CONTEMPORARY CHALLENGES IN MANAGEMENT: MOTIVATION, PERFORMANCE AND ORGANISATIONAL CHANGE IN THE BANKING SECTOR

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Abstract
This study examines the relationship between employee motivation and professional performance in the banking sector, within a context characterized by digital transformation, technological change, and organizational adaptation. The research contributes by correlating individual motivational dimensions with perceptions of performance management practices, providing insights into motivation and performance amidst management-related changes. The theoretical framework integrates self-determination theory, the job demands-resources model, and the relational coordination approach. The research utilizes data from 100 banking sector employees, collected via a questionnaire covering sociodemographic characteristics, motivational factors ranked by importance, and items concerning motivation, performance, and organizational practices. Data analysis in SPSS includes descriptive statistics, an assessment of internal consistency, Pearson correlations, and simple linear regressions. The results highlight a positive association between a goal-achievement orientation and performance indicators. Aligning one's efforts with personal values, experiencing work positively, and collaborating within a team are positively associated with performance indicators; meanwhile, perceptions regarding coaching,

remuneration, and professional development opportunities are more varied, reflecting diverse organizational experiences. From a managerial perspective, these findings offer guidance for setting objectives, recognizing contributions, coaching, professional development, compensation, and collaboration, all of which are relevant given the challenges currently faced by banking organizations.
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1. INTRODUCTION

Work motivation is central to understanding employee behaviour and the ways in which individuals mobilise effort to fulfil their responsibilities. Examining the relationship between motivation and performance requires consideration of both the individual motives that support work engagement and the organisational conditions under which work is performed. From this perspective, the achievement of professional objectives can be considered in relation to the meaning attributed to work, the alignment between effort and personal values, the experience of work itself, and the quality of professional relationships.

In the banking sector, these issues are particularly relevant because the achievement of objectives is closely linked to compliance with procedures, customer orientation, and collaboration across organisational units. Job performance entails not only the fulfilment of assigned tasks but also working within a setting characterised by interdependence and coordination. Consequently, understanding employee motivation requires consideration of individual experiences alongside goal-setting and evaluation practices, recognition of contributions, and opportunities for professional development.

Self-determination theory provides a framework for distinguishing forms of motivation according to the degree of autonomy and internalisation underlying behaviour. This approach highlights that work engagement depends not only on external rewards but also on interest in the activity and its consistency with personal values (Deci et al., 2017; Gagné & Deci, 2005). Examining motivation as a set of distinct forms allows for a more nuanced interpretation of its relationship with work outcomes than treating it as a single, undifferentiated characteristic (Van den Broeck et al., 2021).

Complementing this perspective, the job demands–resources model considers work experiences in relation to the demands of the job and the resources available to meet them. Feedback, managerial support, and development opportunities can be regarded as resources relevant to employee engagement (Bakker et al., 2023). Relational coordination theory brings collaboration and relationships among people

performing interdependent activities to the forefront, providing a framework for interpreting the association between cooperation and performance (Bolton et al., 2021). Together, these perspectives enable motivation to be examined in relation to work organisation without reducing it to financial rewards.

Against this background, the study examines relationships between motivational indicators and job performance indicators in a sample of 100 banking sector employees. Its specific objectives are to characterise perceptions of performance management practices and to interpret associations involving goal achievement, the alignment of effort with personal values, positive experiences of work, collaboration, and the fulfilment of professional tasks. The study draws on questionnaire data analysed using SPSS.

This research addresses the transformation of management practices during challenging periods, responding to contemporary challenges faced by the banking sector. Digital transformation, process automation, and technological change are redefining the requirements of banking operations and creating new demands for employees. At the same time, employee expectations regarding autonomy, recognition, and professional development are constantly evolving, and banking organizations are faced with the need to adapt their performance management practices to these realities. Examining motivation and performance within this context provides a relevant perspective for understanding how management can support employees amidst organizational change.

The article contributes by relating individual motivational experiences to perceptions of the organisational context in an analysis applied to banking. The findings provide points of reference for discussing how performance management may integrate professional objectives, recognition of contributions, development, and cooperation. Performance is therefore considered in relation to employees' experiences and the organisational practices that accompany their work.

