning classroom. Not only do they provide direction, guidance and feedback to their students, but they also act as role models as they often do in front of their students at school, even in public life outside of school. If a manager of a company is called a manager only when in the company environment, but not the teaching profession. The teaching profession extends beyond the confines of the school classroom.

The notion of teachers as leaders used in several studies refers to the concepts of self-leadership (Manz, 1986) and transformational leadership (Bass & Avolio, 1994). Self-leadership refers to the capacity of individuals to control their own behavior, influence and lead themselves through the use of specific behavioral and cognitive strategies designed to increase personal effectiveness (Neck & Houghton, 2006). Not only does self-lead well for oneself, but individuals who exhibit good self-leadership behaviors can be important role models in fostering similar self-leadership skills in others (Goel, Manz, Neck, & Neck, 1995). Clearly, this is an important leadership skill for teachers to develop.

Some of the key challenges facing secondary school teachers include stress, lack of resources, increased scrutiny and evaluation from key stakeholders, dealing with complex bureaucracy, dealing constructively with a diverse student population, and the need to display positivity while under pressure (MacKenzie & Marnik, 2008). In addition, a key challenge facing the school sector is the retention of teaching staff (Quartz, 2003). Of course, this challenge may vary depending on the type of school, between public and private schools. Indeed, this is a similar developmental challenge to that faced by commercial

organizations, namely how effective coaching can be done from the executive line. In a school environment, this means from the top of the school management.

Although the theoretical frameworks used in coaching vary widely, from behavioral and cognitive, to psychodynamic and solution-focused (Peltier, 2001), underlying all coaching practice is a set of common principles (McKenna & Davis, 2009). These include notions of collaboration and accountability, awareness raising, responsibility, action planning and action. That is, regardless of the theoretical orientation, the coaching relationship is one in which the coach and the coachee form a collaborative working alliance, mutually define goals, and design specific action steps oriented towards achieving those goals (Kemp, 2008). The coachee's responsibility is the implementation of those steps, while the coach's role is to keep the coachee focused on the goal, help monitor and evaluate progress over time and provide time for brainstorming and self-reflection (Grant et al., 2009).

Thus, coaching for leadership or professional development may be effective through at least four underlying cognitive and behavioral mechanisms. First, having a supportive nature and confidential relationship, in which to discuss personal and professional issues may reduce anxiety and stress and improve self-leadership skills (Myers, 1999). Second, receiving feedback on one's existing leadership behavior can increase awareness of areas for development. Such feedback in the context of a supportive and confidential relationship can provide an important platform for intentional change and the development of constructive and transformational leadership behaviors (Larsson, Sjöberg, Nilsson, Alvinus, & Bakken, 2007). Third, setting self-appropriate and personally valued goals aimed at the issues discussed in the feedback process and then deliberately working to achieve them can facilitate the development of new behaviors, as well as build self-efficacy and enhance well-being (Sheldon & Houser-Marko, 2001). Fourth, systematically engaging in such activities over a period of time and being supported in overcoming any setbacks can build resilience and develop self-leadership skills (Baumeister, Gailliot, DeWall, & Oaten, 2006). As a result, the coaching process may experience an increase in confidence, job satisfaction, and well-being and be better equipped to deal with change and stress in the workplace (Grant et al., 2009).

Coaching has become a long-term human resource development strategy (Hackman & Wageman, 2005) and has attracted much attention from many organizations over the years-. School management and scholars have seen effective coaching as one of the best practices for achieving successful management, leadership, and learning in an organization (Ellinger et al., 2003). (Ellinger et al., 2003).. School management or supervisors acting as coaches in the workplace work with teachers to identify the causes of performance gaps and provide feedback to teachers. It has been suggested that effective coaching can boost teachers' morale and confidence, improve teachers' knowledge and skills, and promote positive work attitudes and behaviors, thus contributing to overall organizational performance.

According to organizational support theory (OST) and perceived organizational support (POS) proposed by Eisenberger et al. (1986) when teachers feel that the organization values their contributions, meets their needs, and cares about their well-being- becomes (a higher level of POS), the norm of reciprocity (Bernardo et al., 2020) evokes their sense of obligation to help the organization achieve its goals (Eisenberger et al., 1986). Previous research has shown that POS has a positive impact on employee outcomes such as job satisfaction, job performance, organizational commitment, and turnover intention. (Arshadi, 2011) because it creates an obligation on employees to give back to the organization. Following this logic and building on OST, this study aims to investigate the relationship between leaders coaching, psychological capital, and teacher performance. Hackman & Wageman (2005) showed that an effective coach can motivate team members to complete tasks and generate active learning, thereby improving team task performance. (Ellinger et al., 2003) emphasized that coaches can display effective coaching leader behaviors by setting goals, communicating effectively, motivating teachers, recording performance and providing feedback, and developing teachers. Drawing on the OST perspective, this study assumes that school management or supervisors who display effective leader coaching behaviors will increase teachers' levels of self-efficacy, hope, optimism and resilience of psychological capital. In turn, this positive mindset may increase teachers' obligation to demonstrate positive work attitudes and behaviors that benefit the organization. Since there are no studies exploring the relationship between leaders coaching, psychological capital, and teacher performance, this study intends to consider leaders coaching as an antecedent variable while treating psychological capital as a mediating variable and viewing performance as the behavioral and attitudinal outcomes of individual -teachers.

