

Managerial Coaching and Job Engagement: The Mediating Role of Female Employees' Psychological Need Satisfaction

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Abstract

The aim of this study is to explore how managerial coaching contributes to the psychological need, satisfaction and job engagement of female employees. By examining this mediation role, the study seeks to enhance understanding of the significant impact of managerial coaching on increasing female job engagement within the banking and telecommunication industries. The study employed a descriptive method and utilized a self-administered questionnaire to gather data from a convenience sample of 262 female respondents. These respondents were selected from female employees in the banking and telecommunication industries in Morocco. The collected data were analyzed using Structural Equation Modeling (SEM) and a maximum likelihood estimation approach with AMOS to explore both the direct and indirect relationships between the constructs and the proposed model. The results indicated that managerial coaching highly and positively influenced female job engagement via female employees' psychological need and satisfaction, which mediated the link of managerial coaching to job engagement in the banking and telecommunication sectors. The study has important practical implications for organization leaders and their possibilities in helping Moroccan women to enhance their employment participation and increase their job engagement via more psychological need satisfaction. The results may pave the way for beneficial programs, such as creating a positive workplace environment, to serve as an affirmative action initiative in conjunction with the strategy of managerial coaching. This study specifically focused on the impact of managerial coaching on female job engagement through the lens of psychological need satisfaction. This focus invites researchers, practitioners, and relevant officials to recognize the importance of these issues and to ensure they receive appropriate attention for ongoing assessment, necessary amendments, and further development.

Keywords: Female Engagement, coaching, management, Psychological Need, Satisfaction.

Introduction

In light of the profound transformations occurring in contemporary work environments, where the pace of digitization and globalization is accelerating, the need for new leadership models has emerged that go beyond the traditional management approach toward a more dynamic model based on empowerment and support (Wu and Parker, 2017). The role of the manager is no longer limited to guidance and supervision; it has transformed into that of a coach who seeks to develop and motivate their subordinates' abilities. In this context, the concept of "managerial coaching" emerges as one of the most

important leadership methods aimed at developing individuals through continuous guidance, constructive feedback, and creating a supportive environment for learning and growth (Grover and Furnham, 2016).

Coaching enhances self-efficacy, goal achievement, well-being, resilience, productivity, and efficiency (Grover & Furnham, 2016). Coaching is a process that involves facilitation, empowering individuals to access and enhance their resourcefulness, and prioritizing their needs and development through self-directed learning (Beattie et al., 2014; DiGirolamo & Tkach, 2019; Grover & Furnham, 2016).

Isaacs (2018) investigated the impact of change management on organizational behavior during restructuring, highlighting its necessity for organizations to succeed in a challenging economic environment. While organizations may experience some disruption, effective change management will be essential, as the potential return on investment is significant for economic growth.

Coaching is an important tool for helping managers become better leaders in their organizations, which makes them more effective and adaptable to changes in the global workplace (Grant, 2014; Ortlepp & Karadis, 2013; Bickerich et al., 2018). In an organizational context, various terms are employed to refer to coaching, including management coaching and executive coaching.

Understanding the antecedents of motivation is necessary for managers to adopt approaches that increase autonomous regulation. Self-Determination Theory posits that the fulfillment of three psychological needs is crucial for promoting optimal functioning in the workplace (Deci & Ryan, 2000). The necessity for autonomy indicates that individuals should participate in the execution of their work and align their actions with their values. The requirement for competence indicates that individuals must recognize the importance of their work and its contribution to significant outcomes, while the need for relatedness reflects the desire for engaged and full interpersonal relationships (Deci & Ryan, 2000).

Coaching serves as an intervention to enhance employee engagement and facilitate change management within organizations. Evidence suggests that promoting engagement results in favorable organizational change outcomes (Crab, 2011; Reddy, 2018). Nonetheless, research on the experiences and influences of management coaching during periods of change remains limited (Grant, 2014).

Nonetheless, individual employees' psychological mechanisms have received considerably less attention (Randel et al., 2018; Shore and Chung, 2022; S ur uc u et al., 2023). This presents a challenge, as leadership researchers frequently overlook the degree to which employees need leadership to exhibit desired behaviors (Hunter et al., 2007). This study examined psychological need satisfaction (PNS) as a mechanism to elucidate the relationship between managerial coaching and employee work engagement, thereby addressing a notable research gap.

This study is grounded in self-determination theory (SDT; Ryan and Deci, 2000), which posits that employees have three fundamental psychological needs: autonomy, relatedness, and competence. The primary reason is that employees do not immediately engage with managerial coaching behaviors; rather, they require a sense of autonomous motivation and regulation to sustain their efforts in alignment with organizational objectives (Wortler et al., 2020).

Figure (1) shows that within the framework of Self-Determination Theory; the satisfaction of psychological needs serves as a mediating mechanism that elucidates the relationship between managerial coaching and increased job engagement. Coaching leaders fulfill employees' needs for autonomy, competence, and relatedness, thereby establishing motivational conditions that promote sustained, self-driven engagement (Slemp et al., 2023). Job engagement, defined as a positive and fulfilling state of vigor, dedication, and absorption (Bakker & Demerouti, 2021), emerges when

employees experience alignment between personal goals and organizational support.

For female employees, this dynamic is particularly salient: when their psychological needs are met, they demonstrate stronger intrinsic motivation and greater persistence in achieving professional goals (Al-Zahrani & Al-Ghazzawi, 2022). Thus, managerial coaching enhances individual performance and contributes to broader organizational objectives such as women's empowerment and gender equity.

