Tomas Bata University in Zlín
Faculty of Management and Economics

Doctoral Thesis

Employee Informal Coaching and Job performance in higher education: The role of Perceived Organizational Support and Transformational Leadership

Neformální koučování zaměstnanců a pracovní výkon ve vysokoškolském vzdělávání: Role vnímané organizační podpory a transformačního vedení

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ABSTRACT

Coaching is defined as a process that motivates individuals to reach their greatest potential in both their personal and professional lives. A growing number of scholars have produced various academic articles and conducted research on the topic of coaching. While global understanding of coaching has significantly expanded, the concept of informal coaching remains limited and underexplored. Therefore, based on social exchange theory, this study aimed to develop a comprehensive model to examine (1) the direct effects of informal coaching on perceived organizational support and academic staff's job performance, (2) the mediating role of perceived organizational support in the relationship between informal coaching and academic staff's job performance, and (3) the moderating role of transformational leadership in the connections between informal coaching, perceived organizational support, and job performance.

768 questionnaire surveys were employed in a quantitative study to assess informal coaching from supervisors, informal coaching from colleagues, perceived organizational support, job performance, and transformational leadership. "Partial Least Squares Structural Equation Modelling" was used to examine the cause-effect relationships among the factors through the relevant indicators. From a theoretical perspective, the findings highlighted the significance of social exchange theory in explaining the relationship between informal coaching and job performance. Furthermore, the study demonstrated how perceived organizational support mediates the relationships between informal coaching from supervisors and colleagues and job performance. It also showed how transformational leadership moderates the effect of informal coaching from supervisors and colleagues on job performance and perceived organizational support in higher education institutions.

Practically, the research findings provide a reliable reference for university management, human resource specialists, consulting agencies, and the Government to develop suitable policies for implementing informal coaching.

ABSTRAKT

Koučování je definováno jako proces, který motivuje lidi k dosažení jejich největšího potenciálu v osobním i profesním životě. Rostoucí počet vědců vytvořil různé akademické články a provedl studie na téma koučování. I když došlo k výraznému nárůstu globálního chápání koučování, koncept neformálního koučování zůstává omezený a nepochopitelný. Na základě teorie sociální výměny si tedy studie klade za cíl vyvinout komplexní model pro zkoumání (1) přímých účinků neformálního koučování na vnímanou organizační podporu a pracovní výkon akademických pracovníků, (2) zprostředkovatelskou roli vnímané organizační podpory v efektu neformálního koučování o pracovním výkonu akademických pracovníků a (3) moderující roli transformačního vedení v souvislosti s neformálním koučováním, vnímanou organizační podporou a pracovním výkonem.

Kromě toho bylo v kvantitativní studii použito 768 dotazníkových šetření ke sledování neformálního koučování od supervizorů, neformálního koučování od kolegů, vnímané organizační podpory, pracovního výkonu a transformačního vedení. Modelování strukturních rovnic parciálních nejmenších čtverců bylo použito ke zkoumání asociací příčina-následek mezi faktory prostřednictvím relevantních indikátorů. Teoreticky výsledky zdůraznily teorii sociální výměny v chápání spojení mezi neformálním koučováním a pracovním výkonem. Zároveň se ukázalo, jak vnímaná organizační podpora zprostředkovává vztahy mezi neformálním koučováním ze strany supervizorů a kolegů a pracovním výkonem a jak transformační vedení zmírňuje efekt neformálního koučování ze strany supervizorů a kolegů na pracovní výkon a vnímanou organizační podporu na vysokých školách.

Prakticky mohou být výsledky výzkumu spolehlivou referencí pro vedení univerzity, specialisty na lidské zdroje, poradenské agentury a vládu, aby měli vhodnou politiku při zavádění neformálního koučování.

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LIST OF ABBREVIATIONS & ACRONYMS

HEIs: Higher Educational Institutions

ICFS: Informal Coaching from Supervisors

ICFC: Informal Coaching from Colleagues

POS: Perceived organizational support

JP: Job performance

SET: Social exchange theory

TL: Transformational leadership

1. INTRODUCTION

One of an organization's most important resources for competitiveness in the market is its human resource capital. Successful companies are becoming more and more aware that, of all the variables that affect performance, people are by far the most important (Mello, 2019). In order to maintain a successful and long-term sustainable organization, it is imperative that investments be made in human capital, including knowledge, skills, and competences (Vikaraman et al., 2017). All investments made in the workforce in an organization or institution will ultimately benefit both the individuals and the organization. Recent studies on what makes employees satisfied in their jobs have shown that successful companies are ones that help individuals grow by taking care of their career and well-being (Fontes & Dello Russo, 2020). Various development initiatives within the workplace include job rotation, in-house training programs, expert knowledge sharing, peer reviews, along with coaching and mentoring. In recent years, coaching is essentially a widely accepted approach for improving productivity, well-being, and performance of staff as well as for promoting positive change in organizations.

The world's leading organizations and academic fields have acknowledged the value of coaching. A company's competitive edge and ability to accomplish its objectives are largely attributed to effective coaching (Carey et al., 2011). Longenecker and Neubert (2005) discovered that coaching leads to personal growth and organizational competitiveness. Coaching has a way of releasing previously untapped reserves of creativity, productivity, and leadership that set out on a path to greater personal and professional fulfillment when working with a coach (ICF, 2022). In academic research, there has been a notable rise in the concepts, methodologies, approaches, and tools related to coaching across various countries (Przulj et al., 2014; Argirou, 2016; Gregory & Levy, 2010; Beattie et al., 2014; Huang, 2019). In practice, according to the report from International Coaching Federation (ICF), since its foundation in 1995, its members has more than 35,000 members from more than 100 countries (ICF, 2022). Walgreens, Capital BlueCross, Google, and PricewaterhouseCoopers (PWC) use coaching frequently in their development program (Noe, 2019). At Walgreens, management levels had six coaching sessions to strengthen learning and support personal development (Noe, 2019). Therefore, coaching is considered a necessary activity in organizations."

It has been demonstrated that higher education institutions (HEIs) play a critical role in raising the standard of living and the wealth in both developed and developing nations (Smith, 1937; OECD, 2010; Bloom et al., 2006)). The internet, recent rapid technological advancements, and globalization have increased competitiveness and challenges for the educational system (Liu, 2015; Chalong et al., 2017). Hence, educational institutions need to figure out sustainable solutions to stay in the market. With high performers and qualified staff, universities can become an important, dynamic, and nationally ranked university. This can be achieved through effective

coaching. Chalong et al., (2017) also stated that one of effective ways to enhance educational quality and faculty staff performance is coaching implementation. Research on coaching that helps promote faculty staff performance, however, is still an untouched area in higher education institutions.

In addition, there is the paucity of empirical studies that specifically have examined the function of informal coaching and its relationship to performance. It has also been shown that the expected association between informal coaching and performance has not been fully explained in higher education sector.

The aim of this study was to explore the current state of informal coaching within the higher education sector and investigate its relationship with staff performance. A comprehensive literature review was conducted to identify key variables and develop a conceptual framework.

The thesis contained eight chapters including: 1. Introduction, 2. Literature Reviews, 3. Research Framework and Hypothesis, 4. Research design and methodology, 5. Results, 6. Discussion, 7. Contributions of the study and 8. Conclusion, References and appendixes were given at the end of the thesis.

Chapter one of this thesis presented the introduction to the study including the research background, the research gap, the research problem, the research questions, the research objectives, the overview of Vietnam's higher education sector, Human resources and their management, Economic impacts on training and development and preliminary outline of the thesis. Then, chapter two reviewed extant literature in the field of study with an aim to develop research model and hypotheses. Chapter three introduced the research framework and hypothesis development. Chapter four focused on research design and methodology. Chapter five presented findings. Chapter six was discussion. Chapter seven showed contribution of the study, limitations and further studies. And chapter 8 was the conclusion.

2. LITERATURE REVIEW

2.1 Human resource management and employee development

2.1.1 Human resource management

Human resource management is defined as the policies, systems, and practices that impact staff's attitude, behavior, and work results (Noe, 2019). It plays an important role in attracting, developing, motivating and retaining a high-performing workforce (Dessler, 2019; Sims, 2002). Quality human resources is a key component of a company's competitive advantage and success (Greening & Turban, 2000). To make sure the organization having the proper human resources, human resource management decisions, policies, system and practices are crucial (Sims, 2002).

Today, organizations' human resource management faces new trends and challenges such as effective leadership, managing diverse workforce, role of

technology, and globalization (Agarwal & Qouyatahi, 2017; Burke & Ng, 2006). Demographic trends make finding and hiring employees more difficult (Dessler, 2019). Organizations today need to manage the knowledge, skills, and competence of their workforce due to technological advancements (Muzam, 2022). A slower-growing business puts additional pressure on companies to demand the highest quality work from their workforce (Dessler, 2019). Thus, this has prompted several changes in human resource management and organizations expect the functions of human resource management to deal with such challenges.

Activities related to learning, training, and development are regarded as essential components of human resource management. Training and development are crucial components of human resource management that are very relevant to the efficient utilization of human resources. With the expectation that enhancing individual performance will lead to improvements at the organizational level, the responsibilities of learning, training, and development have also evolved to optimize the effectiveness of an organization's human resources (Jones et al., 2015). There is a growing emphasis on a coaching and support environment due to general trends in business expanding, and flexible organizational structures. Therefore, training becomes essential to provide an adequate supply of workers who are capable of career development, and social and technical competence.

Training is defined as the effort of an organization to help staff members acquire the job competencies, knowledge, skills, and behaviors associated with their jobs and apply them to daily activities (Robbins et al., 2019). Development is more future-focused, which includes training, formal education, job experiences, relationships, and evaluations of skills, and competencies that help employees prepare for their positions in the future (Dessler, 2019; Noe, 2019).

Traditionally, organizations depended on formal training to train staff the knowledge, skills, and behaviors required to effectively complete their tasks (Noe, 2019). Formal training and development pertain to structured programs and courses organized officially by the company. In contrast, informal learning, an essential component of human capital development, is self-directed by the learner, motivated by a desire for growth, and occurs outside traditional educational environments (Noe, 2019). However, informal learning, also known as self-directed process, occurs without a designated instructor, enabling employees to control its depth, breadth, and timing by themselves. Examples of informal learning include unplanned interactions with peers, email exchanges, informal mentoring, and engagement on platforms like Twitter or Facebook.

In the context of human resource management, coaching is an approach of training, and development for employees as coaching sessions often have several performance-enhancing features (Jones et al., 2015). Coaching aims to support individuals in achieving their personal improvement goals in order to positively

contribute to the aims and objectives of organizations, coaching is consistent with the view of learning, training and development (Grant, 2009).

2.1.2 Economic impacts of training and development practices

It has been demonstrated that training improves an organization's performance (Aguinis & Kraiger, 2009). The research of García (2005) suggested that training was directly related to sales of employees. Training accounted for 4.6% of the variance in financial success (Guerrero & Barraud-Didier's, 2004). Also, substantial variation in the financial performance measure was explained by the way management development was implemented (Mabey & Ramírez, 2005). The most typical studies that have examined the economic effects of training and development activities on organizations are displayed in Table 1.

Table 1. Researches of training and development

Training and development practices	Author	Impacts
Training activities	Bartel (1994)	Productivity
Training and development activities	Aguinis & Kraiger, 2009	organization's performance
Training policies	García (2005	Business performance
Training and skill development practices	Guerrero & Barraud-Didier (2004)	Financial performance
Development	Mabey & Ramírez (2005)	Financial performance
Number of training hours per employee	Kidder & Rouiller (1997)	Productivity
Number of classes taken	Huselid (1995)	Productivity
Number of staff trained	Barrett & O'Connell (2001)	Productivity
Training methods and acitivies	Aragón-Sánchez et al. (2003)	Productivity

Source: author

2.2 Coaching

Coaching has been defined by different scholars in variety of dimensions. The traditional definition of coaching was once thought to be a fixed problem performance method, but this definition is now out of date. Then, according to many other academics (Pousa & Mathieu, 2014; Ellinger, 2013; Orth et al., 1987) the main objective of coaching is performance improvement. Specifically, Pousa & Mathieu (2014) described coaching as a process for enhancing performance at work. It assists others to improve, grow by providing feedback, encouragement, and raised awareness. A manager or supervisor acting as a coach in the workplace by exhibiting

particular behaviors that help coachees learn, grow and enhance their capabilities (Ellinger, 2013; Orth et al., 1987). Thus, it is viewed as a way to engage with individuals that enables them to accomplish frequently exceptional results in their work (Peterson, 1996; Hargrove, 2008). Positive effects of coaching on employees include promoting learning, enhancing performance, achieving goals, and elevating morale at work (Liu and Batt, 2010; Huang, 2019). In general, coaching is a process aimed at improving performance, fostering growth, and enabling individuals to achieve heightened levels of capability and success in their professional roles, with positive impacts including enhanced learning, improved performance, goal attainment, and increased work morale among staff.

Employees are more likely to receive coaching if they show signs of developing new interests and skills, asking for feedback, showing interest in organizational changes, dealing with unsatisfactory job experiences, and expressing a desire for development opportunities (Yahaya et al., 2013). But it's critical to realize that staff who are unmotivated or lazy can present difficulties for coaching, so it's critical to modify coaching techniques to meet specific needs and increase its efficacy in these situations. Thus, Wilson (2011) identified six skills in coaching that the coach needs to have including asking, listening, clarifying, respect, emotional intelligence and building confidence. In this type of coaching procedure, asking is one of the most crucial tools. The coach facilitates staff contemplation by asking targeted questions that help the staff member identify the issue and suggest a resolution (Whitmore, 2017). Common features of coaching programs are as follows: (1) the coachee sets goals with the coach's support; and (2) the coach asks questions, challenge the coachee, and provides feedback so the coachee can reflect on and gain a thorough understanding of his or her strengths and weaknesses. Ultimately, the coach helps the coachee find pathways to goals (Fontes & Dello Russo, 2020).

Table 2. Major definitions about coaching

Authors	Year	Definitions
Evered & Selman	1989	"The managerial activity of creating, by communication only, the climate, environment, and context that empowers individuals and teams to generate results." (pp.17-18)
Grant	2009	"A collaborative solution-focused, results-oriented and systematic process in which the coach facilitates the enhancement of performance, life experience, self-directed learning, and personal growth of individuals and organizations." (p.426)
Agarwal and colleagues	2009	"A supervisor's ability to provide effective developmental feedback to subordinates." (p.2111)

ICF	2005	A professional collaboration, based on the objectives of the individual or team, between a trained coach and that person or group that helps the achievement of noteworthy results.
Wilkins	2000	A one-on-one situation in which a coach helps a person learn by supporting, collaborating, and assisting in the identification and achievement of future objectives through evaluation, exploration, reflection, goal-setting, and strategic action.
Dahling et al.	2015	"Coaching is a process of feedback provision, behavioral modeling, and goal setting with subordinates to improve their performance and address their personal challenges." (p.1)
Heslin et al.	2006	"Providing one-on-one feedback and insights aimed at guiding and inspiring improvements in an employee's work performance". (p874)
Lloyd	2005	"The art of facilitating the unleashing of people's potential to reach meaningful, important objectives"(p.133)
Whitmore	2017	"Unlocking people's potential to maximize their own performance" (p.10)

(source: author)

2.3 Coaching in educational setting

In education field, Lofthouse (2018) conducted research exploring the role of coaching in enhancing the development environment for educators and individuals in the field of education. Also, Balang et al. (2019) argued coaching is a practice that teachers can use to improve their teaching and learning processes as part of their professional development. Coaching is viewed as an approach to support and motivate academic staff in their teaching and learning activities, helping them perform their roles more effectively (Nieto, 2014; Knight, 2019). Tschannen-Moran and Tschannen-Moran (2020) characterize 'evocative coaching' as a method that engages with teachers' awareness, interpersonal relationships, proficiency, meaningful contributions, and innovative capacities. Despite this prospect, Lofthouse and Leat (2013) discovered that coaching's potential was frequently underutilized in educational setting.

2.4 Differentiate coaching from mentoring

There is usually confusion about coaching and mentoring so it is crutial to recognize the differences between coaching and mentoring(Cleary & Horsfall, 2015). Each approach has different goals and advantages. Knowing how they differ from one another guarantees that those looking for guidance can select the best approach for their requirements and objectives. Additionally, because coaching and mentoring may

be more appropriate in certain circumstances or at different stages of a career, it assists organizations in creating development programs that work. Understanding the differences between coaching and mentoring also helps to clarify the responsibilities and roles of both mentors and coaches, which promotes more productive and successful relationships.

Coaching is defined as a structural, goal-oriented approach where a coach works with a person to develop particular abilities, boost performance, or meet predetermined goals (Grant, 2009; Wilkins, 2000). It frequently focuses on the present and future, and enable the coachee to realize their full potential (Heslin et al., 2006; Dahling et al, 2015). While mentoring involves a more informal and long-term relationship in which an experienced person provides guidance, support, and wisdom to a less experienced individual, often with a broader focus on personal and career development (Douglas, 1997).

Both coaching and mentoring are developing relationships that are one-on-one between between an experienced individual and a less experienced individual (Kram, 1985). Both coaching and mentoring share a common goal of facilitating individual and professional development, empowering individuals to enhance their skills, and support their growth (Cleary & Horsfall, 2015).

They can, however, be differentiated in a variety of ways. Coaching is mostly a process-oriented activity that occurs through regular encounters to assist individuals in developing skills, competencies, and overcoming performance challenges (Jones et al., 2015). The coaches usually give questions, leads the coachees to think about some issues that are important for achieving their goals, helps them to reframe some situations (Wilson, 2011). In a coaching relationship, the coachee's field of work is not expected to require the coach to possess knowledge or experience in it; instead, the relationship's duration is determined by specific objectives (Jones et al., 2015). Because coaches are frequently not experts in the occupational area of coachees, they typically refrain from offering coachees instructional or prescriptive solutions (McAdam, 2005). In general, coaching has to do with creating objectives, implementing plans to reach those objectives, and promoting practice learning at work.

On the other hand, "the mentor is assumed to be highly experienced in the discipline or field in which the mentee is working, and in the workplace, the mentor typically provides guidance on career development and networking" (p.250) (Jones et al., 2015). Mentoring is a long-term, primarily ongoing connection that provides psychological support and resources for professional development, and a mentor is not always a direct manager (Eby et al., 2013). The mentor might be a subject matter expert who has experience in a certain field such as senior teachers, either inside or outside the firm (Kram, 1985). The mentors advocate for their protégés' well-being by giving advocacy, advices, recommendations, and support as well as feedback and

knowledge based on their experience, what has worked him/her well (Hopkins-Thompson, 2000).

2.5 Types of coaching

Academics categorize coaching into several types, including relationship coaches, life coaches, student coaches, therapist coaches, spiritual coaches, professional coaches, and coaches for other coaches (Naughton's research, 2002). Ellinger and Kim (2014) classified coaching together in three different types, including executive coaching, action learning coaching, and managerial coaching.

External professional coaches are used in executive coaching (Gray, Ekinci, & Goregaokar, 2011), that the external consultant provides coaching to a senior executive with the aim of assisting this person in achieving mutually agreed-upon goals, enhancing their performance and level of individual satisfaction, and ultimately increasing the organization's effectiveness (Pousa & Mathieu, 2014). While the action learning coaching method is frequently utilized in businesses to help coaches enhance their learning and growth. Managerial coaching is a useful management technique for helping people grow and enhance their performance (Heslin et al., 2006). This means that any manager in the organization might use coaching as a tool to assist staff in achieving a number of organizational objectives that have been set and to improve their performance on the job (Pousa & Mathieu, 2014).