In addition, this research also uses Conservation of Resources Theory (COR) Hobfoll (1989) as a theoretical foundation to illustrate the relationship between psychological capital and work outcomes (i.e., the findings of this study can serve as a valuable reference for school management by raising awareness of

how effective coaching behaviors can motivate the positive psychological capital of teacher teams, leading to high-performing and dedicated teacher teams, which contribute to the sustainable growth of school organizations and building the nation's civilization). (Asbari & Novitasari, 2021; Sutardi et al., 2020)..

## Leaders Coaching

The term coach was originally used in sports in the 1880s-. Coaches were seen as instructors who instructed individual athletes (e.g., tennis, golf, and skiing) and teams of players (e.g., basketball, soccer, and rowing) on how to improve their performance. Coaches have played an important leading role for individuals and teams in most organized sports over the past century. (Evered & Selman, 1989). In work settings, the core of a coach's role is to empower teachers by promoting self-directed learning, personal growth, and improved performance (Bresser & Wilson, 2010). (Bresser & Wilson, 2010). Combined with coaching and leadership, leaders coaching is defined as an activity that enables school management to promote learning, encourage self-discovery of what subordinates want to achieve, and guide them to improve performance (Whitmore, 2010).

In terms of leader coaching skills, the conceptual and practitioner literature typically describes listening, analytical, interviewing, questioning and observation skills as essential for a coach. However, the ability to translate coaching skills into useful work-related outcomes is also important for coaching leaders. Previous research on coaching leaders suggests that coaching leaders' behaviors include giving and receiving performance feedback, communicating and setting clear expectations, creating and promoting a supportive learning environment, providing resources, transferring ownership to teachers, and broadening teachers' perspectives (Longenecker & Neubert, 2005). Ellinger et al. (2003) identified at least eight behaviors of coaching leaders. Previous research revealed that leaders coaching can produce desired performance (Arshadi, 2011). This study will examine teacher performance as a result of the behaviors and attitudes of coaching leaders in the school work environment.

## Psychological Capital

Psychological capital is defined as "an individual's state of positive psychological development" (Luthans & Youssef-Morgan, 2017a).. It includes four components: self-efficacy, hope, optimism, and resilience. In the school domain, self-efficacy means that teachers have the confidence to make the necessary efforts to successfully complete challenging teaching and learning tasks. Hope means that teachers work hard to achieve their goals. To be successful, they can re-select methods of task accomplishment when necessary. Optimism means that teachers attribute positive events to the individual in a lasting and pervasive way and attribute negative events to external contextual factors. In other words, they make positive attributions for current and future success. Resilience refers to teachers' ability to respond to and solve their own problems when they encounter difficulties or adversity. (Luthans & Youssef-Morgan, 2017a)..

An empirical study by Luthans & Youssef-Morgan (2017a) found that the four components of psychological capital have potentially interactive cognitive and motivational processes. Luthans & Youssef-Morgan (2017a) showed that the combination of these four is more effective than any one individual component as it is more predictive of teacher performance and teacher satisfaction. People with high levels of positive psychological capital are more confident in accepting challenging tasks and have a strong belief in success, motivation to work hard in the face of adversity, and the ability to bounce back from the bottom and start over when needed.

## Performance

Campbell (1990) defines performance as the behavior of organizational members to meet organizational expectations, conditions, or formalization of role requirements. More specifically, teacher performance refers to the level at which teachers perform when they achieve their work objectives. According to (Sastrohadiwinarto, 2005)(Sastrohadiwinarto, 2005), performance refers to the quality and quantity of work achieved by a teacher in carrying out his or her duties and work. Zainal et al. (2019) stated that employee performance is the actual behavior that each employee performs in accordance with their role in the organization. In this study, performance is defined as the teacher's performance in the role, in other words, as the teacher's performance of contractually required job-related activities (Babin & Boles, 1996). (Babin & Boles, 1996).

## Effect of Leaders Coaching on Performance

According to OST Eisenberger et al. (1986) management support is an important resource that teachers can use to improve their performance. Leaders coaching can be seen as a form of social support provided by school management in terms of information and feedback related to their work. School management uses the feedback process to express their gratitude to teachers for their efforts and achievements. When teachers feel valued by the school, it enables them to devote more energy and time to improve their performance and thus benefit the school (Eisenberger et al., 2011). (Eisenberger et al., 1986). With regard to the relationship between coaching leaders and work outcomes, Ellinger et al. (2003) studied the impact of coaching behaviors on teachers' performance and satisfaction with school management. Research results Ellinger et al. (2003) revealed that school management using coaching behavior not only increased teachers' 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 teachers received effective coaching leaders, the better their performance was, and improved 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 leaders' 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 leaders coaching and role clarity, as well as between performance and organizational commitment. Previous research supports a positive relationship between leaders coaching and performance. Therefore, this study seeks to develop the following hypotheses.

H1: Leaders coaching has a positive effect on performance.