In this way, SDT helps to explain why employees pursue prosocial behaviors and how leaders can support them in satisfying these needs through managerial coaching. This also resonates with recent research suggesting that PNS serves as an important motivational mechanism linking managerial coaching to individual employee outcomes (Decuyper & Schaufeli, 2020). Therefore, we argue that PNS is a central mechanism of inclusive leaders' influence, as it can satisfy autonomy and competence needs by focusing on employees' uniqueness, which supports their independence (Randel et al., 2018), individual strengths, and capabilities (Qi et al., 2019). Additionally, it can satisfy relatedness needs by fostering employees' sense of belonging, ensuring that they develop engaged and full relationships with others in the workplace. Employees develop engaging relationships with others in the workplace (Hetland et al., 2011), ultimately inspiring high job engagement (Chiniara & Bentein, 2016).

This conceptual framework corresponds with recent empirical findings indicating that coaching behaviors affect employee motivation and engagement by addressing psychological needs (Olafsen & Deci, 2020; Ryan & Deci, 2023). In the context of female employees, coaching practices that empower, develop, and connect women boost engagement and advance the broader agenda of gender inclusion and sustainable leadership development within organizations. This conclusion prompts the subsequent research question:

Can individual PNS elucidate the underlying relationship between managerial coaching and female work engagement?

This study provides significant theoretical contributions by addressing this question. In comparison to traditional neo-charismatic and behavioral leadership approaches, including transformational and servant leadership (e.g., Chiniara and Bentein, 2016; Kovjanic et al., 2012), the relationship between managerial coaching and employees' engagement remains less explored (Shore et al., 2018; S ur uc u et al., 2023). This knowledge is essential for the development of inclusive leadership as a distinct leadership style (Randel et al., 2018). Additionally, it assists organizations in tackling increasing diversity challenges intensified by the COVID-

19 pandemic (Bauwens et al., 2021). This study, through the application of the SDT lens, builds upon previous research (e.g., Decuyper and Schaufeli, 2020; Kovjanic et al., 2012) regarding the psychological mechanisms connecting leadership to employee outcomes. It also addresses the request by Dinh et al. (2014, p. 55) to better clarify the processes by which leaders affect organizational outcomes.

This research adds to the existing literature by examining how the managerial coaching approach influences the level of engagement of Moroccan women employees in their work. Coaching is a tried and effective method in many workplaces, but there are new obstacles and possibilities when it comes to policymaking. Other companies in similar situations may use this research, as it shows how to effectively use coaching in these environments. This resource is essential for businesses that view coaching as a means to enhance performance, teamwork, learning, and skill development.

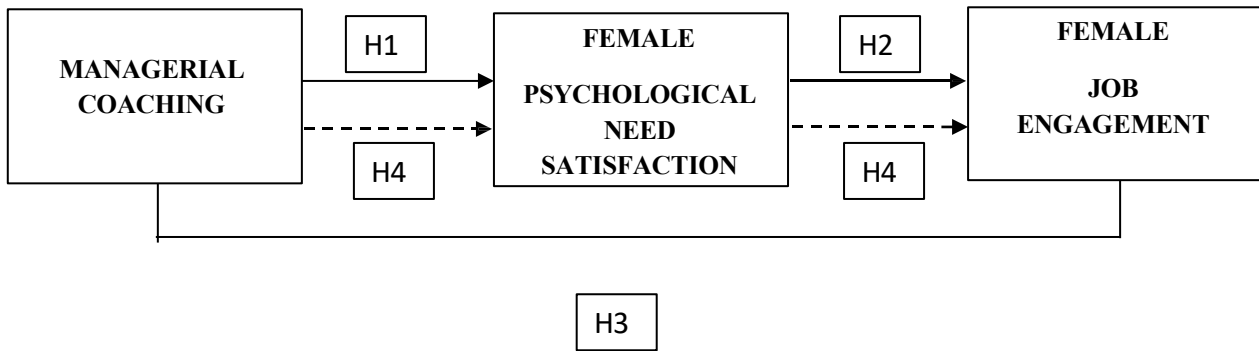


Figure 1: Theoretical Model Source: Authors

Theories and Hypotheses Development

Managerial Coaching and Female Employees' Psychological Need Satisfaction This study adds to the existing literature by examining how the managerial coaching approach influences the level of engagement of Moroccan women employees in their work processes. Coaching is a tried and effective method in many workplaces, but there are new obstacles and possibilities when it comes to policymaking. Other companies in similar situations may use this research, as it shows how to effectively use coaching in these environments. This resource is essential for businesses that view coaching as a means to enhance performance. Managerial coaching has been a topic of organizational discourse since at least the 1980s. Ellinger et al. (1999) noted that providing coaching during working hours can lead to positive improvements in employee behavior. Classical management ideas served as inspiration for this method, which positions the company as an agent with substantial sway on workers' mindsets and actions.

Managerial coaching, in the philosophical framework of management, is the capacity leaders have to provide their workers competent and professional support to enhance their capacity to handle and carry out a variety of duties inside the workplace (Tang et al., 2024; Ellinger et al., 1999). Organizational members actively engage in addressing the challenges and complexities of the organizational environment, monitoring it, identifying strategies and goals, providing direction and resources, monitoring performance, providing feedback, and making adjustments (Morgeson et al., 2010; Kim et al., 2023). Changes in social structures often correlate with this style of leadership.

Ellinger et al. (1999) and Ismail et al. (2023) distinguish two primary components of management coaching: (a) guide coaching and (b) enable coaching. From a coaching standpoint, guidance coaching is typically described as a style of coaching that emphasizes the following: cultural practices in professional learning communities; delivering complete information; offering the chance to learn new skills; describing vision; having exemplary moral standards in personal conduct and communication; and possessing integrity, honesty, credibility, and consideration (Ren and Chadee, 2017; Hwang et al., 2023). The goal of management coaching is to help employees develop and grow through focused feedback and questioning instead of commanding or telling them what to do. It is a one-on-one developmental interaction between a manager and an employee (Pousa et al., 2018, p. 221). According to Ellinger et al. (2014) and Pousa et al. (2018) Managerial Coaching (MC) has the potential to empower workers, provide them with learning opportunities, and ultimately improve performance in organizational contexts. In contrast to "authoritarian" and "autocratic" leadership styles that come from on high, MC is a behavior of competent managers and leaders that can boost the intelligence and productivity of their subordinates (Ellinger et al., 2008; Dahling et al., 2016; Yuan et al., 2019). (Day, 2000, as cited in Yuan

et al., 2019). Directing, supporting, and empowering workers to increase their sense of competence, growth, and productivity is central to MC (Beattie et al., 2014).