While Beattie et al. (2014) identified four coaching types: hierarchical coaching, peer coaching, team coaching, and cross-organizational coaching. Hierarchical coaching involves supervisors coaching their workers in one-on-one partnerships (Beattie et al., 2014). Peer coaching, on the other hand, is a style of coaching in which participants learn from one another in a mutual relationship. This process involves two or more coworkers of equal status reflecting on present procedures, developing, honing, and acquiring new abilities, exchanging ideas, conducting research in the classroom, and resolving issues at work (Jones et al., 2015; Robbins, 1991). Unlike traditional coaching, where the focus is solely on the coachee's development, peer coaching operates without the constraints of organizational hierarchies or status boundaries (Jones et al., 2015). Finally, team coaching is a procedure that happens between a team leader and team members. Coaching between two or more organizations is known as cross-organizational coaching. This study focused on informal coaching from supervisors and peers.

2.6 Informal and formal coaching

While different scholars classified coaching in such different ways, Mallett et al. (2009) presented coaching as two types formal and informal ones. For the process of formal coaching, the organization would assign one official coach, usually the supervisor, for the coachee with the planned coaching procedures, including the timeframe, coaching activities, supervision, and commitment to reach the goals (Hart et al, 2003). In this way, the coachee and the coach agree in writing or verbally, or

have an express contract, that coaching will take place. Formal coaching engagements or relationships, as well as training programs, are part of a larger coaching-related system. (Hart, 2006). The coach is also expected to keep his or her attention on the developmental difficulties and process, and to actively guide his or her own and the coachee's energies toward developmental and performance results. The entire coachee-coach interaction revolves around development and performance (Hart, 2003).

However, the supervisor coach needs a flexible approach by having coaching their staff informal. This approach, which managers refer to as informal coaching, involve listening to staff, asking for the employee's opinion and suggestions rather than commanding and control them, and viewing situations from the employee's perspective (Greene & Grant, 2003). In addition, informal coaching may happen between staff and staff as many employees in organizations use informal coaching to relate to, encourage, and influence one another (Hart, 2006). Unlike the formal coaching which relies on the level of trust between coach and coachee (Tompkins, 2018), informal coaching allows staff to consult with any or all information sources to assist them in resolving their own problems (Mallett et al., 2009).

Informal coaching focuses on the coachee's eagerness to actively seek the advice or guidance from peers or supervisors in their harsh situation (Mallett et al., 2009). It might be more widespread applied among colleagues, or between colleagues and their supervisors, the engagement is unintended, and it may be a conversational dialogue in the hallway, the breakroom, or through the phone or video calls (Tompkins, 2018). It can occur in a structured or casual sense and the coach has no responsibility to get through to the coachee (Hart, 2006). When people are alert and recognize a developmental or performance issue, informal coaching happens, and the "coachee" is likely to be responsive to coaching behaviors. Informal coaching can take place in a wide range of situations, including during a performance evaluation, business unit planning and operational meetings, the corridor or lounge, the elevator, and even on the golf course (Hart, 2006). According to Wilson (2011) unscripted moments in the office, such as a quick talk between the colleagues at the coffee lounge or a hasty phone, can provide some of the most beneficial coaching. When people confront the challenges in their career path, informal coaching would be more needed (Wilson, 2011; Hart, 2006) with a simple query such as "what would your ideal outcome be?" that can yield an avalanche of information. Asking a focused question for a resolution or a question about the current problem is usually the approach. Table 3 is a detailed comparison to understand a differences between formal and informal coaching further.

Table 3. Comparison between formal coaching and informal coaching

Informal	Formal
Very frequent with various people in a single day (Turner & McCarthy, 2015).	Infrequent with any one person in particular.

Typically, the line manager or coworker could serve as the coach (Mallett et al., 2009).	For performance evaluation and one-on-one meetings, the coach is either the direct superviosr or an internal coach (or an external one) (Hart et al, 2003).
No formal agreement exists because this is implied in the relationship between the direct supervisor and the subordinates, or between staff and staff (Hart, 2006).	Contractual agreements between coach and coachee that be more explicit; and specific depending on whether the coach is internal or external (Hart, 2006).
Light structure, occasionally with aspects of coaching guidance or more directive (Turner & McCarthy, 2015).	More rigorous structure, less guidance from the coach, and less directive.
Not very challenging, usually rather superficial, and focused on current problems or outcomes at work (Wilson, 2011).	deeper, more difficult, and connects to longer-term professional or developmental objectives.
Referring to isolated challenges, issues, a limited scope.	Referring to a larger picture or a set of connected difficulties or issues.
Frequently occurs in public workplaces (Tompkins, 2018)	As a rule, typically occurs in private.
Examples: spontaneous feedback, support for resolving specific issues, assistance with inquiries, decision-making challenges, and enhancing awareness of actions' consequences (Lyle et al., 2009)	Examples: coaching towards individual development and performance achievement; meeting success measures in time-bound projects or targets formal 1:1 and evaluation, or appraisal meetings.

(Source: author)

Nevertheless, a true coaching culture, defined as "the predominant style of managing and working together" (p.19) (Clutterbuck & Megginson, 2005), should involve both formal coaching, and informal coaching. Some organizations strive towards a coaching culture by establishing coaching connections and implementing training programs, however coaching activities is only used infrequently in many of these organizations (Hart, 2006). Therefore, this study focuses on coaching that is used informally by supervisors or colleagues, which address the literature's current demands and guidance for enhanced coaching activities that are implemented to foster the growth and advancement of higher education institutions.

2.7 Definition of perceived organizational support

Perceived organizational support is defined as the perception of staff about how much the company values their inputs and efforts (Akgunduz & Bardakoglu, 2017).

Organizations are concerned with employee's welfare; this perception, in turn, lowers absenteeism, and increases the staff's emotive engagement to the company and their belief that putting forth more effort to achieve organization's objectives would be rewarded (Eisenberger et al., 1986). The higher level of perception on organizational support is also illustrated as when organizations provide coaching activities to employees, it sends a signal that they encourage their employees' career growth. This, in turn, can be conducive to employee's sense of committing to work for the organization (Eisenberger et al.,1986). High levels of perception on organizational support are linked to a variety of successful work outcomes such as improved job performance, employee satisfaction (Hochwarter et al., 2003). Employees who are concerned about their ideas perform better, and employees who have a strong sense of organizational support are more likely to have behaviors that support the company to achive its goals (Asghar et al., 2021). They also form positive attitudes toward the organization as a result of helpful policies (Eisenberger et al., 2002). Organizational rewards, working conditions, organizational justice, and management support are the basis of organizational support (Eisenberger et al., 2002).

In the educational setting, employee's perception on organizational support also received a lot of academic attentions. Academic staff's satisfaction with their job, motivation, commitment and job performance can be greatly impacted by how they perceived about the support they receive from their institutions (Celep & Yilmazturk, 2012; Bogler & Nir; 2012; Lew, 2009; Fuller et al., 2006). Celep & Yilmazturk (2012) confirmed that academic employees' commitment to organizations increase with the degree of support they perceive from their organizations (Celep & Yilmazturk, 2012). The results Bogler and Nir (2012) also suggested that teachers who perceive their school as a place that respects their work and is concerned about their welfare are likely to be more satisfied with work. Hence, higher education institutions should value their employees' contributions and meet their demands for belonging, respect, and acceptance

2.8 Job performance

When it comes to the success and outcomes of a business, job performance is a crucial factor. Performance is the final result of role achievement in workplaces (Alderfer et al., 1968) and is measured by an individual's ability to carry out a certain task (Goodhue & Thompson, 1995). It is also considered as the total expected contributions to the organization of the discrete behavioral episodes that an employee performs over a period of time (Motowidlo, 2012) and the contributions critical to achieving the objectives of the organization (Campbell et al., 1990; McCloy et al., 1994). It involves evaluating the output and quality of the job, striking a balance between various factors of production to achieve maximum returns with minimal effort, and understanding how employees execute their tasks (Omolayo & Omole, 2013). When assessing job performance, it is imperative to comprehend the intricacies of the tasks being undertaken and the objectives being pursued (Omolayo & Omole, 2013).

Recently, the number of educational institutions has significantly increased, which has led to intense competition among them (Liu, 2015; Chalong et al., 2017). To stand out from the competition, institutions become to care more about their staff's job performance as it is considered critical to achieving the objectives of the institutions (Campbell et al., 1990; McCloy et al., 1994). The performance of academic staff in an educational setting is especially important since it affects student outcomes, academic success, and societal growth in general. Thus, studies on job performance in education also received a lot of academic attentions such as the research on the connection between supportive leaders and individual performance in Pakistan (Khalid et al., 2012), empowering leadership and work performance in higher education institutions (Ahmed et al., 2022), staff retention and work performance attributes in higher education institutions (Yen & Teng, 2017).

2.9 Transformational leadership

A leader is a person with management authority and the ability to influence others (Robbins et al., 2019). Leadership is the process of guiding a group and influencing it to accomplish objectives (Robbins et al., 2019).

Prior researchers found that transformational leadership is an approach that motivates subordinates to alter their attitudes, beliefs, and aspirations in order to achieve greater performance (Lee and Joshi, 2018). These leaders guide employees to comprehend the organizational goals, and inspire their employees to go beyond their expected requirements (Buil et al., 2019). They also encourage and motivate subordinates to accomplish extraordinary things. They take into consideration the worries and growth needs of each individual follower; they help followers see difficulties in new ways and alter their perspective on existing issues; and they po the capability to encourage and inspire subordinates to go above and beyond in order to accomplish the group's goals (Robbins et al., 2019).

2.10 Control variables

According to research by Pousa & Mathieu (2014) and Liu and Batt, 2010), the effectiveness of coaching may differ based on aspects such as age, gender, income, tenure, qualification levels, and size of universities. This suggests that these factors may affect the results of the study. Additionally, other research by Liu and Batt (2010), Wayne et al. (1997), and Ozcelik & Barsade (2018) indicates that these variables can also influence perceptions of organizational support and work performance. Therefore, in the analyses, the author considered these factors by controlling for age, gender, income, tenure, qualification levels, and size of universities.

2.11 Overview of Vietnam's higher education sector

Vietnam's impressive economic growth over the last few decades has made it an attractive place for investment and attention from around the world (Vo & Hồ, 2021). This economic development has a profound impact on higher education because it

increases the need for highly qualified academic staff to support a knowledge-based economy. In an increasingly competitive market, higher education institutions face significant pressure to demonstrate their value across various areas, including research, teaching, student engagement, and financial models. (Hakro & Mathew, 2020).

The degree structure provided by Vietnam's Education and Training Ministry divides higher education in the country into three basic levels of qualification: bachelor's degree, master's degree, and doctoral degree. The system has seen tremendous growth over the last ten years in terms of the number of universities, professors, and students. There were 214 institutions in 2013–2014; however, by 2019–2020, there were 237 institutions (Moet, 2021). In line with this, the number of students increased from 893.754 in 1999–2000 to 1.672.881 in 2019–2020 (Moet, 2021). Based on a survey carried out by the Vietnam General Statistic Office, the number of lecturers in the country's higher education sector climbed from 65.206 in 2013–2014 to 73.132 in 2019–2020 (Moet, 2021).

In the past 20 years, Vietnam's higher education system has experienced significant growth (Tien et al., 2021). The internet, fast development in technology and globalization has increased competitiveness and challenges for the educational sector in recent years (Liu, 2015; Chalong et al., 2017). The number of universities and colleges across the nation has increased significantly, indicating a growing demand for highly qualified faculty members. Despite the notable quantitative expansion, it is going through a lot of unanticipated changes and a quality crisis (Phuong & Chai, 2018). Hence, Vietnam, like many other nations in Southeast Asia, is in the process of changing its higher education system to keep up with the expanding economy in order to adapt to globalization and promote socioeconomic development (Tran et al., 2020).

In their book "Vietnam: The Education System - A Need to Improve Quality," Hayden and Ngoc Lan (2013) noted that the Vietnamese government is increasing its investments in the development of education. Among the strategies to improve the situation that many Vietnamese higher education institutions have been undertaken was partnering on multiple collaborative programs in a range of subject areas with numerous overseas universities in developed countries. Another way was that Vietnamese Government launched the Higher Education Reforming Agenda in 2005 to improve the quality of higher education institutions. The key themes of reform comprised privatization, changes in legal framework, marketization, strong emphasis on technology and innovation, 35% of university instructors holding a doctoral degree and enhancing faculty staff capabilities (Nghi & London, 2009; Nguyen & Shah, 2019). However, the system failed to produce enough talents to fulfill its developmental and socioeconomic demand despite decades of reform and calls to emphasize education (Phuong & Chai, 2018).

Vietnam has achieved notable advancements in expanding the scope and variety of its higher education system since 1987, but the system still has serious issues, such as poor research performance, a low rate of doctoral holders among academic employees, and an inadequate and substandard academic staff (Nguyen & Shah, 2019; Harman et al., 2010; Do, 2020; Phuong & Chai, 2018). To illustrate, Phuong & Chai (2018) research indicated that institutions in Vietnam produced a meager number of peer-reviewed articles in English, accounting for two-fifths of those in Thailand, one-third of those in Indonesia, and one-fifth of those in Malaysia. Holding a Ph.D. qualification is one of the important requirements in academic staff's career advancement towards high-level positions of higher education institutions (Nguyen & Nguyen, 2020), while Vietnam is the one which have this lowest rate compared with other developing country in the area[1]. The development of competences is still not given enough attention for university faculty members, who are essential to the institutions' ability to provide high-quality education and serve as a transformative force for Vietnam's future generation. Furthermore, the Vietnamese higher education institutions' capacities to participate in international joint projects has been impeded because of the dearth of qualified Vietnamese professors with high-quality doctoral education and work experience in industry (Tran et al., 2017). Coaching could help to provide the development and growth of current and new staff, ensuring that they are equipped with the necessary skills and knowledge to succeed in their roles (Liu and Batt, 2010; Huang, 2019; Orth et al., 1987; Ellinger, 2013). Chalong, Tawisook, Ratanaolarn (2017) also revealed one of the effective ways to enhance educational quality and faculty staff performance is coaching implementation. Thus, this leaves room for conducting empirical research on coaching topic in Vietnam.

2.12 Social Exchange theory

In this research, social exchange theory (SET) was used to examine and frame the relationship between informal coaching on employee performance with the mediating role of perceived organizational support and the moderation of transformational leadership.

The social exchange theory is a core theoretical framework for understanding human relations that is founded on the reciprocity concept in relationships (Blau, 1964). According to Blau (1964), social exchange is "the voluntary actions of individuals that are motivated by the returns they are expected to bring and typically do in fact bring from others" (pp. 91-92). A vital concept of social exchange theory is that individuals offer favors or benefits to others with the expectation of receiving something in return. It refers to the exchange of activities, which can be tangible or intangible, involving rewards or costs, between a minimum of two individuals (Emerson, 1976). The Social exchange theory is often utilized to understand the

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[1] *Sơn B. (2022, October 21). Under 30% of lecturers holding PhD. Degree. Vietnam education.* *https://giaoduc.net.vn/giang-vien-trinh-do-tien-si-chua-den-30- thap-hon-nhieu-so-voi-yeu-cau-post230550.gd.*

outcomes of coaching interactions (Sidhu & Nizam, 2020; Kim & Kuo, 2015). When an individual in an organization acts as a formal or informal coach, the coachee's perception of these actions can vary. While such actions may be intended as goodwill, they may not always be perceived this way by the coachee, especially in the case of unsolicited informal coaching. It's important to consider that the coachee's perception of the coacher's motivation plays a crucial role in determining the effectiveness of the coaching interaction. If the coaching is perceived as intrusive or unnecessary, it could lead to resistance or a lack of engagement. Therefore, understanding the context and the coachee's perspective is essential in ensuring that informal coaching is well-received and effective (Ellinger & Bostrom, 1999; McLean et al., 2005). Encouraging a culture of mutual support among employees, where questions are answered and supportive guidance is provided among colleagues, may increase the frequency of peer coaching activities. The perceived benefits of formal or informal coaching interactions motivate personnel to reciprocate by putting more effort into their work and improving their performance within the organization (Colquitt et al., 2007; Settoon et al., 1996).

This study assumes that a more understanding of the influence of coaching behaviors on job performance could be obtained by grasping the mediating function of the perceived organizational support. As per the findings of Eisenberger et al. (1986), employees' beliefs about commitment of their organization to them (known as perceived organizational support) play a key role in their own commitment to the organization, which means that when employees perceive high levels of perceived organizational support, they feel a high sense of obligation to be committed to their employers, and in return, they are motivated to engage in behaviors benefiting the organization (such as improved performance). By using social exchange theory, this study fills a significant gap in hypothesizing that effective informal coaching supported by the company can influence staff's perceptions and motivate them to reciprocate by putting in more effort to improve their performance. In the context of this research, employee work performance and perceived organizational support represent two reciprocal behaviors. Furthermore, Stinglhamber et al. (2015) stated that the leader, as a representative of the organization, conveys to followers through transformational leadership that the organization has treated them favorably, thereby raising perceived organizational support and, ultimately, affective commitment. This study also hypothesizes that transformational leaders can enhance the social exchange between the coach and coachee by providing additional resources, encouraging mutual support among employees and offering support beyond the coaching-based relationship (Shao et al., 2012; McCarthy & Milner, 2020).

In this research, social exchange theory is applied to explain the influences of informal coaching, perceived organizational support on job performance of faculty staff.

2.13 Research gaps

By looking at earlier empirical investigations that have been published in journals, this study identifies the following research gaps:

First of all, coaching has received significant attention as a tool for supporting staff to realize their full potential in the workplace (Noe, 2021; Theeboom et al., 2014; Pržulj et al., 2014; Fontes & Dello, 2020b). Despite several academic publications in the field of coaching (Pržulj et al., 2014; Mihiotis & Argirou, 2016; Gregory & Levy, 2010; Beattie et al., 2014; Huang, 2019), there is a limited body of knowledge regarding how informal coaching impacts job performance. This gap is a significant shortcoming that needs to be addressed in order to make advancements in the theoretical and empirical aspects of this research field.

Second, empirical researches highlighted the roles of coaching on staff performance in some empirical studies. It is found that coaching is an effective developmental intervention for enhancing performance of various jobs such as frontline service, warehouse, customer service and sales areas (Elmadağ et al.,2008; Ellinger et al., 2003; Agarwal et al., 2009; Hannah, 2004). However, this link lacks a full investigation because just a little spectrum of studies informs a mediation mechanism between coaching and individual work performance (Hagen, 2012; Pousa & Mathieu, 2014). Some mediators, for instance, are psychological capital (Fontes & Dello Russo, 2020b), work engagement, job satisfaction, leader member exchange quality, turn-over intentions (Ali et. al., 2018), rewards and recognition (Sidhu & Nizam, 2020). Recent studies have shown that coaching is perceived as a form of support from organization, and this perceived support has a significant effect on staff commitment and individual work performance (Carrell et al., 2021; Xiu et al., 2019). As stated by Ali et al. (2018), employees view coaching behaviors from their managers as a form of organizational support, which in turn leads to greater staff commitment and higher job performance. Employees think that in return for what they perceive to be coaching behaviors from their superiors, they have a duty and responsibility to exhibit good attitudes and behaviors for the benefit of the company (Eisenberger et al., 1990; Colquitt et al., 2007). Thus, perceived organizational support (POS) is a key factor in the connection between coaching and job performance. This is considered that perceived organizational support may mediate the association between coaching and individual work performance.