### **The Effect of Leaders Coaching on Psychological Capital**

School management that acts as an effective coach is school management that directs team members in the work environment well. The person being coached is called the coachee. According to Hunt & Weintraub (2016) effective coaching is more powerful and useful than simply providing feedback to teachers with learning and teaching performance issues. Hunt & Weintraub (2016) state that school management who act as managerial coaches promote reflection and learning; they encourage teachers to take ownership of issues and develop and actively participate in their work. Hunt & Weintraub (2016) have a similar view, stating that coaching is a practice that helps guide teachers, groups, and organizations to acquire new skills, performance, and abilities to promote their improvement, efficiency, and personal growth. Given the definition of coaching in the work environment, this study assumes that coaching leaders can improve aspects of teachers' self-efficacy, hope, optimism, and resilience of psychological capital. Therefore, the following hypotheses were developed.

H2: Leaders coaching has a positive effect on psychological capital.

### **Effect of Psychological Capital on Performance**

In the workplace, COR theory from Hobfoll (1989) states that teachers will preserve, protect, and maintain the resources they value when (1) there is a threat of losing resources; (2) there is an actual loss of resources; and (3) the inability to invest resources. When teachers fail to receive or feel reciprocated for the resources they have given, they will feel psychological discomfort. These resources include: object resources, conditions, personal characteristics, and energy. Psychological capital can be said to be an individual resource. In the school context, teachers with positive psychological capital usually expect good -things to happen at work (optimism), believe that they can do a good job (-selfefficacy and hope), and are not prone to setbacks/disappointment (resilience). Thus, the following hypothesis was developed.

H3: Psychological capital has a positive effect on performance.

### **Mediating Effect of Psychological Capital**

With regard to the mechanisms linking coaching to employee outcomes, previous researchers have provided a range of empirical evidence. Kim et al. (2013) examined the influence of leaders' coaching behaviors on employees' work-related reactions among 482 employees in Korean public organizations. Kim et al. (2013) viewed leaders coaching behavior as the independent variable, considered employee role clarity and satisfaction with work outcomes as mediator variables, and considered employee career and

performance as dependent variables. They found significant mediation effects in the hypotheses of model-mediated role clarity on performance; career-mediated satisfaction with work and organizational commitment. In addition, Raza et al. (2018) used structural equation modeling (SEM) analysis technique to examine the effect of leaders coaching on organizational citizenship behavior (OCB) among 361 employees. Their findings revealed that well-developed psychological capital in the workplace significantly mediated the relationship between leaders coaching and OCB. The aforementioned studies have confirmed the existence of mediator variables in the relationship between coaching and work outcomes. Among these, this study will examine psychological capital as a mediator. As stated in previous research, psychological capital plays an important role in enhancing teachers' positive work attitudes and behaviors, and has been widely verified as an important concept of positive psychology theory. (Avey et al., 2011; Story et al., 2013).. Following this line of thought, this study considers psychological capital as a potential mediator and assumes that leader coaching indirectly affects teacher performance through psychological capital. Based on OST, the current study predicts that school management exhibiting effective coaching behaviors may enhance teachers' positive psychological states (i.e., self-efficacy, hope, optimism, and resilience), which in turn enhance teacher performance. Therefore, the following hypotheses were developed.

H4: Psychological capital significantly mediates the relationship between leaders coaching and performance.

The proposed conceptual model based on the hypotheses is shown in Figure 1.

**Research Conceptual Framework**

According to Sekaran & Bougie (2003) the theoretical framework is the foundation on which the entire research project is based. From the theoretical framework, hypotheses can be formulated that can be tested to determine whether the formulated theory is valid or not. Then then it will be measured with appropriate statistical analysis. Referring to theory and previous research, there is a relationship between the following variables: coaching leaders, psychological capital, and performance. For this reason, the author built a research model as shown in Figure 1 below:

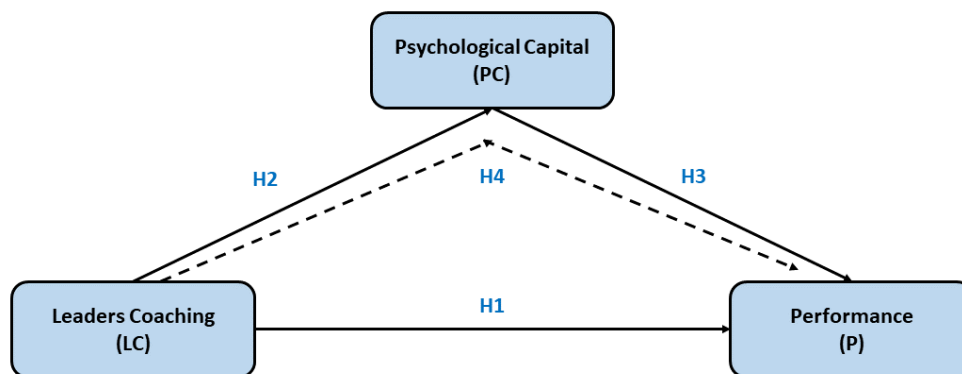


Figure 1. Research Model

**II. METHODS**

**Operational Definition of Variables and Indicators**

The method used in this research is quantitative method. Data were collected by circulating questionnaires to all teachers at seven private junior high schools in Tangerang. The instrument used to measure Leaders coaching was adapted from Ellinger et al. (2003) using eight items (LC1-LC8). Leaders coaching is defined as school management that empowers teachers by promoting self-directed learning, personal growth, and performance improvement. (Bresser & Wilson, 2010). The instrument used to measure psychological capital was adapted from Luthans & Youssef-Morgan (2017) using 4 items (PC1-PC4). Psychological capital is defined as a person's state of positive psychological development characterized by self-efficacy,