According to scholars like Hagen (2012) and McLean et al. (2005) MC is more than just a collection of behaviors; it also involves coaching abilities. In light of this knowledge, McLean et al. (2005) created a coaching scale that identifies four key components of MC: open communication, team approach, respecting individuals, and tolerating uncertainty. Furthermore, skills are significant in effective coaching. Therefore, MC is seen as a cooperative and enabling behavior that motivates workers to acquire new information for their own professional and personal development (Ellinger and Bostrom, 1999).

Self-determination theory (SDT; Ryan and Deci 2000) is a metatheory that explains human motivation and personality development. A metatheory combines many "mini theories" to provide a holistic picture of human motivation and functioning. SDT assumes that humans naturally and actively seek development and self-organization. People want to develop and comprehend themselves via new experiences, nurturing their needs, desires, and interests, and interacting with others and the world (Ryan and Deci 2000).

Research suggests the need for models of leader behaviors based on psychological theory (Behrendt et al., 2017), as well as more investigation of successful leadership processes (Antonakis, 2017; Dinah et al., 2014). Self-Determination Theory (SDT) is a well-researched theoretical framework for understanding managerial coaching behaviors and procedures. Coaching techniques correspond with SDT's core psychological needs hypothesis of autonomy, competence, and relatedness (Ryan & Deci, 2017), creating social environments that meet these universal needs. Fulfilling psychological needs and promoting intrinsic motivation may explain why managerial coaching leads to favorable employee outcomes.

According to Deci et al. (2017) SDT identifies social-contextual characteristics, such as leaders' interpersonal style, that contribute to high-quality workplace motivation. According to Deci and Ryan's (2014) hypothesis, humans have three fundamental psychological needs: autonomy, competence, and relatedness, which are crucial for motivation, well-being, and optimum functioning. Meeting workers' fundamental psychological needs leads to increased autonomy and willingness to participate in job activities (Deci and Ryan, 2014; Van den Broeck et al., 2016). Satisfying workers' psychological needs leads to positive work outcomes, including well-being, job satisfaction, commitment, and performance (Arshadia, 2010; Deci and Ryan, 2014; Van den Broeck et al., 2016).

According to Ryan and Deci (2017), people want a sense of belonging, acceptance, and caring from others via relatedness. A sense of belonging and supportive connections at work might satisfy a worker's desire for relatedness. According to Ryan and Deci (2002), autonomy, competence, and relatedness are crucial for long-term motivation and personal development. Satisfying these three demands via effective leadership fosters high-quality motivation among employees, leading to enthusiastic participation in work activities.

Van den Broeck et al. (2016) discovered a positive correlation between SDT's three psychological needs and positive workplace outcomes such as perceptions of support, justice, well-being, job satisfaction, engagement, positive affect, organizational citizenship behaviors, and work performance. The research by Van den Broeck et al. (2016) found a negative correlation between needs satisfaction and role stresses, bad affect, work-family conflict, and job insecurity. A study of U.S. industrial workers revealed that self-reported needs satisfaction was linked to job satisfaction, self-esteem, and mental health, supporting

the link between needs satisfaction and favorable organizational outcomes (Ilardi et al., 1993).

Cross-cultural research by Deci et al. (2001) indicated that task engagement and well-being were strongly correlated with workers' demands fulfillment in the US and Bulgaria. The relationship between managerial coaching and female employees' psychological need satisfaction had been explained by Prasanthi et al. (2023), who mentioned that psychologically empowered women are more able to influence their work environments, which boosts their self-determination, confidence, and happiness on the job. When psychologically empowered women in the workforce discover the joy in their profession, are able to fully immerse themselves in their employment, and have discovered purpose in their lives, they will be happy.

Autonomy and competency are crucial for intrinsic motivation in athletes. Autonomy, as defined by Di Domenico and Ryan (2017), fosters interest and progress, while the lack of it can lead to dissatisfaction and loss of identity. Supporting athletes in setting personal goals enhances their decision-making and overall enjoyment (Prochaska & Norcross, 2013). Competency entails the acknowledgment that mastery comes with setbacks. Intrinsically driven individuals enjoy skill development, whereas extrinsic rewards can diminish motivation (Deci et al., 2021). Positive psychology emphasizes a growth mindset and a supportive environment that allows athletes to focus on progress rather than failures, enhancing their enjoyment and reducing anxiety (Dweck, 2006; Seligman, 2004).

Motivation plays a crucial role in distinguishing successful individuals from those who remain mediocre, as it drives the ability to overcome challenges and develop resilience. While many aspire to success, not everyone possesses the internal drive necessary to achieve their goals. Humans are inherently curious and eager to learn (Dysvik et al., 2013). Leaders who foster environments that promote autonomy, competence, and relatedness can enhance both individual achievement and overall happiness (Deci and Ryan, 2000).

Self-determination theory (SDT) categorizes motivation into internal and extrinsic influences. Intrinsic motivation involves engaging in challenging activities for the sake of exploration and learning (Di Domenico and Ryan, 2017), with intrinsically motivated individuals working hard for the enjoyment of their tasks rather than for external rewards. In contrast, extrinsic motivation relies on external rewards that individuals cannot control, such as compensation and social prestige, which can lead to burnout and stagnation (Aelterman et al., 2019; Renaud Dube et al., 2015). Organizations that align with the psychological needs of SDT— autonomy, competence, and relatedness—can create positive environments.