Third, in the context of coaching, understanding the influence of leadership is crucial, as leaders play a significant role in establishing a work environment that fosters optimal performance and productive outcomes among employees (Baig et al., 2021). Among all leadership styles, transformational leadership can inspire followers to exceed their performance expectation (Lee & Joshi, 2018; Buil et al., 2019) as it is a type of leadership that "leaders moving the follower beyond immediate self-interests through idealized influence (charisma), inspiration, intellectual stimulation, or individualized consideration" (Bass 1999, p. 11). This type of leaders plays a crucial

role as a representative of a company to convey the perception of organizational support to the employees, and staff would in turn feel a high level of affective commitment to their company (Stinglhamber et al., 2015). Transformational leaders also encourage the subordinates to ignore their self-interest and to align their beliefs, pursuits, spirits, and values with achieving greater performance (Lee and Joshi, 2018). Those type of leaders inspire followers to exceed performance expectation and to deeply comprehend the goals and interests of the company (Buil et al., 2019). Many scholars highlighted the transformative leadership as a moderator in numerous relationships, namely the correlation between the adoption of human resource management practices and employee behavior in the field merges and acquisitions (Vasilaki et al., 2016), between teachers' work engagement and receptivity to change in the field of education in Korea (Jeong et al., 2016), or between age-based fault lines and perceived productive energy in a multinational corporation that produces construction tools and applications (Kunze & Bruch, 2010). However, the study about the moderating role of transformational leadership on the relationships among coaching and staff's performance and perceived organizational support is still limited.

Furthermore, although various scholars studied about the role of formal coaching, there is a scarcity of studies on the role of informal coaching as a strategy for enhancing individual performance (Mallett et al., 2009). Informal coaching may happen between colleagues and colleagues, or colleagues and their supervisors, the engagement is more haphazard or unplanned, and it may be a dialogue in the hallway, the breakroom, or over the phone (Tompkins, 2018). There are a variety of benefits of coaching informally. Informal coaching can flexibly take place in a wide range of situations (Wilson, 2011; Hart, 2006), which can provide some of the most beneficial coaching. When someone is stuck with an issue, a simple query like from a colleague also can yield an avalanche of information. As a result, employees are more likely to find a solution if the current condition and the desired situation are explored (Wilson, 2011). While formal coaching may have conflict of interest because it depends upon the level of trust that the coachee has with the coach (Tompkins, 2018), informal coaching allows staff to consult any or all information sources to assist them in resolving their own problems at any time (Mallett et al., 2009). Informal coaching is considered as a substitute for formal coaching, yet the impact of this approach on individual performance is still not well understood, as demonstrated in the research conducted by MacDonald et al. (2010) and Turner & McCarthy (2015). Thus, this study highlights informal coaching because it is little known about the benefits of informal coaching for academic staff's performance, and informal coaching is more advantageous than formal coaching in increasing employee's scope of performance (Mallet et al., 2009).

Finally, higher education institutions that need to have talented faculty staff with high qualifications and effective job performance to deliver knowledge to students, have not given staff coaching top priority in their plan. According to reports, higher education is seen as noble and is essential for fostering societal progress (Tilack,

2008). The higher education sector warrants significant research attention due to its substantial impact as a key player in enhancing productivity and occupational skills. With its involvement of numerous academics and students, as well as its extensive connections to industrial and community activities, the sector holds significant importance (Lew, 2009). According to Hallinger and Liu's (2016), instructional supervision, which is frequently provided by the supervisors, helps academic staff in improving their performance, develop the quality of higher education, enhancing leadership competence, or increasing their area of expertise. Meanwhile, research on coaching aimed at improving the performance efficiency of faculty staff in higher education institutions remains an underexplored area (Harding, 2012). Within the scope of my know-how, this study is among the firsts that investigate the topic of coaching applied in the field of higher education, and explores the relationships between coaching and other variables in this study.

3. RESEARCH FRAMEWORK AND HYPOTHESIS
3.1 Research framework

A conceptual model was created to answer the research questions based on the theoretical framework and the literature review. Six constructs and their components make up the suggested model (see Figure 1):

1. Informal coaching from supervisors (ICFS)
2. Informal coaching from colleagues (ICFC)
3. Job performance (JP)
4. Perceived organizational support (POS)
5. Transformational leadership (TL)
6. Demographic variables
Age, gender, income, job titles, number of years working for the university, qualification levels, and size of universities.
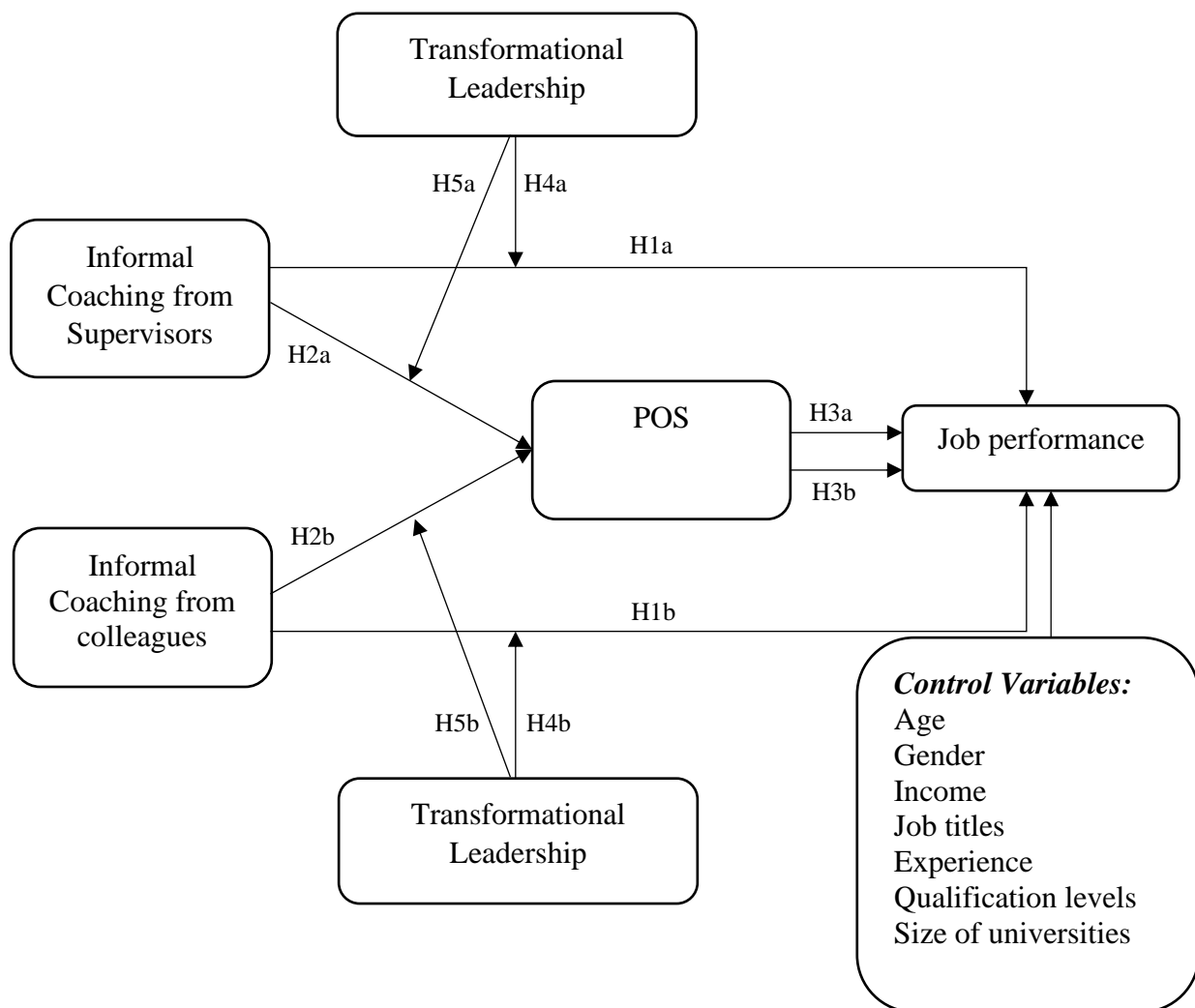
Figure 1. A conceptual framework

The proposed conceptual framework (as in **Figure 1**) depicts the possible connections between the five key constructs including informal coaching from supervisors, informal coaching from colleagues, job performance, perceived organizational support, and transformational leadership. To confirm these relationships, a literature review found theoretical evidence linking the hypothetical relationships of the above constructs. These connections were suggested as a set of research hypotheses to answer the research questions. The conceptual model and literature review assisted in the formulation of five key research hypotheses linked to research questions. Furthermore, the role of perceived organizational support as a mediator in the relationship between informal coaching from supervisor and colleagues and job performance was investigated. Also, the role of transformational leadership as a moderator in the connection between informal coaching from supervisor and colleagues and individual job performance, as well as between informal coaching from supervisor and colleagues and perceived organizational support, was investigated.

3.2 Relations between constructs in hypothesis development
3.2.1 Coaching and job performance

Within the framework of social exchange theory, it becomes evident that when coaches invest their time and effort in fostering the success and developmental growth of their coachees, it establishes a reciprocal inclination among the coachees to exert a substantial effort in elevating their performance (Kim & Kuo, 2015). Recent investigations spanning diverse industries have meticulously documented the multifaceted advantages of coaching in augmenting employees' job performance. This phenomenon is substantiated by the research conducted by Jones et al. (2015), which demonstrates a correlation between coaching practices and employee performance in service, manufacturing, construction, and public/government sectors. Agarwal et al. (2009) corroborate this perspective by asserting that the intensity of coaching is positively associated with enhanced sales performance. Notably, in the context of call centers, Liu and Batt (2010) provide empirical support for the idea that the frequency of coaching sessions exhibits a positive correlation with one specific measure of objective performance. Moreover, the findings of Elmadağ et al. (2008) underscore the profound impact of managerial coaching on the work-related outcomes of frontline service employees. Extending beyond this, in the domain of the life insurance industry, Kim & Kuo (2015) assert that coaching exerts a demonstrably positive influence on the performance of subordinates in comparison to those who do not receive such coaching. Furthermore, in the realm of sales, Dahling et al. (2015) have discerned a noteworthy correlation between managerial coaching and the attainment of sales goals.

In educational sector, the connection between coaching and job performance also received academic attention such as the research of Adeogun et al. (2019) in the university context in Nigerias, of McDowell et al. (2014) in the US-based higher education institution.

The constructs of informal coaching from supervisors and informal coaching from colleagues were utilized as independent variables, examining their relationship with job performance as the dependent variable. This is consistent with Jones et al. (2015), Agarwal et al. (2009), Liu and Batt (2010), and Elmadağ et al. (2008). Accordingly, the first hypothesis of the study was proposed as below:

Hypothesis 1. Informal coaching is positively related to faculty staff's job performance in higher education sector.

■ *Hypothesis 1A. Informal coaching from supervisors is positively related to job performance in higher education sector.*

■ *Hypothesis 1B. Informal coaching from colleagues is positively related to job performance in higher education sector.*

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3.2.2 Coaching and perceived organizational support

Perceive organizational support is considered as employees at an organization develop a broad perception of how much the company values their contributions and efforts (Akgunduz and Bardakoglu, 2017), and is concerned with their welfare; this perception, in turn, lowers absenteeism, and increases the employee's emotive attachment to the organization and their belief that putting forth more effort to achieve organization's objectives would be rewarded (Shanock et al., 2019). The higher level of perceived organizational support is illustrated when employees receive coaching, as it signals the organisation's encouragement and motivation for staff's career growth. Similarly, additional resources, an informal work environment, or a culture of mutual support from the organization might increase staff motivation to engage in the coaching activities to support each other (McCarthy & Milner, 2020), which may lead to higher level of POS among staff. The correlated relationship between coaching activities and perceived organizational support has been found and confirmed in many empirical studies. Kuo et al. (2014) found that managerial coaching substantially boosted perceptions of organizational support among working adults in Taiwan. Some of the coaches' actions include setting clear objectives, giving immediate feedback to improve performance, supporting instruction and role modeling, providing learning and development opportunities while at work, rewarding success, facilitating the success and development (Kim & Kuo, 2015), and these activities are revealed to link with perceived organizational support (Kuo et al., 2014).

In educational sector, the connection between coaching and perceived organizational support also received a lot of academic attentions. Carrell et al. (2021) indicated managerial coaching behaviors are positively associated with perceived organizational support in the context of US higher education. Using SET, Carrell et al. (2021) specifically endorsed the coaching at managerial level would induce positive emotional responses among managers, and in turn build up their perception of perceived organizational support. Lew (2009) also showed the strong relationship between supervisor support behaviors and perceived organizational support in the private higher education institutions.

In the relation between informal coaching from supervisors and from colleagues, and perceived organizational support, informal coaching is adopted as independent variables, and significant association between them is hypothesized. This is in line with what Carrell et al. (2021), Kuo et al. (2014) and Lew (2009) stated. Accordingly, the second hypothesis of the study was proposed as below:

Hypothesis 2. Informal coaching is positively related to perceived organizational support in higher education sector.

- ***Hypothesis 2A. In higher education sector, informal coaching from supervisors is positively related to perceived organizational support.***

■ *Hypothesis 2B. In higher education sector, informal coaching from colleagues is positively related to perceived organizational support.*

3.2.3 Perceived organizational support and job performance

Perceived organizational support was identified that linked to job performance, satisfaction, affective, work attendance, citizenship behaviors, and job happiness. In numerous studies, it is evidenced that perceived organizational support is positively associated with job performance (Eisenberger et al., 1986; Eisenberger, 1990; Hochwarter et al., 2003; Allen et al., 2003). Also, perceived organizational support has been found to have strong positive connections with both supervisory figures and desirable workplace outcomes, putting it in the position of a prominent mediating component in many social exchange theory-based (SET-based) models (Allen et al., 2003). For instance, Eisenberger et al. (1986) argued that high levels of perceived organizational support induce staff's sentiments of obligation to return the company for improving their job efficiency. Indeed, staff having a high sense of being recognized and receiving organizational support are highly obliged to fulfill their duties to the best of their abilities (Eisenberger et al., 1990). Based on social exchange theory (Blau, 1964), increased perceived organizational support is anticipated to lead to employees' greater commitment and feelings of obligation to the organization. Therefore, by emphasizing the importance of reciprocity and mutual benefit in social relationships, social exchange theory helps to offers the rationales that employees who receive coaching practices and perceive support from their organization feel more committed to increase the employee's job performance.

Recent empirical studies have demonstrated the value of including perceived organizational support as a variable that can mediate the link between independent and dependent variables. Various researches indicate perceived organizational support as mediators in the association between restructuring processes and job satisfaction (Burke, 2003), loyalty and organizational benefits, procedural fairness and supervisor support (Rhoades et al., 2001), or organizational commitment and job satisfaction (Allen et al., 2003). These results indicate that perceived organizational support has a lot of potential to affect many workplace interactions. However, current empirical study on perceived organizational support as a mediator in the connection between coaching, and staff performance is still lacking.

In higher educational sector, perceived organizational support also had a lot of academic attentions. The research of Lew (2009) showed that perceived organizational support had a direct positive impact on the employees' organizational commitment. Fuller et al. (2006) also identified perceived organizational support was closely associated with academics' affective commitment to the university. Perceived organizational support was also taken care in higher educational sector by the research of Lew (2009) that shows perceived organizational support has a direct positive impact on the staff's commitment.

Many researchers hold that coaching activities play important role to gain the competitive advantage through improved job performance, job commitment, job engagement and job satisfaction (Carrell et al., 2021; Xiu et al., 2019). Though there is lack of empirical evidence regarding the mediating role of perceived organizational support in the connection between coaching and job performance, there is some specific support for indirect impact of coaching on job performance under via perceived organizational support (Ali et al., 2018; Eisenberger et al., 1990; Colquitt et al., 2007). Thus, on the basis of strong literature support, the third hypothesis of the study was proposed as below:

Hypothesis 3. Informal coaching indirectly impacts job performance via perceived organizational support *in higher education sector.*

- *Hypothesis 3A. Informal coaching from supervisors indirectly impacts job performance via* perceived organizational support *in higher education sector.*

- *Hypothesis 3B. Informal coaching from colleagues indirectly impacts job performance via* perceived organizational support *in higher education sector.*

3.2.4 The influence of transformational leadership towards the relationship of coaching, job performance and perceived organizational support

Numerous academics have emphasized how transformative leadership can influence both independent and dependent variables. The research of Stinglhamber et al. (2015) also stated that the leader is a firm's representative, and via transformational leadership, he or she conveys to followers that the organization has been treated favorably, which raises perceived organizational support and, ultimately, affective commitment.

Transformational leaders can enhance the social exchange between the coach and employee by providing additional resources and support beyond the coaching-based relationship (Shao et al., 2012; McCarthy & Milner, 2020). For example, transformational leaders may provide additional training opportunities or access to developmental resources that can enhance the effectiveness of coaching (Shao et al., 2012; Lin et al., 2020). These additional resources and support can boost the employee's motivation to engage in the coaching relationship (McCarthy & Milner, 2020). Furthermore, transformational leaders can motivate the employees to continuously update their expertise (Shao et al., 2012). As a result, a high extent of transformational leadership will create a favorable working environment that inspires, support and empowers employees, and which in turn prompts employees feel valued and encouraged to enhance their skills and abilities (Lin et al., 2020).

Many researches highlighted the moderating effects of transformative leadership on independent and dependent variables. For instance, transformative leadership moderates the adoption of human resource management procedures in

M&As (Vasilaki et al., 2016), the relationship between teachers' work engagement and receptivity to change (Jeong et al., 2016), or the association between age-based faultlines and perceived productive (Kunze & Bruch, 2010). This research made the case that informal coaching, when executed successfully, has the potential to enhance employee engagement in favorable behaviors within the workplace, such as enhanced job performance and a strong perception of organizational support. Nevertheless, it is acknowledged the possibility of transformational leadership playing a role in influencing these connections. Drawing upon the perspective of social exchange theory (Emerson, 1976), social behaviors originate from a reciprocal exchange between an individual and others or the organization. This exchange follows the principle of reciprocity, where a transformational leader offers employees valuable resources such as care, concern, support, and a favorable work environment. As a result, employees may feel a sense of obligation, leading to the emergence of positive behaviors aimed at reciprocating the actions of their leaders and the organization.

On the basis of strong literature support that transformational leaders can enhance the social exchange between the coach and employee by providing additional resources and support beyond the coaching-based relationship (Shao et al., 2012; McCarthy & Milner, 2020) and a high degree of transformational leadership creates a favorable working environment that inspires, support and empowers employees. This, in turn, prompts employees to feel valued and encouraged to enhance their skills and abilities (Lin et al., 2020), consequently improving job performance. Thus, the fourth hypothesis of the study was proposed as below:

Hypothesis 4. Transformational leadership moderates the impact of informal coaching on job performance.