optimism, hope and resilience (Luthans & Youssef-Morgan, 2017b). (Luthans & Youssef-Morgan, 2017b). The performance instrument was adapted from Williams & Anderson (1991) using 7 items (P1-P7). Performance is defined as contractually obligated work-related activities assessed by the teacher's immediate supervisor. (Babin & Boles, 1996). The research model can be seen as in Figure 1. The questionnaire is designed to be closed except for questions/statements regarding the respondent's identity in the form of a semi-open questionnaire. Each closed question/statement item is given five answer options, namely: strongly agree (SS) score 5, agree (S) score 4, neutral (N) score 3, disagree (TS) score 2, and strongly disagree (STS) score 1. The method for processing data is PLS and uses SmartPLS version 3.0 software as the tool.

### Population and Sample

The population in this study were teachers from seven private junior high schools in Tangerang, totaling 78 people. The questionnaire was distributed using simple random sampling technique. The results of the questionnaires returned as valid were 59 samples. So the sample size is 75.6% of the total population.

## III. RESULTS AND DISCUSSION

### Sample Description

A total of 59 private junior high school teachers participated. They have different age groups, ranging from under 29 years old (25.4%), 30-49 years old (57.6%), and over 50 years old (17.0%). Their employment status varies, with 37.3% of them being permanent foundation teachers (GTY) and 62.7% being non-permanent teachers (GTT). Their tenure also varied, with 32.2% having worked for less than 5 years, 54.2% having worked between 5-10 years, and the remaining 13.6% having worked for more than 10 years. The highest education level of the respondents was S1 (74.6%), followed by S2 (25.4%).

**Table 1.** Sample Description

	Criteria	Total.	%
Age	< 29 yrs.	15	25.4%
	30 - 49 yrs.	34	57.6%
	> 50 yrs.	10	17.0%
Tenure as a teacher	< 5 yrs.	19	32.2%
	5-10 yrs.	32	54.2%
	> 10 yrs.	8	13.6%
Highest diploma	S2	15	25.4%
	S1	44	74.6%
Employment Status	Permanent foundation teacher (GTY)	22	37.3%
	Non-permanent teachers (GTT)	37	62.7%

### 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 for the amount of loading factor accepted is 0.7, and provided that the AVE value of each construct is > 0.5. (Ghozali, 2014). After going through SmartPLS 3.0 processing, items LC1 and LC8 must be removed so that all items / 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). (Ghozali, 2014). 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 (Ghozali, 2014). 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.

**Table 2.** Items Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Leaders Coaching (LC)	LC2	0.774	0.859	0.894	0.585
	LC3	0.777			
	LC4	0.684			
	LC5	0.843			
	LC6	0.804			
	LC7	0.695			
	Psychological Capital (PC)	PC1			
PC2		0.775			
PC3		0.828			
PC4		0.845			
Performance (P)	P1	0.869	0.902	0.923	0.633
	P2	0.878			
	P3	0.744			
	P4	0.868			
	P5	0.699			
	P6	0.728			
	P7	0.763			

**Table 3.** Discriminant Validity

Variables	P	LC	PC
Performance (P)	<b>0.796</b>		
Leaders Coaching (LC)	0.510	<b>0.765</b>	
Psychological Capital (PC)	0.735	0.408	<b>0.814</b>



**Table 4.** Collinearity (VIF)

Variables	P	LC	PC
Performance (P)			
Leaders Coaching (LC)	1.200		1.000
Psychological Capital (PC)	1.200		

**Table 5.** R Square Value

Variables	R Square	R Square Adjusted
Performance (P)	0.593	0.579
Psychological Capital (PC)	0.167	0.153

**Table 6.** Hypotheses Testing

Hypotheses	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	LC -> P	0.253	0.099	2.555	0.011	Supported
H2	LC -> PC	0.408	0.105	3.896	0.000	Supported
H3	PC -> P	0.632	0.067	9.367	0.000	Supported
H4	LC -> PC -> P	0.258	0.079	3.277	0.001	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 leaders on teacher performance through teacher psychological capital as a mediating variable, direct and indirect effect tests are needed. The effect test was conducted using the t-statistic test in the partial least squared (PLS) analysis model using SmartPLS 3.0 software. With the bootstrapping technique, the R Square value and significance test value are obtained as shown in Table 5 and Table 6. Based on Table 5 above, the R Square value of Psychological Capital (PC) is 0.167, which means that the Psychological Capital (PC) variable can be explained by the leaders coaching (LC) variable by 16.7%, while the remaining 73.3% is explained by other variables not discussed in this study. Meanwhile, the performance R Square value is 0.593, which means that the performance variable (P) can be explained by the leaders coaching (LC) and psychological capital (PC) variables by 59.3%, while the remaining 40.7% is explained by other variables not discussed in this study. This means that the substance of the influence in the relationship model in this study is fairly strong. (Chin, 1998). While Table 6 displays t-statistics and p-values that show the influence between the research variables that have been mentioned.