Relatedness plays a crucial role in enhancing motivation and pleasure in life, particularly in educational and athletic settings. Trenshaw et al. (2016) found that students in an engineering curriculum identified relatedness as essential for motivation, emphasizing that shared vulnerabilities and partnerships based on common goals foster a sense of belonging rather than traditional teamwork. Coyle (2018) highlights the importance of building trust and a culture of forgiveness, which can be challenging for leaders and coaches. Leaders who prioritize psychological safety create environments where mistakes are celebrated, promoting vulnerability and team cohesion (Walumbwa et al., 2020). This supportive atmosphere encourages athletes to exert more effort and reduces fear of failure, thereby enhancing mastery and autonomy. Deci et al. (2021) noted that relatedness and vulnerability strengthen group unity and morale, leading to increased confidence among athletes. When athletes feel secure and supported, they are more likely to take risks and innovate, ultimately maximizing intrinsic motivation and overcoming performance constraints (Davis et al., 2021).

Therefore, employees are more inclined to keep trying to solve problems and uncertainties when they believe their supervisor is teaching them to succeed at work (Ribeiro et al., 2020). Furthermore, MC allows subordinates to reflect on work-related issues and provides chances to seek improvement-oriented feedback (Kim, 2014), which in turn helps them see possibilities and come up with solutions (Heslin et al., 2006). MC helps workers meet their psychological needs, which in turn increases their autonomy and engagement (Lee et al., 2019), by giving subordinates access to necessary resources and moral support (Huang and Hsieh, 2015). Last but not least, MC increases the likelihood that subordinates would experience psychological need satisfaction by making them more grateful and trusting of their leader (Ozduran and Tanova, 2017). Therefore, here's what we suggest:

H1. Managerial coaching is positively related to female employees' psychological need satisfaction.

Managerial coaching, female employees' psychological needs Satisfaction and work engagement

Deci and Ryan (1985) explicitly proposed the theory of work engagement (SDT) to investigate employee motivating elements. Professional and academic studies on employee engagement have utilized Deci and Ryan's creation, the SDT. SDT refers to the natural or innate tendency to act in healthy and successful ways. Employee engagement and human behaviors are related to the SDT and the essence of job engagement (Deci & Ryan, 1985). An employee's degree of engagement is determined by his or her ability to manage personal habits and objectives. Deci and Ryan (1985) extended earlier research by distinguishing between intrinsic and extrinsic motivations. Competence, autonomy, and psychological relatedness are psychological requirements that drive individuals to undertake action necessary for psychological health and well-being, and when met, may lead to optimum function and development (Deci & Ryan, 1985). Employee devotion has been shown to be closely related to fundamental satisfaction demands (Vandenabeele, 2014).

Conversely, social environments that support the basic needs of autonomy, relatedness, and competence enable optimal functioning and engagement. Researchers have found support for the proposition that need satisfaction is associated with engagement (Reis et al., 2000; Sheldon & Niemiec, 2006), and other research suggests that this relationship holds across cultures (Church et al., 2013; Deci et al., 2001). Sheldon and Niemiec (2006) discovered that the balance of satisfaction across the three needs uniquely predicts engagement above and beyond the satisfaction of any of the individual needs. This finding suggests that satisfaction with all three needs is more important to engagement than the satisfaction of any individual need. Research has also shown that satisfaction with needs at work is associated with positive outcomes. For example, in a meta-analysis of 99 studies, Van den et al. (2016) found that all three psychological needs proposed by SDT are positively related to multiple positive workplace outcomes, including perceptions of organizational support, organizational justice, person-environment fit, well-being, job satisfaction, engagement, positive affect, organizational citizenship behaviors, and work performance.

Although SDT doesn't normally take work-related engagement into account, this hypothesis explains why psychological need satisfaction (PNS) may have that effect. According to SDT, there is a spectrum of self-determination that encompasses many forms of motivation, from forms of external control to forms of inner regulation (Deci et al., 2017). When individuals internalize or incorporate their reasons for action into their self-concept, they experience a more integrated form of external motivation that exists in this continuum. According to Van den Broeck et al. (2021), when people participate in things because they personally value and benefit from them, this is known as identified regulation. Therefore,

engagement may be seen as a self-determined motivator via the perspective of SDT.

According to Gagné et al. (2018), SDT's dynamic theoretical framework clarifies how emotions like happiness, sadness, engagement, performance, and motivation come to be. Regarding the origins of well-being and ill-being, SDT's fundamental psychological needs theory provides advantageous insights. It is based on the premise that people's optimum performance and well-being are determined by the fulfillment or frustration of three fundamental psychological needs: the desire for relatedness, competence, and autonomy (Deci & Ryan, 2000). For PNS purposes, "autonomy" is the freedom to act in accordance with one's own desires and intentions. To be competent is to have the drive to show one's talents and engage well with one's surroundings. Finally, relatedness refers to the desire to connect with and build strong emotional relationships with significant people in one's life (Xu et al., 2018).

It is critical to discover possible predictors of job engagement to establish successful tactics that enhance engagement in the workplace. Past research has identified diverse factors as potential precursors of employee engagement in the workplace (Kato et al., 2021). Organizational and team factors, perceived leadership, organizational intervention, job-related experience, and individual factors were identified as the five main categories of work engagement predictors in a meta-analysis of 48 papers by Zahari and Kaliannan (2022). Job demands (such as quantitative workload) and job resources (such as organizational variables, interpersonal connection factors, and task elements) are the primary factors that impact work engagement, according to another review by Kato et al. (2021).