- *Hypothesis 4A: Transformational leadership moderates the impact of informal coaching from supervisors on job performance, such that the impact at the high transformational leadership level is better than the impact at low transformational leadership.*

- *Hypothesis 4B: Transformational leadership moderates the impact of informal coaching from colleagues on job performance, such that the impact at the high transformational leadership level is better than the impact at low transformational leadership.*

Transformational leaders establish a positive work environment that fosters learning opportunities and facilitates career growth for employees (Lin et al., 2020). Such environment can lead to higher levels of perceived organizational support. Accordingly, the following hypothesis is proposed:

Hypothesis 5. Transformational leadership moderates the impact of informal coaching on **perceived organizational support.**

- *Hypothesis 5A: Transformational leadership moderates the impact of informal coaching from supervisors on perceived organizational support, such that the impact at the high transformational leadership level is better than the impact at low transformational leadership.*
- *Hypothesis 5B: Transformational leadership moderates the impact of informal coaching from colleagues on perceived organizational support, such that the impact at the high transformational leadership level is better than the impact at low transformational leadership.*

4. RESEARCH METHODOLOGY
4.1 Research process

The process of this thesis was designed as follows (**Figure 2**):
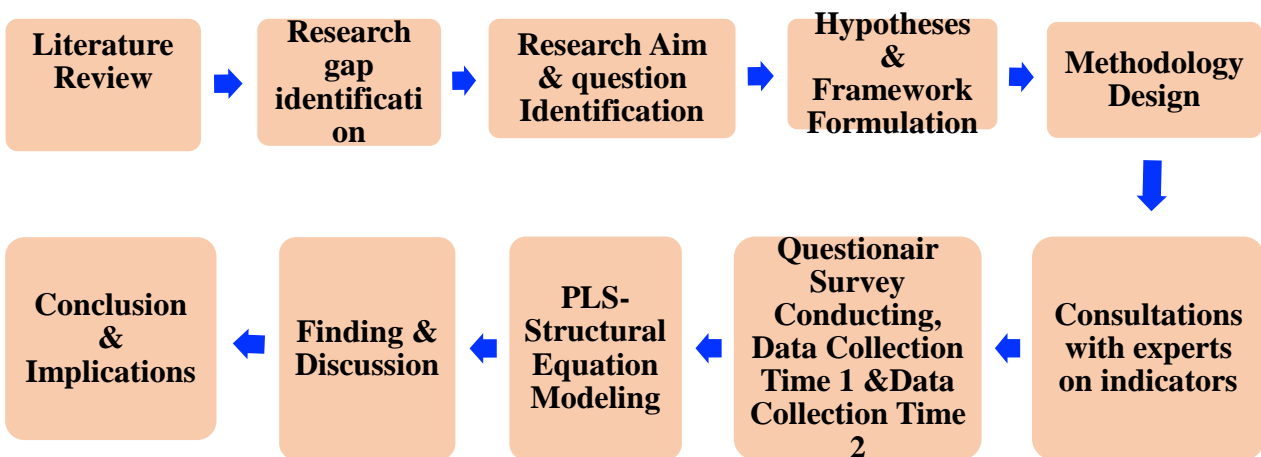
Figure 2. Research process

(Source: Author)

The process was divided into ten stages. It started with a summary of the research background, which explained how the current gap between theory and practice in the relevant area gives rise to the research concerns. The research questions and objectives then were presented. Following that, it evaluated existing literature in the subject of study in order to build a research model and hypotheses. Stage 4 introduced the conceptual framework and hypothesis. The fifth stage focused on research methodology. The following four steps included consultations with experts, quantitative data collection, quantitative data analysis, presentation of findings, and discussions. Finally, the study devoted its conclusions and recommendations.

4.2 Research problem

The research problem explores the factors that contribute to improving job performance in the higher education sector. Higher education institutions, confronting a fiercer competition, are beginning to recognize that they need to leave behind a secure and comfortable setting (Chalong et al., 2017). According to Hayden and Ngoc

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Lan (2013), they are currently in the forefront of transformation in order to achieve high performance. A few new ways in the body of literature that can assist them in achieving that goal include informal coaching, perceived organizational support and leadership (Liu and Batt, 2010; Huang, 2019). Few empirical researches, however, have been carried out to elucidate the theory on the relationship between informal coaching, job performance, perceived organizational support, and leadership in academic settings, particularly in higher education institutions. In addition, informal coaching, which may help improve faculty staff performance is still not recognized widely. The research is also important because informal coaching may replace the role of formal coaching when higher education institutions in developing is on the ways expanding its scales and not have enough formal coaches for the significant demand from academic staff. This research findings are integrated into higher education institutions to enhance job performance in promoting informal coaching.

4.3 Research questions and objectives

The main objective of the research is to develop a comprehensive model to investigate factors affecting employees' job performance, including examining the role of informal coaching from supervisors and colleagues, perceived organizational support, and transformational leadership in boosting employees' job performance.

- **Research question 1**: Do informal coaching affect faculty staff's job performance?
  - **Research objective 1**: To investigate **the direct and indirect effects** of informal coaching and perceived organizational support on job performance in academic setting.
- **Research question 2**: What is the role of perceived organizational support and transformational leadership towards the effect of informal coaching on faculty staff's job performance?
  - **Research objective 2**: To investigate how perceived organizational support mediates the relationship between informal coaching and job performance.
  - **Research objective 3**: To investigate how transformational leadership moderates the connections between informal coaching from supervisors, colleagues and perceived organizational support, between informal coaching from supervisors and colleagues and job performance.

4.4 Consultations with experts

This study employed consultation sessions with experts to assess their agreement on the indicators, as well as the usefulness, transparency, validity, and clarity of the survey questions. Two months prior to the official questionnaire survey collection, consultation sessions with experts were done as part of the qualitative study. he questions for the experts were prepared, and a consent form was required to be completed before any information could be shared. It was not random to select the

experts to ensure the quality of the consultations. There were two lecturers, two department heads, two vice deans/deans in the field of higher education participating in the consultations. Accordingly, their opinions supported the author in examining the indicators as shown in **Table 4**. The consultation guideline was in Appendix 1, and questions were distributed to the experts before the consultation sessions so that they could read them in advanced and get prepared. This made experts feel easy during the consultations. The consultation sessions were face-to-face. Both the experts and the author signed a consent statement to ensure that the information collected would only be shared with their agreement. This was done in order to ensure the privacy of the experts. Consultations were documented through video or audio recordings. The findings of the consultation sessions helped the author to determine whether or not the indicators were suitable, and the usefulness, transparency, validity and clarity of the survey questions. Indicators with an agreement rate below 75% were excluded. The next step of the process, which involved quantitative analysis, required preparing a survey questionnaire.

Table 4: Measurement of constructs

Constructs	Items	source
Informal coaching from supervisors	"1…..provide guidance regarding performance expectations? 2…..help you to analyze your performance? 3…..provide constructive feedback regarding areas for improvement? 4…..offer useful suggestions regarding how you can improve your performance? 5…..act as a sounding board for you to develop your ideas? 6…..facilitate creative thinking to help solve problems? 7…..encourage you to explore and try out new alternatives? 8…..express confidence that you can develop and improve? 9…..encourage you to continuously develop and improve? 10…..support you in taking on new challenges?"	Heslin, 2006
Informal coaching from colleagues	"1…..provide guidance regarding performance expectations? 2…..help you to analyze your performance?	Heslin, 2006

	3…..provide constructive feedback regarding areas for improvement? 4…..offer useful suggestions regarding how you can improve your performance? 5…..act as a sounding board for you to develop your ideas? 6…..facilitate creative thinking to help solve problems? 7…..encourage you to explore and try out new alternatives? 8…..express confidence that you can develop and improve? 9…..encourage you to continuously develop and improve? 10…..support you in taking on new challenges?"	
Perceived organizational support	"1. My organization cares about my opinions. 2. My organization really cares about my well-being. 3. My organization strongly considers my goals and values. 4. Help is available from my organization when I have a problem. 5. My organization would forgive an honest mistake on my part. 6. If given the opportunity, my organization would take advantage of me. (R) 7. My organization shows very little concern for me. (R) 8. My organization is willing to help me ill need a special favor." R = reverse-coded items that have been receded	(Eisenberger et al., 1997)
Academic staff's job performance	"1……satisfactorily completes assigned duties. 2……is an effective performer. 3. …… is a good individual contributor. 4……..works as part of a team or work group. 5. …….makes sure his or her work group succeeds.	(Ozcelik & Barsade, 2018)

	6…….responds to the needs of others in his or her work place. 7…….seeks information from others in the workplace."	
Transformational Leadership	"1. ……… places the learning needs of children ahead of personal and political interests. (Idealized Influence) 2. ……. communicates a clear vision for our school (Inspirational motivation) 3.……..encourages open communication on important school issues. (Intellectual stimulation) 4. It is okay to discuss to discuss feelings, worries, and frustrations with ……… (Individualized consideration)."	(Sun & Wang, 2016)

4.5 Results of consultations with experts

Six experts joined the consultations. In general, they clearly understood and agreed the proposed constructs and related dimensions. They agreed with 32 indicators. There were 7 indicators they disagreed since they thought that those indicators were not relevant. Some of reasons included the confusion and misleading of the questions. **Table 5** showed that the experts agreed or disagreed on the 39 indicators. Opinions of experts disagreed with some indicator for following specific reasons:

- *"....provide constructive feedback regarding areas for improvement"*: inclusion of this indicator might be repetitive or unnecessary.

- *"....offer useful suggestions regarding how you can improve your performance?"*: inclusion of this indicator might be repetitive or unnecessary.

- *"……..works as part of a team or work group":* inclusion of this indicator might be irrelevant.

- *" …….makes sure his or her work group succeeds":* inclusion of this indicator might be irrelevant. The experts explained that this indicator introduces an element of responsibility for the entire work group's success, which might not be entirely within an individual's control. Success is often influenced by various factors beyond an individual's efforts. This indicator may create ambiguity in attributing success to a single person and could be seen as too broad or unrealistic for assessing individual job performance.

- "…….seeks information from others in the workplace.": inclusion of this indicator might be irrelevant since in the context of individual job performance in Vietnam, it might be considered seeking information a routine task. Thus, mentioning it may not provide a comprehensive view of an individual's overall performance.

Therefore, these indicators that were not agreed by 75% of experts were deleted.

Table 5. The consultation results: Agree and disagree responses of the six experts

Constructs and Indicators		Agreeing responses			Total %
		Lecturers (2 participants)	Department heads (2 participants)	Deans/Vice deans (2 participants)	
Informal coaching from supervisors	"1…..provide guidance regarding performance expectations?	2	2	2	100%
	2…..help you to analyze your performance?	2	2	2	100%
	3…..provide constructive feedback regarding areas for improvement?	1	0	0	16.6%
	4…..offer useful suggestions regarding how you can improve your performance?	0	0	0	0%
	5…..act as a sounding board for you to develop your ideas?	2	2	2	100%
	6…..facilitate creative thinking to help solve problems?	2	2	2	100%
	7…..encourage you to explore	2	2	2	100%

	and try out new alternatives?				
	8…..express confidence that you can develop and improve?	2	2	2	100%
	9…..encourage you to continuously develop and improve?	2	2	2	100%
	10…..support you in taking on new challenges?"	2	2	2	100%
Informal coaching from colleagues	"1…..provide guidance regarding performance expectations?	2	2	2	100%
	2…..help you to analyze your performance?	2	2	2	100%
	3…..provide constructive feedback regarding areas for improvement?	1	0	0	16.6%
	4…..offer useful suggestions regarding how you can improve your performance?	0	0	0	0%
	5…..act as a sounding board for you to develop your ideas?	2	2	2	100%

	6…..facilitate creative thinking to help solve problems?	2	2	2	100%
	7…..encourage you to explore and try out new alternatives?	2	2	2	100%
	8…..express confidence that you can develop and improve?	2	2	2	100%
	9…..encourage you to continuously develop and improve?	2	2	2	100%
	10…..support you in taking on new challenges?"	2	2	2	100%
Job performance	"1……satisfactorily completes assigned duties.	2	2	2	100%
	2……is an effective performer.	2	2	2	100%
	3. …… is a good individual contributor.	2	2	2	100%
	4……..works as part of a team or work group.	0	0	0	0%
	5. …….makes sure his or her work group succeeds.	0	0	0	0%

	6…….responds to the needs of others in his or her work place.	2	2	2	100%
	7…….seeks information from others in the workplace."	1	0	0	0%
Perceived organisational support	"1. My organization cares about my opinions.	2	2	2	100%
	2. My organization really cares about my well-being.	2	2	2	100%
	3. My organization strongly considers my goals and values.	2	2	2	100%
	4. Help is available from my organization when I have a problem.	2	2	2	100%
	5. My organization would forgive an honest mistake on my part.	2	2	2	100%
	6. If given the opportunity, my organization would take	2	2	2	100%

	advantage of me. (R)				
	7. My organization shows very little concern for me. (R)	2	2	2	100%
	8. My organization is willing to help me ill need a special favor."	2	2	2	100%
Transformational leadership	"1. ………. places the learning needs of children ahead of personal and political interests. (Idealized Influence)	2	2	2	100%
	2. ……. communicates a clear vision for our school (Inspirational motivation)	2	2	2	100%
	3……..encourages open communication on important school issues. (Intellectual stimulation)	2	2	2	100%
	4. It is okay to discuss to discuss feelings,	2	2	2	100%

	worries, and frustrations with ……… (Individualized consideration). "				

4.6 Quantitative research methodology

For this study, the deductive and quantitative research methodology were employed. When theories are being tested and links between variables are being discovered using statistical techniques, quantitative research is helpful (Creswell, 2021).

4.6.1 Definitions of variables

The core constructs of this study were defined as follows, based on a literature review of related studies.

Table 6. Operational definitions of constructs

Constructs	Definitions	Related studies
Informal coaching	Informal coaching is the unplanned, unplanned sharing of insights and feedback on a one-on-one basis between team members or between managers and employees with the goal of guiding and inspiring improvements in a staff's work performance. It frequently occurs in casual conversations, like phone calls, chats in the break room, or hallway discussions, and it can be used to improve particular tasks.	Heslin, 2006; Tompkins, 2018 Hart, 2006
Perceived organizational support	It is defined as the perception of staff about how much the company values their contributions and efforts, this perception, in turn, lowers absenteeism, and increases the employee's emotive attachment to the organization and their belief that putting forth more effort to achieve organization's objectives	Akgunduz and Bardakoglu, 2017 Eisenberger et al., 2002 Paillé et al., 2010;
Job performance	It is defined as the total effectiveness and quality of a staff's activities and behaviors to satisfactorily complete assigned duties, perform as an effective contributor, and respond to the	Campbell et al., 1990; McCloy et al., 1994;

		needs of others within the workplace, which contribute to achieve the organizational goals.	Motowidlo, 2012
Transformati onal leadership		It is a style of leadership in which leaders inspire their subordinates to go above and beyond what is expected of them and to identify with the objectives and interests of the business.	Buil et al., 2019

<div align="right">(Source: Author)</div>

4.6.2 Measurement

The author deployed the questionnaire with a 7-point Disagree Agree scale in English. Based on the qualitative research's results, eight items were utilized to measure the coaching informally from supervisor and colleagues by Heslin (2006). In addition, from Eisenberger et al. (1997) eight items were adopted to measure perceived organizational support. Similarly, to measure the faculty staff's performance, questionnaire was utilized and developed by Ozcelik & Barsade (2018) containing four items to measure job performance of faculty staff. Finally, four items adopted from Sun & Wang (2016) to measure the moderator transformational leadership as shown in **table 7.**

Table 7. Constructs

Constructs		**Items**	**source**
Informal coaching			
	Informal coaching from supervisors	- "My direct supervisor provides guidance regarding performance expectations effectively." - "My direct supervisor helps me to analyze my performance." - "My direct supervisor acts as a sounding board for me to develop my ideas." - "My direct supervisor facilitates creative thinking to help solve problems." - "My direct supervisor encourages me to explore and try out new alternatives." - "My direct supervisor expresses confidence that I can develop and improve." - "My direct supervisor encourages me to continuously develop and improve." - "My direct supervisor supports me in taking on new challenges."	Heslin, 2006

	Informal coaching from colleagues	- "Someone from my colleagues provides me guidance regarding performance expectations effectively." - "Someone from my colleagues helps me to analyze my performance." - "Someone from my colleagues acts as a sounding board for me to develop my ideas." - "Someone from my colleagues encourages me creative thinking to help solve problems." - "Someone from my colleagues encourages me to explore and try out new alternatives." - "Someone from my colleagues expresses confidence that I can develop and improve." - "Someone from my colleagues encourages me to continuously develop and improve." - "Someone from my colleagues supports me in taking on new challenges."	Heslin, 2006
Perceived organizational support			
		- "My organization cares about my opinions." - "My organization really cares about my well-being." - "My organization strongly considers my goals and values." - "Help is available from my organization when I have a problem." - "My organization would forgive an honest mistake on my part." - "If given the opportunity, my organization would not take advantage of me." - "My organization shows much concern for me." - "My organization is willing to help me if I need a special favor."	**(Eisenberger et al., 1997)**
Job performance			

		- "I satisfactorily complete assigned duties." - "I am an effective performer." - "I am a good individual contributor." - "I respond to the needs of others in my work place."	**(Ozcelik & Barsade, 2018)**
Transformational Leadership			
		- "My direct supervisor places the learning needs of staff ahead of personal and political interests." - "My direct supervisor communicates a clear vision for staff." - "My direct supervisor encourages open communication on important organization's issues." - "It is okay to discuss feelings, worries, and frustrations with my direct supervisor."	(Sun & Wang, 2016)

(Source: author)

4.6.3 Data collection

Based on the results from qualitative research, a questionnaire was created as a method of conducting the quantitative research. According to Saunders et al. (2009), the survey method is well-suited for collecting quantitative data, enabling the measurement of relationships between variables and the formulation of a relational framework. Creswell (2021) notes that survey design provides a quantitative overview of trends, attitudes, and opinions within a population, as well as tests for associations between variables by analyzing a sample from that population. Each item on the survey questions then was evaluated based on its relevance and compatibility with the model's clear specification.

The questionnaire was adopted in English first, then translated into Vietnamese. All survey items, which were published in English, then were revised and translated into the language of the country, Vietnamese, before being distributed to respondents. When the translation was finished, six specialists read it and provided feedback on the Vietnamese version. In order to determine what needed to be changed before official data collection is put into place, a pilot study that Burns and Bush (2003) recommended was conducted. As a result, in accordance with the recommendation of Zikmund et al. (2013), the instrument was pretested with 90 respondents to identify the usefulness, transparency, validity and clarity of the survey questions, the accessibility and functionality of the online survey instrument, and the time required to complete the survey. They were required to give opinions such as words or phrases

that confused them and to check the inaccuracies and misinterpretations of the translated questionnaire. The author amended the questionnaire in response to their suggestions. Some changes may be made to increase the effectiveness, for instance assigning fewer questions per page and amending the Vietnamese language to make it simpler to understand the meaning.

Finally, the official survey was collected both online (through google form) and on paper. There were no monetary or in-kind incentives available.