### Discussion

According to the organization support theory (OST) (Eisenberger et al., 1986), when teachers 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 teachers to give back to the organization by improving performance, among others Rhoades & Eisenberger (2002). On the basis of OST, this study assumes that when teachers generally feel that their school management (as representatives of the organization) exhibit effective coaching behaviors, such as communicating and setting clear expectations, creating and promoting a supportive learning environment, and providing resources, it will lead them to improve their performance. The results of this study indicate that leaders coaching has a positive impact on performance, a finding that is in line with previous research (Akhtar & Zia-urRehman-, 2017). Hamlin et al. (2009) stated that coaching is the practice of assisting and guiding

teachers, groups, and organizations to gain new skills, performance, and abilities and foster their improvement, efficiency, and personal growth. Although the potential influence of leaders coaching on psychological capital has not been widely explored by previous researchers, the results of this study have empirically confirmed and supported the hypothesis that leaders coaching can improve teachers' self-efficacy, hope, optimism, and resilience, which are indicators of psychological capital. Furthermore, according to Hobfoll's (1989) conservation of resources theory (COR), psychological capital can be viewed as an individual resource. Teachers with positive psychological capital often expect good things to happen at work (optimism), believe that they can do their jobs well (self-efficacy and hope), and are less prone to setbacks (elasticity). The results of this study indicate that psychological capital has a positive effect on performance. The results of this study are in line with previous research (Wang et al., 2018; Yildiz, 2017) which shows that teachers with higher psychological capital will show better and higher job performance.

Previous research has shown that psychological capital plays a key role in enhancing teachers' positive work attitudes and behaviors as an important concept in positive psychology theory (Story et al., 2013). Psychological capital was also found to be an important mediator in a previous study (Raza et al., 2018). The results of this study align 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 teacher performance.

#### IV. CONCLUSIONS

The current study contributes to the existing leaders coaching literature by exploring the effects of leaders coaching on teacher performance and by examining the mediating effects of psychological capital. The results show that leaders coaching has a significant effect on teacher performance, and that psychological capital plays a significant mediating role in the relationship between leaders coaching and performance. Previous research shows that leaders coaching is an effective management intervention tool designed to help teachers improve their abilities (Peterson & Hicks, 1996). During the coaching process, school management can use various coaching techniques (such as listening, asking questions, and providing feedback) to communicate organizational expectations to teachers. School management and teachers work together to develop work goals and implementation plans to achieve these goals. School management continues to provide support throughout the task implementation process, encouraging teachers to learn knowledge and skills related to individual tasks. This effective leader coaching process is likely to generate positive psychological capital for teachers, thereby improving teacher performance.

The current study only examined performance as an employment outcome of leaders coaching. Future researchers could investigate the impact of leaders coaching on other important work outcomes, such as in-role and contextual performance and professional/career commitment. In addition, psychological climate refers to individual teachers' perceptions of their work environment. (Asbari, 2019; Asbari et al., 2020). School management that demonstrates effective coaching skills can improve the perceived psychological climate for teachers. Therefore, this study suggests that the relationship between coaching leaders, psychological climate, and work outcomes (e.g., in role and contextual performance and professional/career commitment, etc.) is an area that needs to be explored in future research.

#### Theoretical Implications

The study on leaders coaching in schools and its impact on teacher performance and psychological capital has several important theoretical implications: (1) Leaders Coaching as a Management Intervention: The research highlights leaders coaching as an effective management intervention tool designed to help teachers enhance their abilities. By focusing on coaching behaviors, the study emphasizes how school management can use coaching techniques to communicate organizational expectations, develop work goals, and provide ongoing support to teachers. This underscores the significance of coaching in improving teacher performance. (2) Psychological Capital as a Mediator: The study demonstrates that psychological capital plays a significant mediating role in the relationship between leaders coaching and teacher performance. By showing how coaching can enhance teachers' self-efficacy, hope, optimism, and resilience, the research emphasizes the importance of psychological capital as an individual resource that influences performance outcomes. This highlights the interconnectedness between coaching, psychological capital, and performance. (3) Enhancing Work Climate and Outcomes: The study suggests that effective coaching skills demonstrated by school management can improve the perceived psychological climate for teachers. This implies that leaders coaching not only impacts individual teacher performance but also influences broader work outcomes such as in-role and contextual performance, as well as

professional/career commitment. By exploring the relationship between coaching leaders, psychological climate, and various work outcomes, the research points towards the potential for leaders coaching to create a positive work environment that fosters teacher development and success. (4) Theoretical Framework and Research Model: The study's conceptual framework and research model provide a foundation for understanding the relationships between coaching leaders, psychological capital, and performance. By building on existing theories and previous research, the study formulates hypotheses that are tested to validate the theoretical framework. This structured approach helps in measuring and analyzing the impact of leaders coaching on teacher performance and psychological capital, contributing to the theoretical understanding of coaching in educational settings.

In summary, the study's theoretical implications underscore the importance of leaders coaching in schools as a management intervention that can enhance teacher performance, improve psychological capital, and create a positive work climate conducive to professional growth and development. By highlighting the mediating role of psychological capital and emphasizing the interconnectedness between coaching, psychological factors, and performance outcomes, the research contributes to the theoretical understanding of coaching practices in educational contexts.