The work practice environment directly or indirectly associates many of these factors—leadership, organizational support, and interpersonal relationships—as antecedents of engagement. One of the many aspects of a workplace that may either help or hurt a employee's ability to do their job well is the work practice environment (Burroughes & Grant, 2023).

Previous research (Rahmadani et al., 2019) strongly correlates an individual's level of job involvement with their fundamental psychological requirements. According to Ni et al. (2022), there is a favorable correlation between nurses' involvement in their profession and the fulfillment of their fundamental psychological needs. According to Ryan and Deci (2017), there are three types of intrinsic basic psychological needs that people have: autonomy, competence, and relatedness. Autonomy is the wish to be free and make one's own choices, while relatedness is the wish to feel connected to others. When people's emotional and mental needs are met, they may be more invested in their job and able to provide it their all, a phenomenon known as "work engagement" (Ryan and Deci, 2017). This statement aligns with the theoretical assumptions of SDT and previous research. Thus, we assume:

H2. An increase in PNS (i.e., autonomy, competence, and relatedness) is related to a subsequent increase in work engagement.

H3. Managerial coaching is related to female work engagement.

The mediating role of psychological need satisfaction

Deci et al. (2001) found that fundamental psychological need fulfillment mediates the relationship between employment qualities and well-being in a cross-cultural setting. The researchers in the US and Bulgaria found that workers' needs were predicted by managers' autonomy support and that employees' needs were predicted by task engagement and employee well-being. Similarly, as stated by Meyer et al. (2012) the satisfaction of fundamental psychological requirements as outlined by SDT is the key to fostering employee engagement in the workplace. Additionally, prior research has shown a strong correlation between enthusiastic leadership and increased workplace engagement by way of enhanced

job resources (Schaufeli, 2015).

According to Deci et al. (2001), employment resources play a crucial role in meeting fundamental psychological requirements, which in turn encourages involvement in one's work. According to research by Van den Broeck et al. (2008), one way in which work resources affect engagement (vigor) is via the fulfillment of the three core psychological demands outlined in SDT. According to recent research by Rigby and Ryan (2018) employees are more motivated when their fundamental psychological demands for autonomy, competence, and relatedness are met. They also asserted that setting personal work goals is crucial for achieving high-quality motivation, akin to experiencing engagement in one's work. Last but not least, cross-lagged research has revealed that leaders' engagement plays a crucial role in fostering an environment that inspires employees to be creative (Nikolova et al., 2019). Thus, when leaders actively strive to motivate, inspire, connect, and empower their people, they tend to meet their fundamental psychological needs, thereby increasing their investment in their job. The result is: H4. Psychological Need Satisfaction (PNS) mediates the relationship between managerial coaching and female work engagement.

METHODS

Data collection

A quantitative approach was used to collect data through a questionnaire from Moroccan women. Participants were randomly selected from banks and telecommunication companies in Morocco. Respondents for the study were selected by using a convenience sampling method. The Digital Morocco 2030 strategy targets female workers due to their demographic profile, which includes over 50% of university graduates. While men's employment rates reach 62.9%, women's rates do not go above 16.7%. The effects of the epidemic and the drought have been seen in statistical indicators showing a steady fall in women's economic activity since 2000 and a 2.7-point rise in the jobless rate in 2020. In rural regions, the female unemployment rate rose from 2.7% to 3.9% in 2020, whereas in urban areas, it rose from 21.8% to 24.8% (Fédération des Ligues des Droits des Femmes, 2022).

The questionnaire was developed, published on Google Forms, and 300 questionnaires were distributed on social media networks such as LinkedIn. It aimed to bring together Moroccan women who work in banks and telecommunication companies. The link to the questionnaire, along with a copy of it, was emailed to human resources managers, who were instructed to urge female workers at their property to complete it. To maintain the greatest degree of privacy, the inclusion of personal data is optional for those who want to offer it. The distribution of the questionnaires took place between 15th and 25th June 2025, and a total of 262 usable questionnaires were collected at the end of the data collection period.

Instrument

The research instrument used for this study is a self-administered questionnaire consisting mainly of close-ended questions. The questionnaire consisted of 19 items. A five-point Likert scale was used, with values ranging from 1 (strongly disagree) to 5 (strongly agree).

five questions were adapted from Arnold et al. (2000) and Park et al. (2008) to measure scales for managerial coaching; five questions were adapted from Rich et al. (2010) to measure the scale of work engagement; and the Dutch version of the Work-Related Basic Need Satisfaction Scale was used to measure psychological need satisfaction (Van den Broeck et al., 2010). These measures were employed to ensure the validity of the instrument and the comparability of the results. A total of 262 female employees completed and submitted the questionnaire.

Various scholarly publications (Hadi and Abdullah, 2016; Kyriazos, 2018) deem this sample size sufficient for structural equation modeling (SEM). SEM with maximum likelihood estimate was performed and evaluated in AMOS 23 in order to investigate the hypothesized direct and indirect relationship between the constructs and the proposed model. A procedure with two phases was used in both the measurement model and the structural model in accordance with the suggestions made by Hair et al. (2010), and Wang et al. (2014).

In the first stage, we identified the main constructs using exploratory factor analysis (EFA), and in the second phase of confirmatory factor analysis (CFA), we determined the causal relationships between these constructs through path analysis (Zopiatis et al., 2014). We used the factor loadings to determine how accurately certain questionnaire questions reflected their associated underlying components.

In this context, we evaluated internal consistency using alpha and composite reliability. Measures that are not conceptually significantly related to one another were tested for actual lack of relationship using construct validity (Hossny, 2021; Hubley, 2014). The average variance extracted (AVE) was specifically used to assess the validity of convergent constructs. The Fornell & Larcker approach was used to evaluate the discriminant construct validity. The structural model evaluation came after the measurement model assessment. The hypotheses are put to the test at this point in the data analysis process. The next step was to evaluate significant relationships using bootstrapping.