To test the hypotheses, a time-lag study was used to minimize the emergence of bias by examining the responses of different academic staff at different points of time (Podsakoff et al., 2003). The self-reported questionnaire was based on 7-point Likert scale, which was done through Google Docs link and paper-based questionnaires for the target respondents who were willing and available to respond the questionnaire. At the start of data collection for this study, the author contacted the Directors of Research Departments of 35 higher education institutions for their survey permission. Specifically, they helped to contact and approach the targeted respondents.

At time 1, each university's Director of Research Management Department would serve as the primary point of contact for the survey. They were sent both a printed copy and an online link to the survey, which they helped distribute and collect within their institution. These directors were briefed about the survey's purpose and the prospective respondents. In the survey, it was required the respondents to fill in their personal email address, which was useful and necessary for time 2 survey. The hard copies of the questionnaire were then returned to the author's home address. Employees completed measures of informal coaching from supervisors and colleagues, as well as transformational leadership variables, at Time 1.

Two months later, using the emails collected from respondents at time 1, the author sent them an online link of the time-2 survey. They gave information about perceived organizational support and individual work performance variables at time 2.

4.6.4 Research context, population and sampling

The poll included 35 universities which were distributed across Vietnam. As discussed, the Directors of Research Management Department were the primary points of contact for the survey. The Directors of Research Management Department were instructed about the research targeted respondents who should be in various areas of expertise in their institutions. This was because such respondents would provide a deeper level of understanding about the efficiency of coaching activities in the universities. This selection was identical to the study of Pham et al. (2023) Respondents were those who were available at a given time, and willing to participate in the survey.

As mentioned earlier, this study employed a time-lag approach to data collection, which addressed a prevalent methodological bias (Podsakoff et al., 2003).

Numerous studies have implemented a two-month interval between data collection periods (e.g., Ali et al., 2020; Pham et al., 2023).

Hair et al (2017) emphasizes that PLS-SEM works well with complex models and small sample sizes, with the minimum sample size be 10 times the total number of structural paths in the structural model that are aimed toward a certain construct; thus, the minimum sample size for this model can be 100, while the sample size determined by A-priori sample size is 119. According to Garson (2016), and Hair et al (2017), a larger sample size increases the statistical power, precision, consistency, and reliability of PLS-SEM estimations; thus, the minimum sample size in this study should be 119.

After repeating the supportive reminders from the Directors, the respective number of 977 and 784 completed responses between two times. After deleting missing data by 16 respondents, the final sample which was accepted for research includes 768. Responses were matched by their email addresses provided between two times of collection. This sample size was consistent with Hair et al (2017). Then, the data of 768 academic staff at different universities was analyzed using certain statistical procedures.

4.6.5 Data analysis

In this thesis, Partial Least Squares Structural equation modeling (PLS-SEM) was used to test the hypothesized model. The following steps were taken to analyze the data:

- First of all, a reliability and consistency examination were undertaken in order to see if the measures are appropriate for the measurement of constructs. Convergent validity and construct reliability are used to assess internal consistency. Cronbach's alpha values and factor loadings' statistical significance were evaluated.

- Second, discriminant validity was tested to see if constructs genuinely differ from one another.

- Finally, Partial Least Squares structural equation modeling (PLS-SEM) using Smart-PLS software was applied for statistical testing of the relationships which were proposed in the hypotheses.

4.7 Quantitative research results

As discussed, a time-lag study was used in this research by examining the responses of different academic staff at different points of time (Podsakoff et al., 2003). The questionnaire was done through Google Docs link and paper-based questionnaires. The Directors of Research Departments of 35 higher education institutions helped to contact and approach the targeted respondents.

At time 1, the Directors of Research Management Department helped to distribute and collect both a printed copy and an online link of the survey within their institution. In the survey, it was required the respondents to fill in their personal email address,

which was useful and necessary for time 2 survey. The hard copies of the questionnaire were then returned to the author's home address.

At time 1, employees completed measures of informal coaching from supervisors and colleagues, as well as transformational leadership variables.

Two months later, using the emails collected from respondents at time 1, the author invited them to assess perceived organizational support and job performance by sending them an online link of the time-2 survey.

4.7.1 Participants' demographic information

After the Directors helped to remind the target respondents, the respective number of 977 and 784 completed responses between two times. There were valid 768 responses. The respondents were specified in **Table 8**. This study sample is equally dominated between female and male (50.78% against 49.22% respectively). For educational distribution, the respondents holding Master degree constitute a largest percentage of all with 41.15%. In addition, the respondents aged between 36 and 45 outnumber other ages (31.25%), while the number of respondents having less than 8 working experience years is the largest (32.94%). The lecturers with the income from 14 to 21 million VND mostly respond to fill out the questionnaires. I also easily approached the university sized between 10,000 and 20,000 students.

Table 8. Demographic and Descriptive Information

Criteria		Number of Respondents	Percentage
Gender	Female	390	50,78%
	Male	378	49,22%
Age	Younger than 25	97	12,63%
	From 25 to 35	198	25,78%
	From 36 to 45	240	31,25%
	From 46 to 55	129	16,79%
	Older than 55	104	13,55%
Number of years working for the university (NYWU)	Less than 8 years	253	32,94%
	From 8 to 15 years	214	27,86%
	From 16 to 23 years	132	17,18%
	From 24 to 31 years	87	11,32%

Criteria		Number of Respondents	Percentage
	More than 31 years	82	10,7%
Qualification levels (QL)	Undergraduate	165	21,48%
	Master degree	316	41,15%
	Doctoral degree	177	23,05%
	Others	110	14,32%
Job titles (JT)	Academic staff	162	21,09%
	Lecturers	255	33,20%
	Academic managers	129	16,79%
	Deans/Vice deans	116	15,10%
	Others	106	13,82%
Income	Less than 7 million VND	188	24,47%
	From 7 -14 million VND	186	23,66%
	From 14 -21 million VND	267	33,97%
	More than 21 million VND	127	17,9%
Size of universities (based on number of students) (SU)	Less than 10.000 students	198	25,78%
	From 10.000-20.000 students	379	49,35%
	More than 20.000 students	191	24,87%

(Source: author)

4.7.2 Descriptive analysis

The standard deviation (SD) measures how well the mean represents the data that was gathered. As a result, when the SD is high and the scores are more widely distributed around the mean, the mean is a poor representation of the data. Conversely, a lower standard deviation denotes fewer scattered data points around the mean, which means the data is effectively represented. According to **table 9–13**, it was possible to draw the conclusion that respondents had favorable perceptions of all constructs in this study because their means were all reasonably high. Despite some response variability, as the standard deviations show, the results implied that the data were not overly scattered from the averages (**see table 9-13**). Understanding the overall responses was made easier by these data, which offered insights into how respondents viewed the constructs being examined in the research. As a result, it was possible to draw the conclusion that each variable in the data set could be represented by the mean value. The mean values of all 32 scale items of the study would be evaluated and interpreted. The interpretation of mean values was carried out with reference to the seven-point scale response format for all questionnaire items. A value of seven (7) represented the highest score and one (1) indicated the lowest score.

Table 9 showed the mean values for Informal Coaching from Supervisors (ICFS) items, which assessed informal coaching from direct supervisors, ranging from 5.521 to 5.690, which indicated that staff had positive perceptions of the coaching they received from their supervisors. Standard deviations varied between 1.047 and 1.139 (**as Table 9**). These values suggested moderate variability in responses, but they were not excessively dispersed from the means. The highest mean value was associated with item 6 ("My direct supervisor expresses confidence that I can develop and improve"), and the lowest mean was for item 2 ("My direct supervisor helps me to analyze my performance").

Table 9. Descriptive Analysis for Items of Informal Coaching from Supervisors (ICFS)

Research Items	Mean	Std. Dev.
ICFS (Informal coaching from supervisors)		
1. "My direct supervisor provides guidance regarding performance expectations effectively."	5.581	1.139
2. "My direct supervisor helps me to analyze my performance."	5.521	1.108

Research Items	Mean	Std. Dev.
3. "My direct supervisor acts as a sounding board for me to develop my ideas."	5.544	1.085
4. "My direct supervisor facilitates creative thinking to help solve problems."	5.585	1.123
5. "My direct supervisor encourages me to explore and try out new alternatives."	5.626	1.047
6. "My direct supervisor expresses confidence that I can develop and improve."	5.690	1.068
7. "My direct supervisor encourages me to continuously develop and improve."	5.685	1.086
8. "My direct supervisor supports me in taking on new challenges."	5.607	1.118

(Source: author)

For the items of Informal Coaching from Colleagues (ICFC), the mean values were between 5.579 and 5.729 (**as table 10**), which indicated that employees had positive perceptions of the coaching they received from their colleagues. Standard deviations ranged from 0.987 to 1.106, indicating a moderate level of variability among responses.The highest mean value was for item 6 ("Someone from my colleagues expresses confidence that I can develop and improve"), while the lowest mean was for item 2 ("Someone from my colleagues helps me to analyze my performance").

Table 10. Descriptive Analysis for Items of Informal Coaching from Colleagues (ICFC)

Research Items	Mean	Std. Dev.
ICFC (Informal coaching from colleagues)		
1. "Someone from my colleagues provides guidance regarding performance expectations effectively."	5.638	1.094
2. "Someone from my colleagues helps me to analyze my performance."	5.579	1.069

Research Items	Mean	Std. Dev.
3. "Someone from my colleagues acts as a sounding board for me to develop my ideas."	5.638	1.106
4. "Someone from my colleagues encourages creative thinking to help solve problems."	5.669	1.059
5. "Someone from my colleagues encourages me to explore and try out new alternatives."	5.629	1.058
6. "Someone from my colleagues expresses confidence that I can develop and improve."	5.729	1.020
7. "Someone from my colleagues encourages me to continuously develop and improve."	5.634	1.078
8. "Someone from my colleagues supports me in taking on new challenges."	5.720	0.987

(Source: author)

Items of Perceived Organizational Support (POS) had mean values ranging from 5.207 to 5.354, which indicated that employees perceived a positive level of support from their organization (**as table 11**). Standard deviations varied between 1.268 and 1.325, suggesting moderate variability in responses. The highest mean value was associated with item 1 ("My organization cares about my opinions"), while the lowest mean was for item 6 ("If given the opportunity, my organization would not take advantage of me").

Table 11. Descriptive Analysis for Items of Perceived Organizational Support (POS)

Research Items	Mean	Std. Dev.
POS (Perceived organizational support)		
1. "My organization cares about my opinions."	5.354	1.269
2. "My organization really cares about my well-being."	5.240	1.314

Research Items	Mean	Std. Dev.
3. "My organization strongly considers my goals and values."	5.236	1.288
4. "Help is available from my organization when I have a problem."	5.345	1.268
5. "My organization would forgive an honest mistake on my part."	5.280	1.325
6. "If given the opportunity, my organization would not take advantage of me."	5.207	1.303
7. "My organization shows much concern for me."	5.233	1.300
8. "My organization is willing to help me if I need a special favor."	5.342	1.278

(Source: author)

Items of job performance (JP) had mean values for JP items, which represented self-assessed job performance, falled within the range of 5.600 to 5.721, which indicated that employees had positive perceptions of their job performance. Standard deviations ranged from 1.074 to 1.189, indicating moderate variability in self-assessments.The highest mean value was for item 2 ("I am an effective performer"), while item 1 ("I satisfactorily complete assigned duties") had the lowest mean **(as table 12).**

Table 12. Descriptive Analysis for Items of job performance (JP)

Research Items	Mean	Std. Dev.
JP (Job performance)		
1. "I satisfactorily complete assigned duties."	5.600	1.162
2. "I am an effective performer."	5.721	1.074
3. "I am a good individual contributor."	5.634	1.189
4. "I respond to the needs of others in my workplace."	5.672	1.118

(Source: author)

Finally, items of transformational Leadership (TL) had mean values varying between 5.378 and 5.573, which indicated that staff had positive perceptions of the

transformational leadership qualities of their direct supervisors. Standard deviations ranged from 1.175 to 1.229, suggesting moderate variability in responses. The highest mean value was for item 3 ("My direct supervisor encourages open communication on important organization's issues"), while item 1 ("My direct supervisor places the learning needs of staff ahead of personal and political interests") had the lowest mean (**table 13**).

Table 13. Descriptive Analysis for Items

Research Items	Mean	Std. Dev.
TL (Transformational leadership)		
1. "My direct supervisor places the learning needs of staff ahead of personal and political interests."	5.378	1.229
2. "My direct supervisor communicates a clear vision for staff."	5.499	1.189
3. "My direct supervisor encourages open communication on important organization's issues."	5.573	1.175
4. "It is okay to discuss feelings, worries, and frustrations with my direct supervisor."	5.499	1.177

(Source: author)

4.7.3 Reliability and Validity Measures

The assessment of dimensionality and reliability of constructs involved several procedures, including internal consistency analysis (Cronbach's Alpha) and factor analysis. Cronbach's alpha analysis was conducted to evaluate the internal consistency and reliability of the constructs, with a focus on item-to-total correlations and alpha values. Factor analysis was employed to identify questionnaire items with high factor loadings, confirm the dimensionality of each study construct, and compare the selected items with those proposed in the theoretical framework. In determining the number of dimensions to extract from a principal component factor analysis, the latent roots (eigenvalues) were utilized. According to Hair et al. (2006), several criteria must be satisfied: factor loadings should exceed 0.6, eigenvalues should be greater than 1, the cumulative explained variance should be above 60%, the item-to-total correlation should surpass 0.3, and the coefficient alpha (α) should be greater than 0.7.

The outcomes (**as shown in Table 14**) suggested a dependable reliability, as both Cronbach's alpha and composite reliability surpass the standard. The current data demonstrates adequate convergent validity, as all AVE (Average Variance Extracted) values are above 50%, which meets the requirement set by Hair et al. (2014).

Table 14. Factor Analysis and Reliability Test

Research Items	Factor Loading	Cronbach's alpha	Composite Reliability	Average Variance Extracted
ICFS (Informal coaching from supervisors)				
ICFS1	0.770	0.907	0.910	0.605
ICFS2	0.752			
ICFS3	0.763			
ICFS4	0.786			
ICFS5	0.796			
ICFS6	0.767			
ICFS7	0.775			
ICFS8	0.810			
ICFC (Informal coaching from colleagues)				
ICFC1	0.870	0.949	0.950	0.737
ICFC2	0.850			
ICFC3	0.867			
ICFC4	0.859			
ICFC5	0.870			
ICFC6	0.849			
ICFC7	0.870			
ICFC8	0.833			
POS (Perceived organizational support) ($R^2 = 0.230$)				
POS1	0.724	0.883	0.886	0.551
POS2	0.720			
POS3	0.764			
POS4	0.743			
POS5	0.742			
POS6	0.733			
POS7	0.750			
POS8	0.759			
JP (Job performance) ($R^2 = 0.351$)				
JP1	0.788	0.785	0.792	0.608
JP2	0.745			
JP3	0.822			
JP4	0.761			

Research Items	Factor Loading	Cronbach's alpha	Composite Reliability	Average Variance Extracted
TL (Transformational leadership)				
TL1	0.794	0.785	0.788	0.607
TL2	0.794			
TL3	0.778			
TL4	0.750			

(Source: author)

Hair et al. (2012) emphasize that the coefficients of determination (R^2), which reflect the proportion of variance explained for each endogenous latent variable, are a key criterion for evaluating PLS models. Additionally, Hair et al. (2011) state that the average variance extracted (AVE) must exceed 0.5 to confirm convergent validity, ensuring that latent variables explain more than half of the variance in their indicators. For robust shared variance among indicators, the composite reliability (CR) should be above 0.6.

As shown in Table 15, the internal consistency reliability of the model is confirmed, with composite reliability values ranging from 0.788 to 0.950 and Cronbach's alpha from 0.785 to 0.949, both meeting the recommended thresholds (Hair et al., 2017).

Table 15. Assessment of the Measurement Model

Construct	AVE	CR	Cronbach's Alpha (α)	R^2
ICFS	0.605	0.910	0.907	-
ICFC	0.737	0.950	0.949	-
POS	0.551	0.886	0.883	0.230
JP	0.608	0.791	0.785	0.351
TL	0.607	0.788	0.785	-

Notes: ICFC: Informal coaching from colleagues; ICFS: Informal coaching from supervisors; JP: job performance; POS: perceived organizational support; TL: transformational leadership

(Source: author)

4.7.4 Common Method Variance Issue

The term "common method variance" (CMV) refers to the overlap of variance between two variables that arises from the measurement type used rather than from a true relationship between the variables (Teo, 2011). Campbell and Fiske (1959) noted that one effect of CMV is the exaggeration of observed correlations, which can lead to misleading support for theories. To mitigate the potential common method bias,

this study applied a time-lagged design (Chang et al., 2010). This approach, as suggested by Podsakoff et al. (2012), helps lessen the influence of common method variance on the results. Moreover, the research targeted respondents with various areas of expertise in their current institutions. This was because such respondents would provide a deeper level of understanding about the coaching activities in the institutions. This selection was identical to the study of Pham et al. (2023). Third, the author also used the Harman's single factor with the goal of checking the common method variance. The problem of common method variance exists if the variance of first factor exceeds 50% of the total variance (Podsakoff et al., 2003). The average communality, serving as an estimate for the overall variance explained by the single factor, was approximately 28.73%. According to the guideline set by Podsakoff et al. (2003), if the variance of the first factor exceeds 50% of the total variance, common method variance would be a concern. In this case, the average communality did not exceed this threshold, suggesting that common method variance is likely not a significant issue in the dataset.

Furthermore, discriminant validity was evaluated by comparing the square root of the AVE with Pearson correlations between constructs. All AVE estimations should be greater than the inter construct square correlation estimates (Hair, et al., 2006). It is observed from **table 16** that the square roots of the average variance extract (AVE) for each latent variable are higher than the correlations between any two pairs of constructs. Additionally, the AVE values for each variable are greater than the maximum shared squared variance (MSV) for that variable. Therefore, the measurement model ensures discriminant validity.

Table 16. Correlations

	MSV	ICFC	ICFS	JP	POS	TL
ICFC	0.117	**0.858**				
ICFS	0.130	0.305	**0.778**			
JP	0.215	0.307	0.361	**0.780**		
POS	0.174	0.294	0.256	0.376	**0.742**	
TL	0.215	0.342	0.296	0.464	0.417	**0.779**

Notes: Diagonal values are the square root of AVE; correlations of the constructs are below the diagnols; ICFC: Informal coaching from colleagues; ICFS: Informal coaching from supervisors; JP: job performance; POS: perceived organizational support; TL: transformational leadership

(Source: author)

4.7.5 Hypotheses Testing

In this study, through a time-lagged data set, the author employed partial least squares structural equation modeling to run the whole understudy model. The findings presented in **Table 17** demonstrated a significant positive impact of informal coaching from supervisors (ICFS) on employee job performance (JP) ($\beta = 0.246$, $p < 0.001$) and perception of organizational support (POS) ($\beta = 0.144$, $p < 0.001$). Thus, hypotheses H1A and H2A were supported.

The findings supported hypotheses H1B and H2B as informal coaching from colleagues was observed to have a positive influence on both job performance (β = 0.085, p < 0.05) and perceived organizational support (β = 0.159, p < 0.001). The relationship between informal coaching from colleagues and job performance was weak, although still significant.