## Practical Implications

The study on leaders coaching in schools and its impact on teacher performance and psychological capital offers several practical implications for educational institutions and school leaders: (1) Implementing Effective Coaching Programs: The research suggests that school management can use various coaching techniques such as active listening, asking questions, and providing feedback to enhance communication and support for teachers. By understanding the positive effects of leaders coaching on teacher performance and psychological capital, schools can develop structured coaching programs that focus on building teachers' self-efficacy, hope, optimism, and resilience. This highlights the importance of implementing tailored coaching initiatives to support teacher development and improve overall performance. (2) Enhancing Teacher Support and Development: The study emphasizes the role of leaders coaching in providing ongoing support to teachers throughout task implementation processes. By encouraging teachers to set work goals, develop implementation plans, and offering continuous support, school management can create a supportive environment that fosters teacher learning and growth. This practical implication underscores the importance of investing in teacher support mechanisms through coaching to enhance teacher performance and job satisfaction. (3) Creating a Positive Work Climate: The research indicates that effective coaching skills demonstrated by school leaders can improve the perceived psychological climate for teachers. By focusing on developing coaching competencies within school management, institutions can create a positive work environment that promotes teacher well-being, engagement, and commitment. This practical implication highlights the importance of fostering a supportive and positive organizational culture through coaching practices to enhance teacher motivation and job performance. (4) Professional Development Opportunities: The study's findings suggest that leaders coaching can be a valuable tool for enhancing teacher readiness for the education 4.0 era. By investing in coaching programs that focus on building teachers' skills, knowledge, and psychological resources, schools can prepare educators to adapt to changing educational landscapes and technological advancements. This practical implication underscores the role of coaching in providing professional development opportunities that equip teachers with the necessary competencies to thrive in evolving educational contexts.

In conclusion, the practical implications of the study highlight the importance of implementing effective coaching programs, enhancing teacher support and development, creating a positive work climate, and providing professional development opportunities through leaders coaching in schools. By leveraging coaching as a strategic tool for teacher growth and performance improvement, educational institutions can create a conducive environment for teacher success and organizational effectiveness.

## Managerial Implications

The study on leaders coaching in schools and its impact on teacher performance and psychological capital offers several managerial implications for school leaders and administrators: (1) Developing Coaching Skills: The research underscores the importance of school management developing coaching skills to effectively support and guide teachers. By investing in training programs that enhance coaching competencies among leaders, schools can ensure that coaching interventions are implemented successfully. This managerial implication highlights the need for administrators to prioritize the development of coaching skills to facilitate teacher growth and performance improvement. (2) Promoting Reflective Practices: The study suggests that managerial coaches should promote reflection and learning among teachers. By encouraging educators to take ownership of issues, develop solutions, and actively engage in their work, school leaders can foster a culture of continuous improvement and professional development. This managerial implication emphasizes the role of administrators

in creating opportunities for reflective practices that enhance teacher effectiveness and job satisfaction. (3) Supporting Teacher Growth: The research indicates that coaching leaders play a crucial role in providing ongoing support to teachers and creating a supportive learning environment. School administrators can support teacher growth by offering resources, setting clear expectations, and transferring ownership to educators. This managerial implication highlights the importance of school leaders in facilitating teacher development through coaching practices that empower teachers to succeed in their roles. (4) Enhancing Organizational Commitment: The study suggests that leaders coaching can positively impact organizational commitment among teachers. By demonstrating effective coaching behaviors and fostering positive psychological states in their subordinates, school administrators can enhance teacher commitment to the organization's goals and values. This managerial implication emphasizes the role of leaders in building a strong organizational culture that promotes employee engagement and loyalty.

In summary, the managerial implications of the study emphasize the importance of school leaders developing coaching skills, promoting reflective practices, supporting teacher growth, and enhancing organizational commitment through leaders coaching. By adopting these managerial strategies, administrators can create a conducive work environment that fosters teacher development, improves performance outcomes, and strengthens organizational culture in educational settings.