Results Sample profile

The empirical results show that there is a considerable variation among the characteristics of the respondents. Table 1 shows that 16.4 percent of respondents were working in the banking industry, and 83.6 percent of respondents were working in the telecommunication industry. Only 8.4% of respondents were under 25, and the majority (47.3%) were between the ages of 25 and 35 years, 44.3 percent were between the ages of 36 and 45, and the remaining respondents were above 46 years old. Around 80.5% had a bachelor's degree or higher, followed by 11.5% with a postgraduate degree; 8% hold a diploma.

Table 1: Distribution of Industry, age, and Education level

Indictor	Category	Percentages
Industry: Banks telecommunication	43	16.4
	219	83.6
Total	262	100%
Age: Under 25 From 25 to less than 35 From 36 to less than 45 Over 46 years old	22	8.4
	124	47.3
	116	44.3
	41	20.1
	Total	262
Education level: Bachelor’s degree Postgraduate and professional degree Diploma	211	80.5
	30	11.5
	21	8.00
	Total	262

Measurement model assessment

Confirmatory factor analysis (CFA) is often used to demonstrate the construct validity of a measurement model. When performing CFA as recommended by Hair et al. (2010), it is important to carefully consider reliability, convergent validity, and discriminant validity. A theoretical framework has been constructed and validated, with all variables configured, to examine the interactions among variables.

The measurement model has shown a satisfactory level of acceptance with the data. The chi-square statistics were found to be significant since the ratio of the chi-square value to the degree of freedom was less than 3 ($1.928 = 283.435, df = 147$). The GFI value was .902, the NFI value was .916, the TLI value was .934, the CFI value was .946, and the RMSEA value was 0.059. The three primary indicators of convergent validity (CV) are composite reliability (CR), factor loadings (standardized estimates), and average variance extracted (AVE).

In the present investigation, the AVE ranges from 0.75 to 0.80, which is over the threshold. The results of Table (2) show that the composite reliability (CR) is calculated using the squared sum of each construct's factor loadings and the total of all the error variance components. The CR varies from 0.84 to 0.95 (Brunner & Süß, 2005). According to Hair et al. (2010), an appropriate recommendation is that a construct should have loading estimates of 0.5 or higher and an average variance extracted (AVE) of 0.5 or higher in order to get proper convergence and reliability estimates. The measurements surpass the recommended criteria (Hu and Bentler, 1999). This suggests that the measurement model has a high level of conformity with the data.

Table 2: Validity and Reliability of Measurement Model

Constructs	Item	Standardized Loadings	CR	AVE
My manager gives me clear guidance to improve my performance.	MC1	0.747	0.847	0.754
My manager encourages me to suggest new ideas.	MC2	0.740		
My manager provides me with opportunities for professional development.	MC3	0.878		
My manager is interested in developing my career path.	MC4	0.793		
My manager gives me enough authority to make decisions.	MC5	0.812		
I have the freedom to organize and prioritize my work.	PNS1	0.810	0.954	0.807
I feel that I control how and in what manner I perform my tasks.	PNS2	0.958		
I can make important decisions related to my field of work.	PNS3	0.813		
I feel that I am capable of completing my tasks with high efficiency.	PNS4	0.766		
I possess the skills necessary to succeed in my job position.	PNS5	0.715		
I receive feedback that helps me develop my competencies.	PNS6	0.885		

I feel a strong sense of belonging to the team.	PNS7	0.947		
My relationships with my female colleagues at work are positive and supportive.	PNS8	0.792		
I feel that my voice is heard and my values are respected at work.	PNS9	0.811		
I feel enthusiasm and positivity toward my work.	JE1	0.813	0.855	0.769
I want to put in extra effort to make my work successful.	JE2	0.896		
I immerse myself in my work to the extent that I lose track of time.	JE3	0.805		
I feel proud and professionally connected to my institution.	JE4	0.777		
I find meaning and value in the work I do.	JE5	0.735		
1) CR, Composite Reliability, 2) AV, Average Variance Extracted				

Furthermore, Henseler et al. (2015) used various criteria to examine the discriminant validity, which is defined as the degree to which the measurements of diverse variables remain distinct or not too correlated. The Fornell and Larcker (1981) criteria also require comparing the square root of the average variance extracted (AVE) for each construct to the correlations between that construct and other constructs (Hossny, 2022). As shown in table (3), each construct's square root of the average variance extracted (AVE) had to be higher than the correlations between that construct and other constructs in the model. This suggests that the constructs have discriminant validity.

Table3: Discriminant validity

	JE	MC	PNS
JE	0.876		
MC	.455**	0.868	
PNS	.371**	.271**	0.898

Note: Construct correlations below the diagonal by taking the square root of AVE.

Structural model assessment

After establishing a satisfactory measurement model, the investigation moved on to evaluate the structural model. We used six GIF metrics in line with the measuring approaches to assess the adequacy of the structural model. The results shown indicate that all the metrics (1.985 = 295.719, df = 149, p = 0.00, RMR = 0.38, GFI = 0.901, AGFI = 0.90, CFI = 0.910, TLI = 0.916, RMSEA = 0.059)

surpassed the suggested levels. Hence, the structural model successfully achieved a high level of consistency with the obtained data.

Hypothesis testing

Table (4) summarizes the findings of the path coefficient analysis. The results suggest that there is a

significant positive relationship between managerial coaching (MC) and psychological need satisfaction (PNS). The beta coefficients for these relationships are ($\beta = 0.510, p < 0.05$). The results indicate that each increase by one unit in managerial coaching will increase the psychological need satisfaction by 51%. This result demonstrated the importance of managerial coaching in enhancing (PSN). Therefore, H1 has been verified. Furthermore, the findings demonstrate that the PNS is positively and significantly associated with job engagement ($\beta = 0.240, p < 0.05$). Thus, each increase by one unit in (PNS) will increase (JE) by 24%, which confirms H2. Furthermore, the results indicate that the strongest relationship found was between MC and JE ($\beta = 0.240, p < 0.05$). This result suggests that each increase by one unit in MC will increase JE by 77.5%. Consequently, we did confirm hypothesis H3. Additionally, Figure 2 shows that managerial coaching (MC) has a direct influence on both psychological need satisfaction (PNS) and job engagement (JE). On the other hand, it has an indirect relationship with job engagement (JE) through (PNS).