Table 17. Assessment of Hypothesis Testing (Direct Influences)

Hypotheses	Path	Standardize Estimate	*t*-value	*p*-value	Conclusion
H1B	ICFC ⇨ JP	0.085*	2.163	0.031	Supported
H2B	ICFC ⇨ POS	0.159***	4.605	<0.001	Supported
H1A	ICFS ⇨ JP	0.246***	6.133	<0.001	Supported
H2A	ICFS ⇨ POS	0.144***	3.811	<0.001	Supported
	POS ⇨ JP	0.158***	4.058	<0.001	Supported
	Age ⇨ JP	0.024	0.887	0.375	
	Gender ⇨ JP	-0.095	1.621	0.105	
	Income ⇨ JP	-0.002	0.054	0.957	
	Job titles ⇨ JP	0.051	1.769	0.077	
	Number of years working for the university ⇨ JP	0.066*	2.378	0.017	
	Qualification levels ⇨ JP	0.048	1.729	0.084	
	Size of universities (based on number of students) ⇨ JP	0.024	0.865	0.387	

Notes: *p < 0.05, **p < 0.01, ***p < 0.001; ICFC: Informal coaching from colleagues; ICFS: Informal coaching from supervisors; JP: job performance; POS: perceived organizational support.

(Source: author)

Additionally, **Table 18** showed that informal coaching from supervisors was found to influence job performance positively and indirectly (β = 0.023, p < 0.01) via perceived organizational support. Also, informal coaching from colleagues was found to influence job performance positively and indirectly (β = 0.025, p < 0.01) via

perceived organizational support. Both of these relationship in hypotheses H3A and H3B were significant but quite weak.

Table 18. Evaluation of Hypothesis Testing (Indirect Influences)

Hypotheses	Path	Standardize Estimate	*t*-value	*p*-value	Conclusion
H3A	ICFS => POS => JP	0.023**	2.772	0.006	Supported
H3B	ICFC => POS => JP	0.025**	2. 956	0.003	Supported

*Notes: *p < 0.05, **p < 0.01, ***p < 0.001; ICFC: Informal coaching from colleagues; ICFS: Informal coaching from supervisors; JP: job performance; POS: perceived organizational support*

(Source: author)

Next, the results in **table 19** concluded that hypotheses H4A and H5A is supported, anticipating that transformational leadership would moderate the connections between informal coaching from supervisors and job performance, between informal coaching from supervisors and perceived organizational support. Specifically, the moderating effect of transformational leadership on the path from informal coaching from supervisors to job performance is 0.148 at p<0.001, the path from informal coaching from supervisors to perceived organizational support is 0.124 at p < 0.01.
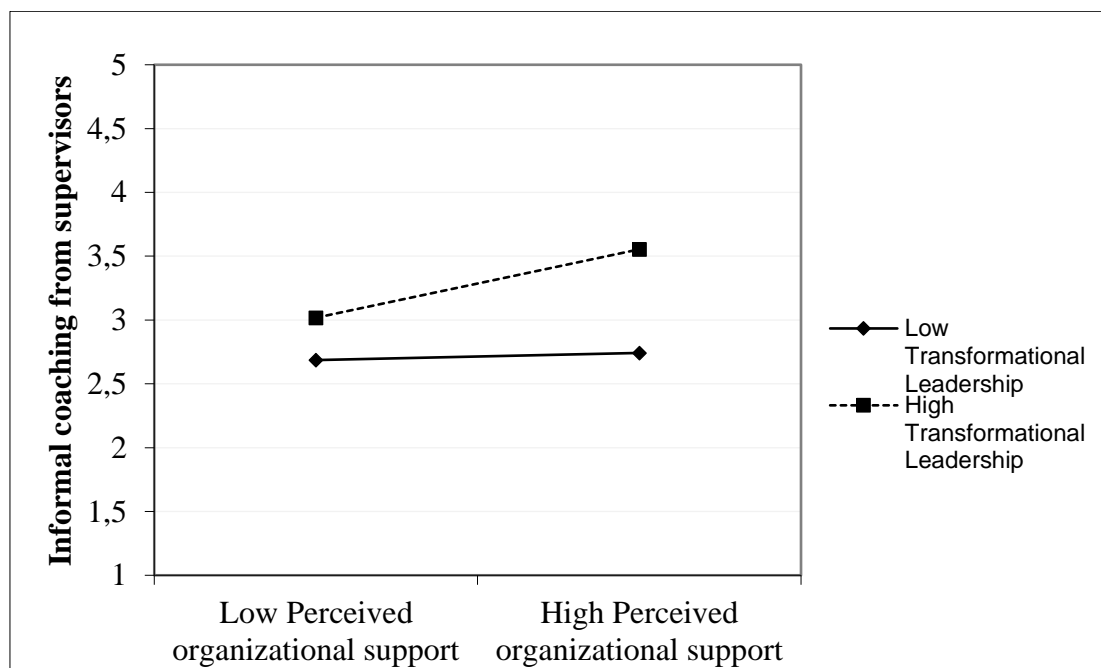

Figure 3. The moderating impact of transformational leadership on the connection between informal coaching from supervisors and perceived organizational support

(Source: author)

Figure 4. The moderating effect of transformational leadership on the connection between informal coaching from supervisors and job performance

Table 19. Evaluation of Hypothesis Testing (Interactive Influences)

Hypotheses	Path	Standardize Estimate	*t*-value	*p*-value	Conclusion
H4A	TL x ICFS ⇨ JP	0.148***	3.591	<0.001	Supported
H5A	TL x ICFS ⇨ POS	0.124**	3.181	0.001	Supported
H4B	TL x ICFC ⇨ JP	-0.057	1.864	0.062	Rejected
H5B	TL x ICFC ⇨ POS	0.033	0.961	0.337	Rejected

*Notes: *p < 0.05, **p < 0.01, ***p < 0.001; ICFC: Informal coaching from colleagues; ICFS: Informal coaching from supervisors; JP: job performance; POS: perceived organizational support; TL: transformational leadership*

By contrast, the analysis found that leadership did not exert a moderating impact on the connection between informal coaching from colleagues and job performance, and informal coaching from colleagues and perceived organizational support. **Table 19** indicated that the moderating impact of transformational leadership on the path from informal coaching from colleagues to perceived organizational support is 0.033 at p =0.337, the path from informal coaching from colleagues to job performance is -0.057 at p=0.062. Thus, it was concluded that H5B and H4B are not supported.

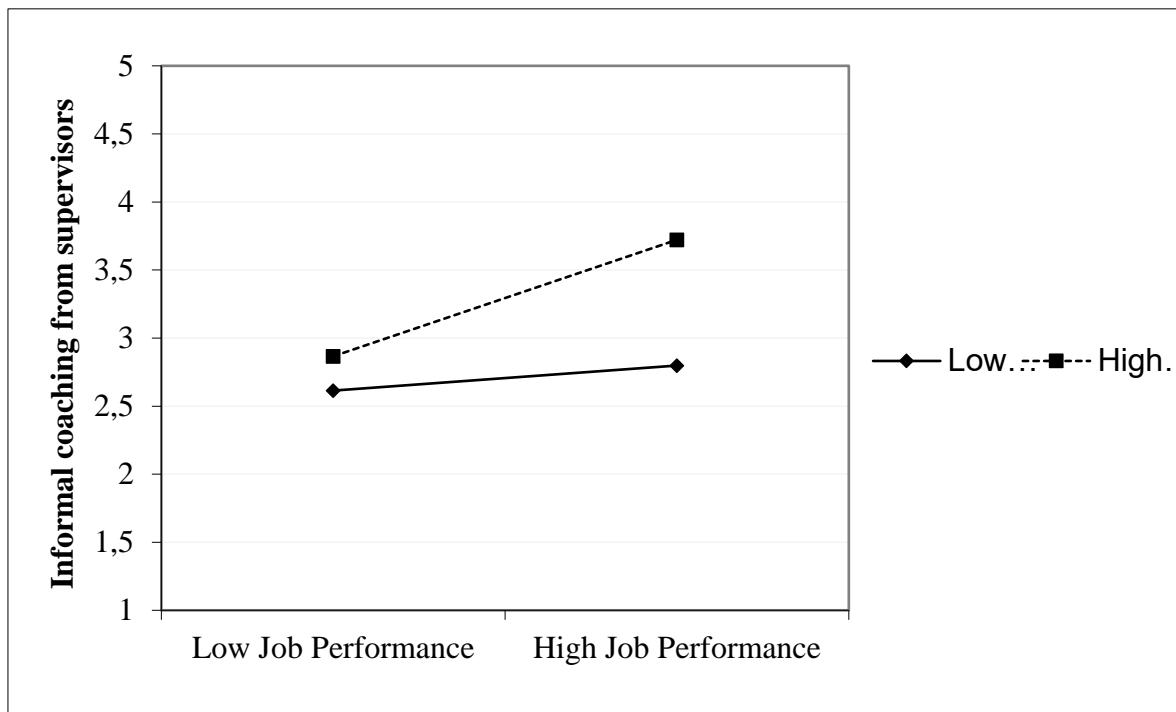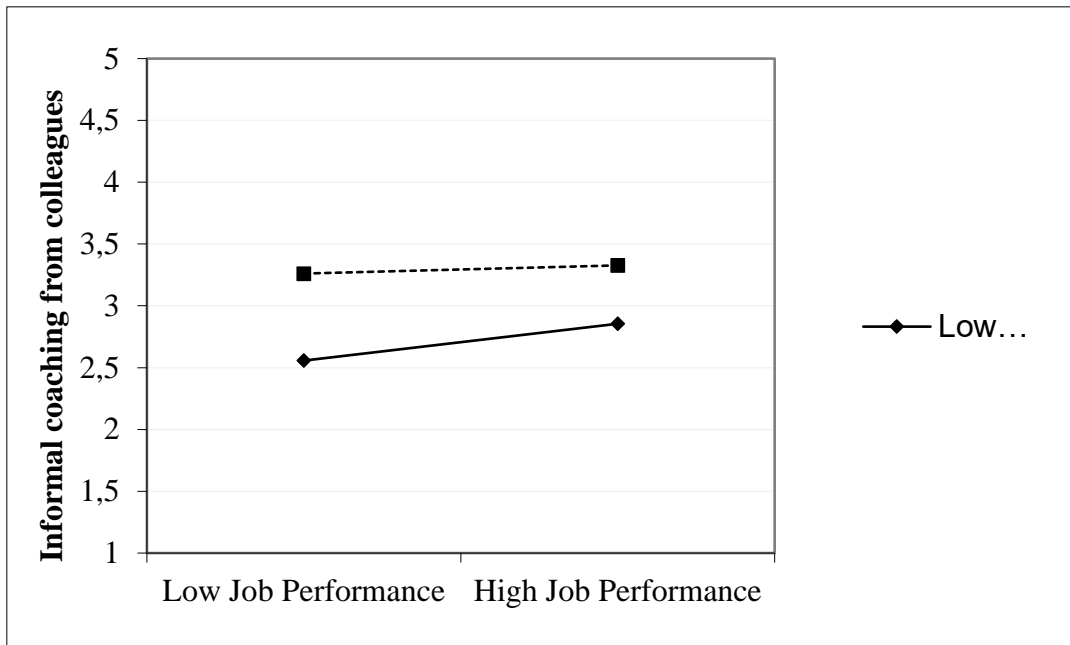*Figure 5. The moderating effect of transformational leadership on the connection between informal coaching from colleagues and job performance*
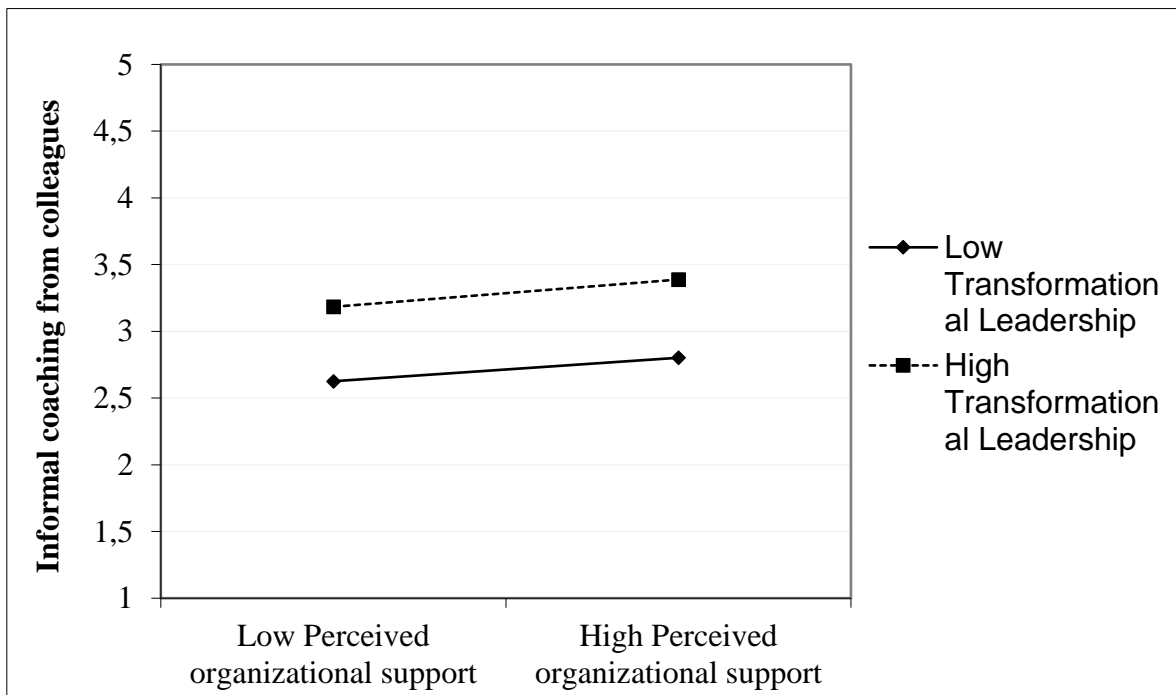
Figure 6. The moderating effect of transformational leadership on the connection between informal coaching from colleague and perceived organizational support

5. DISCUSSIONS

This research aimed to examine the connections between informal coaching from supervisors and colleagues, and academic staff's job performance with the mediating impact of perceived organizational support and the moderating effect of transformational leadership. These findings are highlighted and analyzed in relation to the two research questions outlined below:

- **Research question 1**: Do informal coaching affect faculty staff's job performance?
- **Research question 2**: What is the role of perceived organizational support and transformational leadership towards the effect of informal coaching on faculty staff's job performance?

Table 20 showed the summary of the tested hypotheses. It revealed that in the higher education sector, informal coaching from supervisors and colleagues positively correlates with job performance and perceived organizational support (Hypotheses 1A, 1B, 2A, 2B). Informal coaching from supervisors and colleagues indirectly influences job performance through perceived organizational support (Hypotheses 3A, 3B). Transformational leadership moderates the influence of informal coaching from supervisors on job performance and perceived organizational support, supporting the notion that high transformational leadership enhances the effects of coaching from supervisors (Hypotheses 4A, 5A). However, for coaching from colleagues, transformational leadership's moderating effect was rejected (Hypotheses 4B, 5B).

Table 20. A Summary of the tested hypotheses

Hypotheses	Path	Supported/ Rejected	Strength of the influence
Hypothesis 1A	Informal coaching from supervisors is positively related to job performance in higher education sector.	Supported	Strong
Hypothesis 1B	Informal coaching from colleagues is positively related to job performance in higher education sector.	Supported	Weak
Hypothesis 2A	In higher education sector, informal coaching from supervisors is positively related to perceived organizational support.	Supported	Strong
Hypothesis 2B	In higher education sector, informal coaching from colleagues is positively	Supported	Strong

Hypotheses	Path	Supported/ Rejected	Strength of the influence
	related to perceived organizational support.		
Hypothesis 3A	*Informal coaching from supervisors indirectly impacts job performance via perceived organizational support in higher education sector.*	*Supported*	*Weak*
Hypothesis 3B	*Informal coaching from colleagues indirectly impacts job performance via perceived organizational support in higher education sector.*	*Supported*	*Weak*
Hypothesis 4A	*Transformational leadership moderates the impact of informal coaching from supervisors on job performance, such that the impact at the high transformational leadership level is better than the impact at low transformational leadership.*	*Supported*	*Strong*
Hypothesis 4B	*Transformational leadership moderates the impact of informal coaching from colleagues on job performance, such that the impact at the high transformational leadership level is better than the impact at low transformational leadership.*	*Rejected*	*-*
Hypothesis 5A	*Transformational leadership moderates the impact of informal coaching from supervisors on perceived organizational support, such that the impact at the high transformational leadership level is better than the impact at low transformational leadership.*	*Supported*	*Strong*
Hypothesis 5B	*Transformational leadership moderates the impact of informal coaching from colleagues on perceived organizational support, such that the impact at the high transformational leadership level is better than the impact at low transformational leadership.*	*Rejected*	*-*

(Source: author)

The direct effects of informal coaching and perceived organizational support on faculty staff's job performance

Informal coaching from supervisors has already examined their importance for employee performance and perceived organizational support. The data analysis findings of this research indicated that informal coaching from supervisors had significant impacts on employee's job performance and perceived organizational support as shown in **table 16** (β = 0.246, p < 0.001; and β = 0.144, p < 0.001 respectively). Thus, informal coaching from supervisors was exposed to be an important role to promote positive behaviors, enabling staff to making extra efforts to improve work performance. These results could corroborate with the findings of previous studies of Ellinger et al., 2003; Agarwal et al., 2009; Liu & Batt, 2010; Elmadağ et al., 2008; Kim & Kuo, 2015, which found the positive impact of coaching on staff performance. In its essence, informal coaching in the context of higher education institutions prompt more beneficial effects, including promote employee learning, improve performance, help individuals achieve their goals at work, and boost morale in the workplace.

Although the association between informal coaching from colleagues and employee's job performance and perceived organizational support were significant, the relationship between informal coaching from colleagues, and employee's job performance was quite weak. The findings of the analysis revealed that informal coaching from colleagues had impacts on employee's job performance and perceived organizational support (β=0.085, p-value=0.028; β=0.159, p-value=0.001 respectively). This is understandable given that the informal coaching from peers relies mainly on the level of willingness between the coach and coachee to assist each other in resolving problems at any time. Thus, these relationships could not be strong enough when the higher education institutions still do not have any official policies on this.

The mediating influence of perceived organizational support towards the effect of informal coaching from supervisors and colleagues on faculty staff's job performance

The findings of the analysis revealed that the mediating role of perceived organizational support in between informal coaching from supervisors and peers, and job performance were significant (β=0.023, p-value=0.006; β=0.025, p-value=0.003 respectively), but quite weak. It had come to the author's notice through systematic literature review that staff who receive informal coaching practices from supervisors or colleagues are more likely to perceive high level of organizational support and in turn reciprocate through increased job performance. Furthermore, my dissertation absorbs from social exchange theory (Blau, 1964) which posits that by emphasizing the importance of reciprocity and mutual benefit in social relationships, social exchange theory helps to explain why employees who receive coaching practices and support from their organization are more likely to feel committed to the organization

and reciprocate through increased job performance. Hence, the significance of perceived organizational support in between informal coaching from supervisors and peers, and job performance is a noteworthy finding through this thesis and are in tandem with results of Burke (2003), Rhoades et al. (2001); and Allen et al. (2003). Nonetheless, the observed associations between the variables under investigation exhibited relatively modest strengths. This outcome can be rationalized by the fact that job performance evaluations were predominantly based on self-assessments provided by employees. Consequently, the findings primarily reflect a unidimensional perspective of job performance. An alternative methodological approach would involve the utilization of performance assessments conducted by supervisors. Although this approach is more intricate and resource-intensive, it has the potential to yield more nuanced and discriminative performance measures. Consequently, the current research findings may not attain the requisite level of statistical significance to convincingly advocate for the prioritization of informal coaching in the practices of managers and leaders within Higher Education Institutions.