### REFERENCES

- Arshadi, N. (2011). The relationships of perceived organizational support (POS) with organizational commitment, in-role performance, and turnover intention: Mediating role of felt obligation. *Procedia-Social and Behavioral Sciences*, 30, 1103-1108.
- Asbari, M. (2019). The effect of transformational leadership and organizational climate on lecturer performance. *JOCE IP*, 13(2), 172-186. <http://jurnal.ipem.ac.id/index.php/joce-ip/article/view/187>
- Asbari, M. (2024). Four Levels of Teachers: Insights into Classroom Leadership Perspectives. *International Journal of Social and Management Studies (IJOSMAS) Volume*, 5.
- Asbari, M. (2024). Linking Transformational and Transactional Leadership on Teacher Satisfaction during Digital Era. *PROFESOR: Professional Education Studies and Operations Research*, 1(01), 16-24.
- Asbari, M., & Novitasari, D. (2021). The Effect of Knowledge Sharing Activities and Cultural Mediation on Teacher Innovation Ability. *JMSP (Journal of Management and Supervision of Education)*, 5(1), 324-334.
- Asbari, M., Prasetya, A. B., Santoso, P. B., & Purwanto, A. (2021). From Creativity to Innovation: The Role of Female Employees' Psychological Capital. *International Journal of Social and Management Studies (IJOSMAS)*, 02(02), 66-77. <https://ijosmas.org/index.php/ijosmas/article/view/18>
- Asbari, M., Purba, J. T., Hariandja, E. S., & Sudibjo, N. (2023). The Mediating Role of Dynamic Leadership towards the Relationship between Knowledge-Sharing Behaviour and Innovation Performance in Higher Education. *International Journal of Learning, Teaching and Educational Research*, 22(11), 466-485.
- Asbari, M., Purwanto, A., & Budi, P. (2020). The Effect of Organizational Climate and Transformational Leadership on Innovative Work Productivity in the Manufacturing Industry in Pati, Central Java. *Journal of Productivity*, 7(1), 62-69. <https://doi.org/http://dx.doi.org/10.29406/jpr.v7i1.1797>
- Avey, J. B., Reichard, R. J., Luthans, F., & Mhatre, K. H. (2011). Meta-analysis of the impact of positive psychological capital on employee attitudes, behaviors, and performance. *Human Resource Development Quarterly*, 22(2), 127-152.
- Babin, B. J., & Boles, J. S. (1996). The effects of perceived co-worker involvement and supervisor support on service provider role stress, performance and job satisfaction. *Journal of Retailing*, 72(1), 57-75.
- Bernarto, I., Bachtiar, D., Sudibjo, N., Suryawan, I. N., Purwanto, A., & Asbari, M. (2020). Effect of transformational leadership, perceived organizational support, job satisfaction toward life satisfaction: Evidences from Indonesian teachers. *International Journal of Advanced Science and Technology*, 29(3), 5495-5503. <http://sersc.org/journals/index.php/IJAST/article/view/6057>
- Bishop, J. W., & Scott, K. D. (2000). An examination of organizational and team commitment in a self-directed team environment. *Journal of Applied Psychology*, 85(3), 439.
- Bowles, S. V., & Picano, J. J. (2006). Dimensions of coaching related to productivity and quality of life. *Consulting Psychology Journal: Practice and Research*, 58(4), 232.
- Bowles, S., Cunningham, C. J. L., Gabriel, M., & Picano, J. (2007). Coaching leaders in middle and executive management: Goals, performance, buy-in. *Leadership & Organization Development Journal*.
- Bresser, F., & Wilson, C. (2010). What is Coaching? *Excellence in Coaching: The Industry Guide*. London: Kogan Page.

- Campbell, J. P. (1990). Modeling the performance prediction problem in industrial and organizational psychology.
- Chidir, G., Asbari, M., Purwanto, A., & Asbari, D. A. F. (2022). Pengaruh Learning dan Coaching Individu terhadap Kinerja Guru: Sebuah Telaah Singkat. *Jurnal Pendidikan Transformatif*, 1(1), 21-25.
- Chidir, G., Kumoro, D. F. C., Johan, M., Asbari, M., & Novitasari, D. (2021). Learning dan Coaching: Analisis Antecedent Manajemen Kinerja Dosen. *Cetta: Jurnal Ilmu Pendidikan*, 4(2), 293-315.
- Chin, W. (1998). The Partial Least Squares Approach to Structural Equation Modeling (E. Modern Methods for Business Research, In: G. A. Marcoulides (ed.)). Lawrence Erlbaum Associates Publisher.
- Diedrich, R. C. (1996). An iterative approach to executive coaching. *Consulting Psychology Journal: Practice and Research*, 48(2), 61.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500.
- Ellinger, A. D., Ellinger, A. E., & Keller, S. B. (2003). Supervisory coaching behavior, employee satisfaction, and warehouse employee performance: A dyadic perspective in the distribution industry. *Human Resource Development Quarterly*, 14(4), 435-458.
- Evered, R. D., & Selman, J. C. (1989). Coaching and the art of management. *Organizational Dynamics*, 18(2), 16-32.
- Evers, W. J. G., Brouwers, A., & Tomic, W. (2006). A quasi-experimental study on management coaching effectiveness. *Consulting Psychology Journal: Practice and Research*, 58(3), 174.
- Fornell, C., & Larcker, D. F. (1981). Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *Journal of Marketing Research*, 18(1), 39. <https://doi.org/10.2307/3151312>
- Ghozali, I. (2014). *Structural Equation Modeling, Alternative Methods with Partial Least Square (PLS)* (4th ed.). Diponegoro University Publishing Agency.
- Grant, A. M., Curtayne, L., & Burton, G. (2009). Executive coaching enhances goal attainment, resilience and workplace well-being: A randomized controlled study. *The Journal of Positive Psychology*, 4(5), 396-407.
- Grant, A. M., Green, L. S., & Rynsaardt, J. (2010). Developmental coaching for high school teachers: Executive coaching goes to school. *Consulting Psychology Journal*, 62(3), 151-168. <https://doi.org/10.1037/a0019212>
- Hackman, J. R., & Wageman, R. (2005). A theory of team coaching. *Academy of Management Review*, 30(2), 269-287.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis* (7th ed.). Pearson Prentice Hall.
- Hobfoll, S. E. (1989). Conservation of resources: a new attempt at conceptualizing stress. *American Psychologist*, 44(3), 513.
- Hsu, Y.-P., Chun-Yang, P., Pi-Hui, T., & Ching-Wei, T. (2019). Managerial coaching, job performance, and team commitment: the mediating effect of psychological capital. *Advances in Management and Applied Economics*, 9(5), 101-125.
- Hunt, J. M., & Weintraub, J. R. (2016). *The coaching manager: Developing top talent in business*. SAGE publications.
- Jones, R. A., Rafferty, A. E., & Griffin, M. A. (2006). The executive coaching trend: Towards more flexible executives. *Leadership & Organization Development Journal*.
- Kim, S., Egan, T. M., Kim, W., & Kim, J. (2013). The impact of managerial coaching behavior on employee work-related reactions. *Journal of Business and Psychology*, 28(3), 315-330.
- Liu, X., & Batt, R. (2010). How supervisors influence performance: A multilevel study of coaching and group management in technology-mediated services. *Personnel Psychology*, 63(2), 265-298.
- Longenecker, C. O., & Neubert, M. J. (2005). The practices of effective managerial coaches. *Business Horizons*, 48(6), 493-500.
- Luthans, F., & Youssef-Morgan, C. M. (2017a). Psychological capital: An evidence-based positive approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 339-366.
- Luthans, F., & Youssef-Morgan, C. M. (2017b). Psychological Capital: An Evidence-Based Positive Approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 339-366. <https://doi.org/10.1146/annurev-orgpsych-032516-113324>
- Meyer, J. P., Allen, N. J., & Topolnytsky, L. (1997). Commitment in a Changing World of Work. *Canadian Psychology*, 39, 84-93. <https://doi.org/https://doi.org/10.1037/h0086797>
- Mowday, R. T., Porter, L. W., & Steers, R. (1982). *Organizational linkages: The psychology of commitment, absenteeism, and turnover*. San Diego, CA: Academic Press.