Table 4: Indicators of hypothesis evaluation.

Description			Estimate	p-values	S. E	t. value	Results
PNS	<---	MC	0.510	0.001	0.072	7.126	Accepted
JE	<---	PNS	0.240	0.001	0.058	4.112	Accepted
JE	<---	MC	0.775	0.001	0.078	9.892	Accepted

Moreover, a bootstrap assessment approach of the indirect impact of Psychological Need Satisfaction (PNS) has been used to investigate the mediation effect. The estimates of confidence interval (CI) are 95%. has been put into practice and is based on 5000 bootstrap samples.

The mediation analysis presented in Table 5 indicates that the bootstrap findings reveal a significant indirect impact (MC -> PNS -> JE = 0.132, p-value = 0.007) at $p < 0.05$. The findings indicate that the indirect impact, with a 95% Bootstrap confidence interval (LL = 0.054, UL = 0.214), does not include 0, which suggests a mediating influence and enables the study to establish the test of mediation. Thus, the study concluded that psychological need satisfaction mediated the relationship between managerial coaching and female job engagement.

Table 5: the mediation of Psychological Need Satisfaction (PNS)

Hypotheses	β	Lower	Upper	P	Decision
Psychological Need Satisfaction (PNS) mediates Managerial coaching and female job engagement	.132	0.054	0.214	.007	Supported

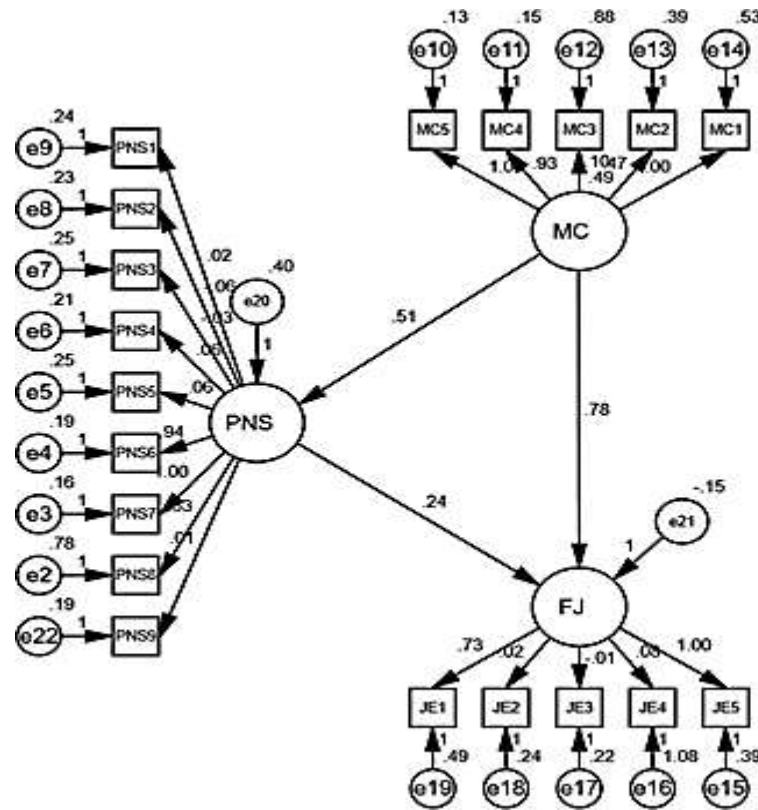


Fig 2: Conceptual framework results

Discussion and conclusion Conclusion

This study emphasizes the requirement for managerial coaching to improve female employees’ psychological need satisfaction and job engagement. Accordingly, women’s participation in the Moroccan labor market will decrease the economic cost of the gender gap. Further, the managerial coaching of Moroccan women and the increase in their enrollment in various domains of life have featured in Digital Morocco Vision 2030. Thus, there is reason to believe that after coaching Moroccan women and increasing their presence in the banking and telecommunication industries, most welcome changes will happen in this area. This study has been conducted to examine the potential impact of managerial coaching on women's job engagement and to transform the limited roles of Moroccan women, enhancing their psychological need satisfaction and engagement in the banking and telecommunication sectors.

This study makes several significant contributions to theory and practice. First, it proposes a unique paradigm for investigating the mediation function of female psychological need satisfaction in connecting managerial coaching to increase female job engagement. Second, the study addresses a critical research gap by investigating how female psychological need satisfaction measures within managerial coaching affect gender dynamics and contribute to women's engagement, which increases their participation in this sector.

The result from the path analysis shows that managerial coaching highly and positively influences female psychological need satisfaction, and therefore, H1 is accepted. The result reinforces the conclusions of earlier research by Rosha & Lace (2016) and Bachkirova (2024), who verified that

coaching is crucial for subordinates' learning, workplace motivation, skill development, and performance enhancement over time, and it is often practiced by immediate superiors.

Furthermore, this result is aligned with studies by Chua and Oluremi (2021) and Kanat-Maymon et al. (2020), which confirmed managerial coaching's ability to enhance group identification, job satisfaction, and support basic psychological needs, resulting in autonomous work motivation among employees.

Furthermore, both managerial coaching and the satisfaction of female psychological needs have a direct and positive impact on female job engagement. Hence, H2 and H3 are supported. These results are in line with previous research that suggests MC gives workers extrinsic motivation to improve their abilities and self-control, as well as their motivation and behavior, while satisfying their psychological need for autonomy and boosting their intrinsic drive to continue being engaged at work (DuPlessis et al., 2021; Lee et al., 2019).