The moderating effects of transformational leadership to the connections from informal coaching to perceived organizational support, and informal coaching to job performance

The results supported the moderating role of transformational leadership in the connections between informal coaching from supervisors and job performance (β=0.148, p-value <0.001), between informal coaching from supervisors and perceived organizational support (β=0.124, p-value < 0.01). The analysis of the moderating figure indicates that when transformational leadership is at higher levels, the slope of the line is steeper and significantly surpasses the slope observed at lower levels of transformational leadership. This has come to the author's notice through systematic literature review that transformational leaders who provide positive work environment can enhance the effectiveness of managerial coaching behaviors and lead to more effective job performance and a higher level of perceived organizational support. These results could corroborate with the results of previous studies of Vasilaki et al. (2016); Jeong et al. (2016); Kunze & Bruch (2010); and Stinglhamber et al. (2015).

However, the research findings indicate that transformational leadership does not exert a moderating impact on the association between informal coaching from colleagues and employee performance, nor between informal coaching from colleagues and the perception of organizational support. This is not surprising because transformational leaders create a supportive working environment that in turn enhances the effectiveness of coaching (Baig et al., 2021). In fact, informal coaching from colleagues relies mainly on the level of willingness between coach and coachee to assist each other in resolving problems at any time, rather than a supportive work environment (e.g., learning opportunities, facilitating career growth). Thus, these findings suggested that employees who operate under transformational leaders and within organizations that prioritize informal coaching are more likely to engage in

behaviors that are beneficial for informal coaching from supervisors rather than from colleagues. Therefore, this research did not find any evidence to support the notion that the association between informal coaching from colleagues and staff's performance, as well as the relationship between informal coaching from colleagues and perceived organizational support, is significantly impacted by the presence of transformational leaders.

6. CONTRIBUTIONS OF THE STUDY

This research created theoretical and practical implications on informal coaching in higher education sector.

6.1 Theoretical contributions

The study's main goal, as stated in the objective part, was to develop a comprehensive model to analyze the factors that influence faculty staff job performance. This work contributed in numerous crucial ways to filling the gaps identified in the literature evaluation.

Firstly, informal coaching from supervisors has already revealed their importance for employee performance. By using the social exchange theory, the results have identified the role of informal coaching to job performance in higher education institutions. By investigating the influence of informal coaching from supervisors on staff's job performance, this research added significant value to the current body of literature (Ellinger et al., 2003; Agarwal et al., 2009; Liu & Batt, 2010; Elmadağ et al., 2008; Kim & Kuo, 2015) by looking at a narrower area of coaching; that is the connection between informal coaching and employee's job performance. Moreover, this study also tackled the limitation about the generalizability in the study findings of previous qualitative studies by adopting a quantitative approach in the larger population.

Second, the study contributes to the current body of literature on this topic by providing nuanced findings about how perceived organizational support mediates the association between informal coaching from supervisors and employee performance in higher education institutions. This suggests that when employees receive informal coaching from their supervisors, they are likely to develop a more positive perception of their organization, which in turn leads to greater work performance. This finding is consistent with previous researches (e.g., Burke, 2003; Rhoades et al., 2001; Allen et al., 2003) that have highlighted the role of perceived organizational support in enhancing employee attitudes and behaviors. By discovering one under-studied mediator (e.g., perceived organizational support) in this relationship, this study extends social exchange theory (Blau, 1964) by incorporating the new factor of perceived organizational support to highlight the behavioral connection between the coaches and coachees in the field of higher education institutions in the developing country as Vietnam.

Third, by developing a model specifically designed to examine the interactive influence of transformational leadership, this study enhances the understanding of the influence of informal coaching from supervisors on employee outcomes and perceptions. The findings emphasize the significance of transformational leadership, highlighting that when employees operate in an organization with a higher number of transformational leaders, informal coaching from supervisors becomes more effective in influencing their behaviors and perceptions within the workplace. In comparison to recent publications on the topic of transformational leadership and employee behaviors (Vasilaki et al., 2016), there is a paucity of empirical researches that have investigated the role of transformational leadership in relation to informal coaching matters. Consequently, gaining a deeper comprehension of how transformational leaders shape the outcomes of informal coaching from supervisors can fill existing research gaps and contribute to the current theoretical knowledge.

Finally, this study contributes to the current literature by examining the influence of informal coaching on staff's performance in a new research area, namely higher education sector, which is a scarcity of research on the application of informal coaching into higher education institutions of one developing country. This research assumes that its findings can be broadly applied in other developing countries.

6.2 Practical contributions

The results of the investigation offer insightful information that should particularly interest university administrators, human resources managers, and human resource consulting firms working with higher education institutions, as well as government authorities in charge of monitoring educational policy. These findings provide doable solutions to urgent issues that universities are facing.

To successfully integrate informal coaching, HEIs should first create an environment that encourages continuous learning and open communication. This can be achieved by promoting regular, informal interactions between supervisors, colleagues, and faculty members. Institutions might consider establishing mentorship programs, peer-coaching groups, or regular informal check-ins focused on both personal and professional development. These initiatives can help normalize the practice of informal coaching, making it a natural part of the organizational culture. Research has shown that mentorship serves as a beneficial tool for faculty, particularly for those from underrepresented backgrounds, by providing essential support and guidance in navigating academic challenges (Oller et al., 2021).

Moreover, to cultivate transformational leadership, HEIs should invest in targeted leadership development programs that focus on the key aspects of transformational leadership: inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence. Workshops and training sessions should be designed to equip leaders with the skills necessary to inspire and empower their teams.

For instance, leadership training might include simulations and role-playing exercises that prepare leaders to handle real-world challenges while motivating and intellectually engaging their staff. Such training programs can significantly enhance the capacity of academic leaders to foster an environment conducive to informal coaching and continuous improvement (Martinez et al., 2020).

In addition, HEIs should incorporate transformational leadership behaviors into performance evaluation criteria for academic and administrative leaders. By aligning evaluations with leadership behaviors that prioritize the growth and development of employees, institutions can incentivize leaders to adopt and practice transformational leadership more consistently. This alignment not only reinforces the importance of effective leadership but also ensures that leaders are held accountable for fostering a supportive environment that encourages informal coaching and professional development (Philpott & Dagenais, 2012).

Furthermore, recognizing and rewarding effective informal coaching and transformational leadership is crucial. HEIs can establish recognition programs that highlight and reward leaders and staff who excel in these areas, thereby reinforcing the importance of these practices and encouraging their widespread adoption. By institutionalizing these practices, HEIs can foster a culture that values continuous learning and effective leadership, ultimately leading to enhanced faculty performance and organizational success. Such recognition can motivate individuals to engage more deeply in mentoring relationships and informal coaching, further embedding these practices into the institutional culture (Pfund et al., 2022).

These results can also be used by consulting firms that specialize in education to provide customized advice and assistance to colleges looking to improve faculty performance and job satisfaction through informal coaching programs. They can support in consulting, developing and implementing policies that encourage informal coaching practices, thereby contributing to establishing positive and productive work environments in higher education institutions.

Finally, these findings can help the government authorities create regulations and policies that promote informal coaching activities in higher educational establishments. These findings underscore the need for supportive policies and interventions that foster a culture of informal coaching, ultimately enhancing the quality of faculty and addressing challenges related to talent development and faculty shortages in universities.

7. LIMITATIONS AND FUTURE RESEARCH

While the author recognized the theoretical and practical significance of the study, it is imperative to note that this investigation contains certain limitations and areas for future exploration.

Firstly, this research employs two practices, including informal coaching from supervisors and colleagues, to assess faculty staff performance. However, as suggested by Kalkavan & Katrinli (2014), further inquiry must account for the influence of organizational culture. It is my assertion that scrutinizing coaching behaviors within the context of organizational culture would be beneficial, as every institution harbors a unique culture. Consequently, recognizing the impact of organizational culture may aid all organizations in maximizing the benefits of managerial coaching.

Second, the use of a self-reported methodology in this research introduced limitations that warrant consideration. While self-reported data collection is a common approach performance as in the research of Lorente et al. (2014), especially in studies focusing on staff's job, it is essential to acknowledge its inherent biases and potential drawbacks. In the context of this research, where the primary focus is on staff's job performance, relying solely on self-reported data from employees may introduce a level of subjectivity and social desirability bias. Self-reported measures are susceptible to participants' personal interpretations, perceptions, and motivations, which may influence the accuracy and reliability of the collected data. Participants might provide responses they believe align with expectations or present themselves in a favorable light, potentially leading to an overestimation of the positive job performance. Therefore, researchers must be knowledgeable about the ways to control method biases that might be present in the study. For this reason, the author used Harman's single-factor test and the results reveal that common method variance is not necessarily a serious deficiency in this dataset. Moreover, to mitigate the potential common method bias, this study utilized a time-lagged design (Chang et al., 2010). This approach, as suggested by Podsakoff et al. (2012), helps minimize the influence of common method variance on the results. Moreover, the research targeted respondents with various areas of expertise in their current institutions. This was because such respondents would provide a deeper level of understanding about the coaching activities in the institutions. This selection was identical to the study of Pham et al. (2023). Furthermore, it is important to note that because of the nature of variables under study, the author had to measure it with self-rating measures as the author was interested in the perception of individuals regarding their duty completion, and contribution to organization. The author also wanted to know about the perception of how much they have responded to the needs of others at work. At this point, the author thought that no one better than themselves to report this kind of information.

To address these limitations and enhance the robustness of future research, it is recommended that other researchers consider incorporating a multi-method approach. For instance, alongside self-reported measures, data collection from managerial employees could offer a more objective and comprehensive perspective on job performance. Managers, as direct observers, can provide valuable insights into the coaching practices and leadership styles within the organization, offering a more nuanced and balanced view of the relationships under investigation. Therefore, while

self-reported methodologies are commonly employed, acknowledging their limitations is crucial for ensuring the validity and reliability of research findings. Future studies should consider diversifying data sources, particularly by incorporating managerial perspectives, to obtain a more comprehensive understanding of job performance.

Third, it's essential to acknowledge that this paper marks the inaugural research in Vietnam, an emerging economy, concerning these concerns. To broaden the understanding of these issues and their potential variations across different contexts, it would be highly encouraged to conduct similar studies in more developed countries, allowing for cross-cultural comparisons and insights.

Lastly, while the findings offer novel insights into the implementation of informal coaching and its role in the higher education sector, there remains an opportunity to validate and expand upon these outcomes in alternative industries. While the research was carefully designed to ensure the generalizability of the results, the potential applicability of the findings to diverse sectors could be a fascinating area for further investigation and could offer valuable insights beyond the higher education sector.

8. CONCLUSION

In conclusion, this research showed the significant impact of informal coaching on faculty staff performance in higher education institutions. It illuminates the crucial role of perceived organizational support and transformational leadership in mediating and moderating these relationships. By prioritizing and supporting informal coaching practices, higher education institutions can mitigate challenges, address faculty shortages, and cultivate a positive, productive organizational culture, ultimately benefiting both the institution and its employees.

This study aimed to address significant research gaps concerning informal coaching in higher education institutions and its impact on faculty staff performance. These research gaps included the need to explore informal coaching as a strategy for enhancing individual performance, investigate the mediating roles of perceived organizational support, delve into the moderating effects of transformational leadership, and examine coaching's potential to enhance efficiency among faculty staff in higher education institutions. These gaps are critical in understanding how informal coaching practices contribute to organizational performance and employee outcomes in academic settings.

Combining qualitative and quantitative techniques, this research investigated the complexities surrounding informal coaching practices within higher education institutions in Vietnam. Utilizing a conceptual model and ten hypotheses, this study aimed to uncover the direct, indirect, and interactive effects of informal coaching, perceived organizational support, and transformational leadership on faculty staff's job performance. The survey approach, incorporating a time-lagged design, gathered data from 768 full-time faculty members across 35 universities in Vietnam.

The results showed a positive correlation between employee job performance and the informal coaching provided by supervisors or peers. Perceived organizational support was identified as a mediator in this relationship, emphasizing how informal coaching activities can enhance the perception of organizational support from staff, subsequently enhancing job performance. Notably, transformational leadership significantly influenced the relationship between informal coaching from supervisors and job performance, as well as perceived organizational support. However, no such interaction was observed regarding coaching from peers.

While this study provides valuable insights, it is not without limitations. The research's focus on higher education institutions in Vietnam might limit generalizability to other contexts. Additionally, the study's reliance on self-reported data could introduce response bias. However, these limitations offer opportunities for future research to explore coaching practices in diverse settings and employ multiple data collection methods to ensure robustness.

The study contributes theoretically by applying social exchange theory to explain informal coaching's role in higher education institutions and extends this theory by introducing perceived organizational support as a mediating factor. Practically, the research highlights the importance of informal coaching in improving individual performance. It emphasizes the need for institutions to prioritize informal coaching practices to address faculty quality issues, enhance talent development, and elevate organizational performance. Recommendations include human respurce departments focusing on coaching training programs, promoting informal coaching among colleagues, and developing leadership skills to foster a supportive work environment and staff performance.

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AUTHOR'S CURRICULUM VITAE

1. Personal information

- Full name: Thuy Giang Nguyen

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2. Work experience

- 2015 – now: Lecturer cum Department head of Human Resource Management program in Hoa Sen University.

- Feb 2024- now: part-time lecturer in Management Program in RMIT University.

- 2023-now: part-time lecturer in Faculty of Business and Management in Swinburne University of Technology.

- 2010-2015: Lecturer in Faculty of Business and Management in University of Economics and Finance.

- 2009-2010: Human resource Manager at Danopharm.

- 2006-2008: Training and Development officer, Human Resources Department, HSBC Vietnam.

3. Education

- 2018 - now: Phd candidate at Tomas Bata University in Zlín, Zlín, Czech Republic.
- 2008 - 2009: Master degree at Swinburne University of Technology, Australia.

- 2002 - 2006: Bachelor degree at RMIT University, Vietnam.

4. Research interests:

Human resource management, Management, higher education, training, innovation, performance management and leadership fields.

LIST OF PUBLICATIONS
PUBLICATIONS

- Trinh, V. Q., Pham, H. T. T., Pham, T. N., & Nguyen, G. T. (2018). Female leadership and value creation: Evidence from London stock exchange. *Corporate Ownership and Control*, *15*(2–1), 248–257. https://doi.org/10.22495/cocv15i2c1p10
- Nguyen, G. T., & Nguyen, T. N. T. (2019). Factors Affecting Research Performance of Vietnamese University Academic Staffs: A Case Study of Hoa Sen University. *MERKÚR 2019*, 111.
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- Nguyen, T. H., Nguyen, G. T., Tuckova Z., & Hoang, S. D. (2024). Green Persuasion in Tourism: How ownership feelings and shared knowledge forge lasting loyalty, ICE 2024.
- Nguyen, T. H., Nguyen, G. T., Nguyen, M., & Hoang, S. D. (2024). Greening the Path: The Three-Way interactive effects of psychological ownership, green knowledge sharing, and social media. Journal of Quality Assurance in Hospitality & Tourism, 1–37. https://doi.org/10.1080/1528008x.2024.2354464.
- Nguyen, G. T., Ly, H. T. M., Nguyen, T. H. H., & Hoang, S. (2024). Innovation leadership and workplace innovative behavior: an experimental investigation of leadership dynamics among IT engineers in Vietnam. International Journal of Innovation Management. https://doi.org/10.1142/s1363919624500221.

PAPERS (UNDER REVIEW)

Title of Article	Journal	Journal Ranking
Employee informal coaching and job performance in higher education: the role of perceived organizational support and transformational leadership	Plos One	Q1 Scopus
Greening the path: a three-way interactive effect of psychological ownership, green knowledge sharing, and social media through a two-wave time-lagged study	Journal of Competitiveness	Q1 Scopus; SSCI, IF: 7.3

Employee Informal Coaching and Job satisfaction in higher education: The role of innovative behavior and delegative leadership	International Journal of Manpower	Q2 Scorpus, SSCI, IF: 4.4

APPENDICES

APPENDIX 1: Guideline of consutations with experts

1. Introduction and commitment

The research intends to comprehend the coaching practices used in Vietnam's Higher Education Institutions. The work is a component of the PhD dissertation. I pledge to securely retain any information gathered and to keep it private. Furthermore, none of the participant's personal information will be released.

2. Consultation procedure

A procedure will be provided to give experts a reference point and allow them to prepare in advance for the consultations (including questions and important queries in both Vietnamese and English).

Prior to the consultation itself, the experts will select consulting time.

Consultation techniques:

- The consultation will be in Vietnamese language.

- Face to face and via Google Meet are the two formats of consultations.

- Recording: as soon as the study project is finished, these recording files will be discarded.

3. Questions

3.1 The expert's background

- What is your name?
- What is your university?
- What is your position?
- How many years have you been employed at this institution?
- How long have you held your current position?
- What is the highest level of education you have attained?3.2 Question about informal coaching from supervisors

- Do you believe the following indicators play a role in contributing to informal coaching from supervisors?

> *"1…..provide guidance regarding performance expectations?*
> *2…..help you to analyze your performance?*
> *3…..provide constructive feedback regarding areas for improvement?*
> *4…..offer useful suggestions regarding how you can improve your performance?*
> *5…..act as a sounding board for you to develop your ideas?*
> *6…..facilitate creative thinking to help solve problems?*

> *7.....encourage you to explore and try out new alternatives?*
> *8.....express confidence that you can develop and improve?*
> *9.....encourage you to continuously develop and improve?*
> *10.....support you in taking on new challenges?"*

- If any indicators are not relevant, please explain the reasons.

4.3 Question about informal coaching from colleagues

- Do you believe the following indicators play a role in contributing to informal coaching from colleagues?

> *"1.....provide guidance regarding performance expectations?*
> *2.....help you to analyze your performance?*
> *3.....provide constructive feedback regarding areas for improvement?*
> *4.....offer useful suggestions regarding how you can improve your performance?*
> *5.....act as a sounding board for you to develop your ideas?*
> *6.....facilitate creative thinking to help solve problems?*
> *7.....encourage you to explore and try out new alternatives?*
> *8.....express confidence that you can develop and improve?*
> *9.....encourage you to continuously develop and improve?*
> *10.....support you in taking on new challenges?"*

- If any indicators are not relevant, please explain the reasons.

4.4 Question about academic staff's job performance

Do you believe the following indicators play a role in contributing to academic staff's job performance?

> *"1……satisfactorily completes assigned duties.*
> *2……is an effective performer.*
> *3. …… is a good individual contributor.*
> *4……..works as part of a team or work group.*
> *5. ……..makes sure his or her work group succeeds.*
> *6……..responds to the needs of others in his or her work place.*
> *7……..seeks information from others in the workplace."*

- If any indicators are not relevant, please explain the reasons.

4.5 Question about perceived organizational support

Do you believe the following indicators play a role in contributing to perceived organizational support?