- Nadeak, M., Widodo, A., Asbari, M., Novitasari, D., & Purwanto, A. (2021). Understanding the links between coaching, OCB, and individual performance among MSME employees. *International Journal of Social and Management Studies*, 2(4), 65-80.
- Novitasari, D., Kumoro, D. F. C., Yuwono, T., & Asbari, M. (2020). Authentic Leadership and Innovation: What is the Role of Psychological Capital? *International Journal of Science and Management Studies (IJSMS)*, 3(5), 27-42. <https://www.ijosmasjournal.org/volume3-issue5.html>
- Pearce, C. L., & Herbik, P. A. (2004). Citizenship behavior at the team level of analysis: The effects of team leadership, team commitment, perceived team support, and team size. *The Journal of Social Psychology*, 144(3), 293-310.
- Pousa, C., & Mathieu, A. (2014). Boosting customer orientation through coaching: a Canadian study. *International Journal of Bank Marketing*.
- Purwanto, A., Asbari, M., Hartuti, Setiana, Y. N., & Fahmi, K. (2021). Effect of Psychological Capital and Authentic Leadership on Innovation Work Behavior. *International Journal of Social and Management Studies (IJOSMAS)*, 02(01), 1-13. <https://ijosmas.org/index.php/ijosmas/article/view/4>
- Raza, B., Ali, M., Ahmed, S., & Ahmad, J. (2018). Impact of managerial coaching on organizational citizenship behavior: The mediation and moderation model. *International Journal of Organizational Leadership*, 7, 27-46.
- Sastrohadiwinarto, B. S. (2005). Indonesian labor management: An administrative and operational approach.
- Schlechter, A. F., & Strauss, J. J. (2008). Leader emotional intelligence, transformational leadership, trust and team commitment: Testing a model within a team context. *SA Journal of Industrial Psychology*, 34(1), 42-53.
- Sekaran, U., & Bougie, R. (2003). *Research Methods For Business: A Skill Building Approach* (Sixth edit). John Wiley and Sons, Inc.
- Story, J. S. P., Youssef, C. M., Luthans, F., Barbuto, J. E., & Bovaird, J. (2013). Contagion effect of global leaders' positive psychological capital on followers: Does distance and quality of relationship matter? *The International Journal of Human Resource Management*, 24(13), 2534-2553.
- Sutardi, D., Novitasari, D., Asbari, M., Silitonga, N., Nugroho, Y. A., Hutagalung, D., Mustofa, Chidir, G., Basuki, S., & Yuwono, T. (2020). The Effect of Work-Family Conflict, Job Stress and Social Support on Job Satisfaction: Case Study on Female Teachers in Tangerang. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 482-498.
- Whitmore, J. (2010). *Coaching for Performance-Growing Human Potential and Purpose*. SAGE Publications Sage India: New Delhi, India.
- Williams, L. J., & Anderson, S. E. (1991). Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of Management*, 17(3), 601-617.
- Yildiz, E. (2017). The Effect of the Psychological Capital and Personality Characteristics of Employees on Their Organizational Commitment and Contribution to the Work: A Qualitative Research on Managers. *Journal of Management and Strategy*, 8(4), 34-46.
- Yu, X., Li, D., Tsai, C.-H., & Wang, C. (2019). The role of psychological capital in employee creativity. *Career Development International*.
- Zainal, V. R., Ramly, H. M., Mutis, T., & Arafah, W. (2019). Human resource management for companies from theory to practice.