Le Blanc et al. (2017) indicated that the characteristics of employees' job situations may influence the satisfaction of their needs. Employees should utilize and enhance a range of skills in their roles, such as by broadening their responsibilities and offering training opportunities, while also being granted ownership over the execution of projects and tasks from inception to completion. Providing employees with increased flexibility in work scheduling and execution may enhance their sense of autonomy. Job tasks that directly influence the work of others are likely to promote the satisfaction of relatedness needs. Furthermore, as previously noted, the opportunity to fulfill employees' fundamental psychological needs arises when they are enabled to develop job and personal resources or demands. The mediation result is highly confirmed the partial influence of female psychological need satisfaction on the relationship between managerial coaching and female job engagement. The conceptual framework of this study has strong theoretical underpinnings, derived from an extensive literature review, as demonstrated by the results. These results are consistent with Jensen and Bro (2018) results who consistently confirmed the mediation between managerial coaching and work engagement, concur with this finding. Their results indicate that under managerial coaching, the function of PNS is promoting creative work practices, job satisfaction, work engagement, intrinsic motivation, and public service motivation. These results imply that when leaders practice a positive Managerial coaching at work, female basic psychological needs are fulfilled, which subsequently improves their work engagement.

Therefore, it is important for organizations to consider the field of coaching more broadly to better understand the state of managerial coaching toward female employees. Additional research has also examined the relationship between SDT and general management practices. The results suggest that managers who significantly impact employee needs require psychological need satisfaction at work and that this need is essential for effective management. Managers who significantly impact employee needs require psychological satisfaction at work, which is essential for effective management (Fouad, 2019). Therefore, Psychological need satisfaction is a key mechanism that links managerial coaching to positive outcomes. This study also found that satisfaction is a crucial mechanism for effective leadership, mediating the relationship between leader behaviors and job engagement.

In conclusion, this study makes two major contributions to literature. First of all, it confirms Schaufeli's (2015) results about the mediating role of BNS at work as the underlying mechanism that might explain why managerial coaching might lead to work engagement. The study shows that this managerial

coaching is related to work engagement through psychological need satisfaction.

Theoretical Implications

This study has theoretical significance in management coaching and leadership theory. The results of management coaching shed light on its alignment with SDT and the dimensionality of coaching abilities. SDT-based management coaching offers a unique viewpoint on leadership dynamics that differs from traditional theories. This article also explores coaching's role in enhanced job engagement through psychological need satisfaction.

Integrating management coaching with SDT establishes a direct relationship between coaching practices and employee engagement. This study suggests that coaching practices foster social situations that satisfy employees' needs, leading to beneficial outcomes like motivation and job engagement.

Several studies provide strong evidence for these theoretical correlations. The study links MC to female employee need satisfaction at work, which includes autonomy, competence, and relatedness. This supports the link between coaching practices and employee needs. The results of the study support the link between all five aspects of the MC and overall employee need satisfaction. The study found a strong influence between management coaching and employee job engagement measures.

Therefore, achieving a feasible understanding serves as a strategic vision for adopting gender equality in women's engagement, which is reflected in the fifth of the seventeen United Nations Sustainable Development Goals. The findings suggest the need for an innovative strategy that emphasizes women's participation in available job opportunities and empowerment. This strategy leads to more representation by women and equality with men in employment.

Furthermore, the study points out that while managerial coaching can empower women in conservative societies, it also poses challenges due to social and cultural barriers (Tucker and Boonabaana, 2012). These initiatives can help women achieve economic independence and adapt to climate change through psychological need satisfaction, thus contributing to both gender equality and sustainable development (Scheyvens, 2011).

Practical Implications

Building this study based on SDT identified fundamental psychological need fulfillment (autonomy, relatedness, and competence) and work satisfaction as major factors in the link between women and psychological need satisfaction.

The study recommends creating workplaces that prioritize managerial coaching and the fulfillment of psychological needs to achieve optimal workplace performance, while considering individual differences among employees. The study further recommends using positive managerial coaching to support fundamental satisfaction needs and promote strengths for better job engagement. Interventions for women in the workplace, particularly in the banking and telecommunication sectors, should address potential hurdles to meeting their psychological needs. There are gender-related barriers that need to be taken into account, such as income gaps, glass ceilings, work-life balance, violence, and harassment.

Promoting better care for women in the health professional sector could help eliminate gender differences in psychological well-being, which may stem from basic need satisfaction. Building a continuous coaching culture is important for creating human capital, in addition to investing in

formal development programs. According to Sung and Choi (2014), corporate training has a greater impact on performance when workers perceive an encouraging novel atmosphere.

Brown et al. (2019) suggest incorporating managerial coaching into daily performance management to promote short-term goal formulation, frequent feedback, and a focus on growth objectives. As Western-style management methods become more prevalent in Eastern cultures due to globalization, this research emphasizes the theoretical benefits of managerial coaching in Morocco.

Limitations and future research

The biggest challenge for the researchers was reaching working women in banks and telecommunications companies to complete the questionnaire. This resulted in a limited sample of Moroccan women in these sectors. Additionally, obtaining approval from the managers of banks and telecommunications companies to distribute and endorse the questionnaire posed difficulties. The study relied on a questionnaire directed at a small number of working females in specific banks and telecommunications companies, which limited the generalizability of the results across Morocco.

Furthermore, the research did not include in-depth interviews with managers and officials from the banks and telecommunications authority in Morocco. It also did not address women in leadership roles or higher positions. Future research should investigate the long-term impact of managerial coaching on women's empowerment, compare findings from Morocco with other regions, and explore the role of technology in enhancing women's participation in various industries.

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