> *"1. My organization cares about my opinions.*

> *2. My organization really cares about my well-being.*
> *3. My organization strongly considers my goals and values.*
> *4. Help is available from my organization when I have a problem.*
> *5. My organization would forgive an honest mistake on my part.*
> *6. If given the opportunity, my organization would take advantage of me. (R)*
> *7. My organization shows very little concern for me. (R)*
> *8. My organization is willing to help me ill need a special favor."*
> *R = reverse-coded items that have been receded*

- If any indicators are not relevant, please explain the reasons.

4.6 Question about transformational leadership

Do you believe the following indicators play a role in contributing to transformational leadership?

> *"1. ……… places the learning needs of children ahead of personal and political interests. (Idealized Influence)*
> *2. ……. communicates a clear vision for our school (Inspirational motivation)*
> *3.……..encourages open communication on important school issues. (Intellectual stimulation)*
> *4. It is okay to discuss to discuss feelings, worries, and frustrations with ……… (Individualized consideration)."*

 - If any indicators are not relevant, please explain the reasons.

I would like to thank you for your cooperation and for taking part in this consultation.

SURVEY ON COACHING ACTIVITIES AND LEADERSHIP AT UNIVERSITIES IN VIETNAM

"I am conducting a study on "The impact of coaching on job performance at universities in Vietnam." Thank you very much for taking the time to answer the questions below. The time to answer these questions is estimated about 5-7 minutes."

"In this study, the phrase "**informal coaching**" is a training activity from a direct manager or from a colleague to help lecturers/faculty staff learn, develop and improve work performance."

"I commit that all information in this survey will be kept confidential, used only for research purposes and not to cause any harm to any individual or organization."

Thank you very much for taking part in the survey!

I. **GENERAL INFORMATION**

"Please provide personal information by selecting the available answers below:"

Your personal email: _____

a) Your gender:
   1. Male   2. Female
b) Please circle your age group:
   1. <25   2. 25-35   3. 36-45   4. 46-55   5. >55
c) Please indicate the number of years you have worked at your University:
   1. <8 years   2. 8-15 years   3. 16-23 years   4. 24-31 years   5. > 31 years
d) Please circle your educational level:
   1. Bachelor level 2. Master level   3. Doctoral level   4. other_____
e) Please circle your job position
   1. Academic staff/Secretary   2. Lecturer   3. Department head   4. Vice dean/Dean 5. Other_____
f) Please circle your income/month

1. Under 7.000.000 VND 2. From 7.000.000VND to under 14.000.000 VND

3. From 14.000.000VNĐ to under 21.000.000 VND   4. From and more than 21.000.000 VNĐ

5. other_____

g) Please circle the number that indicates the size of your university.
   1. ≤ 10.000   2. 10.000 – 20.000   3. ≥ 20.000

II.   INFORMAL COACHING

"Please indicate the extent to which you disagree or agree with the following statements."

| Strongly disagree | Disagree | Partly disagree | Neutral | Partly agree | Agree | Strongly agree |

1-----------2---------------3------------4------------5--------------6---------------7

Please circle your choice.	Strongly disagree	Disagree	Partly disagree	Neutral	Partly agree	Agree	Strongly agree
Informal coaching from direct supervisor							
1. "My direct supervisor provides guidance regarding performance expectations effectively."	1	2	3	4	5	6	7
2. "My direct supervisor helps me to analyze my performance."	1	2	3	4	5	6	7

3. "My direct supervisor acts as a sounding board for me to develop my ideas."	1	2	3	4	5	6	7
4. "My direct supervisor facilitates creative thinking to help solve problems."	1	2	3	4	5	6	7
5. "My direct supervisor encourages me to explore and try out new alternatives."	1	2	3	4	5	6	7
6. "My direct supervisor expresses confidence that I can develop and improve."	1	2	3	4	5	6	7
7. "My direct supervisor encourages me to continuously develop and improve."	1	2	3	4	5	6	7
4 "My direct supervisor supports me in taking on new challenges."	1	2	3	4	5	6	7
Informal coaching from colleagues							
1. "Someone from my colleagues provide guidance regarding performance expectations effectively."	1	2	3	4	5	6	7
2. "Someone from my colleagues help me to analyze my performance."	1	2	3	4	5	6	7
3. "Someone from my colleagues act as a sounding board for me to develop my ideas."	1	2	3	4	5	6	7
4. "Someone from my colleagues facilitate creative thinking to help solve problems."	1	2	3	4	5	6	7
5. "Someone from my colleagues encourage me to explore and try out new alternatives."	1	2	3	4	5	6	7

6. "Someone from my colleagues express confidence that I can develop and improve."	1	2	3	4	5	6	7
7. "Someone from my colleagues encourage me to continuously develop and improve."	1	2	3	4	5	6	7
8. "Someone from my colleagues support me in taking on new challenges."	1	2	3	4	5	6	7

III. LEARDERSHIP

"Please indicate the extent to which you disagree or agree with the following statements."

Strongly disagree **Disagree** **Partly disagree** **Neutral** **Partly agree** **Agree** **Strongly agree**

1--------------2--------------3---------------4--------------5--------------6--------------7

Please circle your choice.	Strongly disagree	Disagree	Partly disagree	Neutral	Partly agree	Agree	Strongly agree
1. "My direct supervisor places the learning needs of staff ahead of personal and political interests".	1	2	3	4	5	6	7
2. "My direct supervisor communicates a clear vision for staff".	1	2	3	4	5	6	7

3. "My direct supervisor encourages open communication on important organization's issues".	1	2	3	4	5	6	7
4. "It is okay to discuss feelings, worries, and frustrations with my direct supervisor".	1	2	3	4	5	6	7

SURVEY ON PERCEIVED ORGANISATIONAL SUPPORT AND JOB PERFORMANCE AT UNIVERSITIES IN VIETNAM

"I am conducting a study on "The impact of perceived organizational support on job performance at universities in Vietnam." Thank you very much for taking the time to answer the questions below. The time to answer these questions is estimated about 5-7 minutes."

"In this study, the phrase "**informal coaching**" is a training activity from a direct manager or from a colleague to help lecturers/faculty staff learn, develop and improve work performance."

"I commit that all information in this survey will be kept confidential, used only for research purposes and not to cause any harm to any individual or organization."

Thank you very much for taking part in the survey!

Your personal email: _____

IV. PERCEIVED ORGANISATIONAL SUPPORT

"Please indicate the extent to which you disagree or agree with the following statements."

Strongly disagree	**Disagree**	**Partly disagree**	**Neutral**	**Partly agree**	**Agree**	**Strongly agree**

1----------2--------------3------------4------------5--------------6--------------7

Please circle your choice.	Strongly disagree	Disagree	Partly disagree	Neutral	Partly agree	Agree	Strongly agree
1. "My organization cares about my opinions."	1	2	3	4	5	6	7
2. "My organization really cares about my well-being."	1	2	3	4	5	6	7
3. "My organization strongly considers my goals and values."	1	2	3	4	5	6	7
4. "Help is available from my organization when I have a problem."	1	2	3	4	5	6	7
5. "My organization would forgive an honest mistake on my part."	1	2	3	4	5	6	7
6. "If given the opportunity, my organization would not take advantage of me."	1	2	3	4	5	6	7
7. "My organization shows much concern for me."	1	2	3	4	5	6	7
8. "My organization is willing to help me if I need a special favor."	1	2	3	4	5	6	7

V. JOB PERFORMANCE

| **Strongly disagree** | **Disagree** | **Partly disagree** | **Neutral** | **Partly agree** | **Agree** | **Strongly agree** |

1----------2--------------3------------4------------5--------------6---------------7

Please circle your choice.	Strongly disagree	Disagree	Partly disagree	Neutral	Partly agree	Agree	Strongly agree
1. "I satisfactorily complete assigned duties."	1	2	3	4	5	6	7
2. "I am an effective performer."	1	2	3	4	5	6	7
3. "I am a good individual contributor."	1	2	3	4	5	6	7
4. "I respond to the needs of others in my work place."	1	2	3	4	5	6	7

KHẢO SÁT HOẠT ĐỘNG HƯỚNG DẪN KÈM CẶP GIẢNG VIÊN VÀ PHONG CÁCH LÃNH ĐẠO TẠI CÁC TRƯỜNG ĐẠI HỌC TẠI VIỆT NAM

"Tôi đang thực hiện một nghiên cứu về "Quan hệ và tác động của hoạt động hướng dẫn kèm cặp Giảng viên lên hiệu quả công việc trong các trường đại học Việt Nam." Xin chân thành cảm ơn quý Thầy/Cô đã dành thời gian trả lời các câu hỏi dưới đây. Tôi xin cam kết mọi thông tin trong bản khảo sát này sẽ được giữ bí mật, chỉ dùng vào mục đích nghiên cứu và không gây tổn hại đến bất kỳ cá nhân hay tổ chức nào. Thời gian trả lời các câu hỏi này ước tính khoảng 5-7 phút. Trong nghiên cứu này, cụm từ "hướng dẫn kèm cặp một cách phi chính thức" (dịch là Informal Coaching trong tiếng Anh) là hoạt động hướng dẫn của người quản lý trực tiếp hoặc của đồng nghiệp nhằm giúp giảng viên học hỏi, phát triển và cải thiện hiệu quả công việc."

Xin chân thành cảm ơn quý Thầy/Cô đã tham gia khảo sát!

I. THÔNG TIN CHUNG

Thầy/Cô vui lòng cung cấp các thông tin cá nhân bằng cách chọn các câu trả lời có sẵn dưới đây

Địa chỉ email của Thầy/Cô/Anh/Chị: _____

h) Giới tính:
  2. Nam   2. Nữ

i) Độ tuổi:
  2. <25   2. 25-35   3. 36-45   4. 46-55   5.>55
  3.

j) Cho biết số năm Thầy/Cô đã làm việc tại trường Đại học của mình
  1. <8 năm   2. 8-15 năm 3. 16-23 năm   4. 24-31 năm 5. > 31 năm

k) Thầy/Cô, Anh/Chị thuộc nhóm trình độ văn hóa/chuyên môn nào?
  2. Đại học 2. Thạc Sĩ   3. Tiến Sĩ   4. Khác_____

l) Thầy/Cô, Anh/Chị thuộc nhóm vị trí, công việc nào?
  2. Nhân viên/Chuyên viên   2. Giảng viên   3. Trưởng bộ môn   4. Phó Khoa/Trưởng khoa   5. Khác_____

m) Thu nhập bình quân hàng tháng của Thầy/Cô, Anh/Chị thuộc nhóm nào dưới đây

1. Dưới 7.000.000 VNĐ 2. Từ 7.000.000VNĐ đến dưới 14.000.000 VNĐ

3. Từ 14.000.000VNĐ đến dưới 21.000.000 VNĐ 4. Trên 21.000.000 VNĐ

5. Mục khác_____

n) Xin hãy khoanh tròn số chỉ quy mô sinh viên của Trường Thầy/Cô, Anh/Chị .

2. ≤ 10.000 2. 10.000 – 20.000   3. ≥ 20.000

II. HOẠT ĐỘNG HUẤN LUYỆN (INFORMAL COACHING)

Xin quý thầy/cô, Anh/Chị cho biết mức độ đồng ý hoặc không đồng ý với những câu dưới đây

Hoàn toàn không đồng ý	Không đồng ý	Không đồng ý một phần	Không ý kiến	Đồng ý một phần	Đồng ý	Hoàn toàn đồng ý

1------------2-------------3------------4------------5-------------6--------------7

"Khoanh tròn một lựa chọn cho mỗi câu dưới đây"	Hoàn toàn không đồng ý	Không đồng ý	Không đồng ý một phần	Không ý kiến	Đồng ý một phần	Đồng ý	Hoàn toàn đồng ý
Huấn luyện nhân viên (coaching) một cách phi chính thức từ quản lý trực tiếp							
1.Quản lý trực tiếp của tôi hướng dẫn tôi làm việc một cách hiệu quả.	1	2	3	4	5	6	7
2. Quản lý trực tiếp của tôi giúp tôi phân tích kết quả làm việc của mình.	1	2	3	4	5	6	7

3. Quản lý trực tiếp của tôi như một tấm gương học hỏi để tôi phát triển sự sáng tạo của mình.	1	2	3	4	5	6	7
4. Quản lý trực tiếp của tôi tạo điều kiện cho tư duy sáng tạo giúp giải quyết vấn đề.	1	2	3	4	5	6	7
5. Quản lý trực tiếp của tôi khuyến khích tôi khám phá và thử các giải pháp thay thế mới.	1	2	3	4	5	6	7
6. Quản lý trực tiếp của tôi thể hiện sự tự tin rằng tôi có thể phát triển và cải thiện [hiệu quả làm việc.	1	2	3	4	5	6	7
7. Quản lý trực tiếp của tôi khuyến khích tôi liên tục phát triển và cải tiến [hiệu quả làm việc.	1	2	3	4	5	6	7
8. Quản lý trực tiếp của tôi hỗ trợ tôi trong việc đối mặt với những thử thách mới.	1	2	3	4	5	6	7
Huấn luyện (coaching) một cách phi chính thức từ đồng nghiệp							
1. Những đồng nghiệp của tôi hướng dẫn tôi làm việc một cách hiệu quả.	1	2	3	4	5	6	7
2. Những đồng nghiệp của tôi giúp tôi phân tích kết quả làm việc của mình.	1	2	3	4	5	6	7
3. Những đồng nghiệp của tôi như một tấm gương học hỏi để tôi phát triển sự sáng tạo của mình.	1	2	3	4	5	6	7
4. Những đồng nghiệp của tôi khuyến khích tư duy sáng tạo nhằm giải quyết vấn đề.	1	2	3	4	5	6	7

5. Những đồng nghiệp của tôi khuyến khích tôi khám phá và thử các giải pháp thay thế mới.	1	2	3	4	5	6	7
6. Những đồng nghiệp của tôi thể hiện sự tự tin rằng tôi có thể phát triển và cải thiện [hiệu quả làm việc.	1	2	3	4	5	6	7
7. Những đồng nghiệp của tôi khuyến khích tôi liên tục phát triển và cải tiến [hiệu quả làm việc.	1	2	3	4	5	6	7
8. Những đồng nghiệp của tôi hỗ trợ tôi trong việc đối mặt những thử thách mới.	1	2	3	4	5	6	7

III. PHONG CÁCH LÃNH ĐẠO

Xin quý thầy/cô cho biết mức độ đồng ý hoặc không đồng ý với những câu dưới đây

Hoàn toàn không đồng ý	Không đồng ý	Không đồng ý một phần	Không ý kiến	Đồng ý một phần	Đồng ý	Hoàn toàn đồng ý

1--------------2---------------3-------------4--------------5--------------6--------------7

"Khoanh tròn một lựa chọn cho mỗi câu dưới đây".	Hoàn toàn không ...	Không đồng ý	Không đồng ý một ...	Không ý kiến	Đồng ý một phần	Đồng ý	Hoàn toàn đồng ý

1. Quản lý trực tiếp của tôi đặt nhu cầu học tập của giảng viên lên trên lợi ích cá nhân và chính trị.	1	2	3	4	5	6	7
2. Quản lý trực tiếp của tôi truyền đạt tầm nhìn rõ ràng cho giảng viên.	1	2	3	4	5	6	7
3. Quản lý trực tiếp của tôi khuyến khích trao đổi cởi mở về các vấn đề quan trọng của tổ chức.	1	2	3	4	5	6	7
4. Tôi có thể thảo luận về cảm xúc, lo lắng và thất vọng với Quản lý trực tiếp của tôi.	1	2	3	4	5	6	7

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KHẢO SÁT NHẬN THỨC HỖ TRỢ TỪ TỔ CHỨC, CÔNG VIỆC VÀ HÀNH VI ĐỔI MỚI TẠI CÁC TRƯỜNG ĐẠI HỌC TẠI VIỆT NAM

"Tôi đang thực hiện một nghiên cứu về "Quan hệ và tác động của nhận thức sự hỗ trợ từ tổ chức lên hiệu quả công việc của giảng viên/nhân viên trong các trường đại học Việt Nam." Xin chân thành cảm ơn quý Thầy/Cô đã dành thời gian trả lời các câu hỏi dưới đây. Thời gian trả lời các câu hỏi này ước tính khoảng 5-7 phút."

"Tôi xin cam kết mọi thông tin trong bản khảo sát này sẽ được giữ bí mật, chỉ dùng vào mục đích nghiên cứu và không gây tổn hại đến bất kỳ cá nhân hay tổ chức nào."

Xin chân thành cảm ơn quý Thầy/Cô đã tham gia khảo sát!

Email cá nhân của Thầy/Cô, Anh/Chị: _____

IV.   SỰ HỖ TRỢ TỪ TỔ CHỨC

| Hoàn toàn không đồng ý | Không đồng ý | Không đồng ý một phần | Không ý kiến | Đồng ý một phần | Đồng ý | Hoàn toàn đồng ý |

1------------2------------3-------------4-------------5--------------6---------------7

"Khoanh tròn một lựa chọn cho mỗi câu dưới đây".	Hoàn toàn không đồng ý	Không đồng ý	Không đồng ý một phần	Không ý kiến	Đồng ý một phần	Đồng ý	Hoàn toàn đồng ý

1. "Tổ chức của tôi quan tâm đến ý kiến của tôi."	1	2	3	4	5	6	7
2. "Tổ chức của tôi thực sự quan tâm đến hạnh phúc của tôi."	1	2	3	4	5	6	7
3. "Tổ chức của tôi rất cân nhắc các mục tiêu và giá trị của tôi."	1	2	3	4	5	6	7
4. "Khi tôi gặp vấn đề thì tổ chức của tôi sẵn sàng hỗ trợ."	1	2	3	4	5	6	7
5. "Tổ chức của tôi sẽ bỏ qua cho phần lỗi vô ý của tôi."	1	2	3	4	5	6	7
6. "Nếu có cơ hội, tổ chức của tôi sẽ không lợi dụng tôi."	1	2	3	4	5	6	7
7. "Tổ chức của tôi rất quan tâm đến tôi."	1	2	3	4	5	6	7
8. "Tổ chức của tôi sẵn sàng giúp đỡ khi tôi cần sự hỗ trợ đặc biệt."	1	2	3	4	5	6	7

V. CÔNG VIỆC

| Hoàn toàn không đồng ý | Không đồng ý | Không đồng ý một phần | Không ý kiến | Đồng ý một phần | Đồng ý | Hoàn toàn đồng ý |

1--------2----------3-----------4-------------5--------------6---------------7

"Khoanh tròn một lựa chọn cho mỗi câu dưới đây."	Hoàn toàn không đồng ý	Không đồng ý	Không đồng ý một phần	Không ý kiến	Đồng ý một phần	Đồng ý	Hoàn toàn đồng ý
Kết quả làm việc							
1. "Tôi hoàn thành xuất sắc nhiệm vụ được giao."	1	2	3	4	5	6	7
2. "Tôi là một người làm việc hiệu quả."	1	2	3	4	5	6	7
3. "Tôi là một cá nhân đóng góp tốt trong tổ chức."	1	2	3	4	5	6	7
4. "Tôi đáp ứng được yêu cầu công việc của những đồng nghiệp khác ở nơi tôi làm việc."	1	2	3	4	5	6	7

Nguyen Thuy Giang

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Neformální koučování zaměstnanců a pracovní výkon ve vysokoškolském vzdělávání: Role vnímané organizační podpory a transformačního vedení

Doctoral Thesis