2. LITERATURE REVIEW

The theoretical framework can be organised into four main areas: work motivation and self-determination theory; job resources, managerial support, and performance; relational coordination and collaboration; and motivation in the banking sector and organisational change.

2.1 Work motivation and self-determination theory

Self-determination theory provides a multidimensional framework for understanding motivation at work. It differentiates forms of motivation according to the degree of autonomy and internalisation of the reasons for which a person acts. Intrinsic motivation is associated with the interest and satisfaction inherent in an

Business Excellence and Management
Volume 16 Special Issue 6 / 2026

activity, whereas extrinsic forms range from more externally regulated motives to motives integrated into an individual's values and goals (Deci et al., 2017; Gagné & Deci, 2005).

The Multidimensional Work Motivation Scale (MWMS) was developed and validated across several national contexts to capture these dimensions (Gagné et al., 2015). Subsequent research highlights the value of examining motivation as a profile of distinct forms rather than as a simple distinction between intrinsic and extrinsic motivation (Trépanier et al., 2023; Van den Broeck et al., 2021). Within organisations, supporting autonomy, competence, and relatedness can foster higher-quality motivation and more favourable work outcomes (Rigby & Ryan, 2018; Slemp et al., 2021).

A recent meta-analytic synthesis identifies positive relationships between autonomous forms of motivation and favourable work outcomes, including work engagement, satisfaction, and performance. The authors examine these relationships in connection with support for psychological needs and the satisfaction of autonomy, competence, and relatedness, providing a framework for understanding motivation in organisational settings (Hagger & McAnally Star, 2026).

In the present study, items concerning goal achievement, effort aligned with personal values, and positive feelings associated with work enable the examination of associations relevant to the self-determination perspective.

2.2 Job resources, managerial support, and performance

The job demands–resources (JD-R) model explains how job resources, such as feedback, supervisor support, development opportunities, and goal clarity, can support employee engagement and functioning, while job demands may require sustained effort. The model has been developed and extended in organisational research, providing a flexible framework for analysing work experiences and associated outcomes (Bakker et al., 2023). Subsequent contributions also examine the role of constructive and destructive leadership in motivational and health-impairment processes (Pletzer et al., 2024).

Perceived organisational support reflects the extent to which employees believe that their organisation values their contributions and cares about their well-being. Theoretical syntheses demonstrate the relevance of this construct to understanding employee attitudes and behaviours (Eisenberger et al., 2020). In this study, items concerning supervisor guidance, feedback, training, and professional development are discussed as practices potentially relevant to job resources.

A distinct component of the employee–supervisor relationship is autonomy support, expressed through consideration of the employee's perspective, encouragement of initiative, and provision of choice. In a meta-analytic review, supervisor autonomy support was positively associated with autonomous motivation, psychological need satisfaction, and favourable work-related behaviours (Slemp et al., 2018). This

perspective complements the analysis of job resources by highlighting how managerial support may be provided.

2.3 Relational coordination and collaboration

Relational coordination emphasises frequent, timely, accurate, and problem-solving communication, as well as shared goals, shared knowledge, and mutual respect among people involved in interdependent activities. A systematic review of the literature highlights the relevance of this approach to work coordination and organisational outcomes (Bolton et al., 2021). In the banking sector, collaboration across teams and departments may provide an important context for the coherent execution of activities and achievement of objectives.

2.4 Motivation in the banking sector and organisational change

Recent research on employee motivation examines how motivational factors are shaped by the economic context and organisational characteristics (Chatzoglou et al., 2024). The literature on the banking sector also addresses the challenges of measuring motivation in this field (Keneni & Mabhungu, 2026). Digital transformation may introduce specific demands, including technological stressors, and recent research examines their relationship with performance and the role of organisational support (Khalequzzaman et al., 2025).

3. METHODOLOGY

The study is based on responses from 100 banking sector employees. The questionnaire that was distributed online included a sociodemographic section, items concerning motivational factors, items from the Multidimensional Work Motivation Scale, job performance items, and items concerning performance management practices.

The respondents are employees of the following banks: BRD, BCR, Raiffeisen, Transilvania, Libra and ING. They range in age from 20 to 60 and hold both managerial and non-managerial (operational) positions. Their work takes place in both front-office (bank branches) and back-office (head office/central) settings. The questionnaire was accessible via a Google Forms link during the first quarter of 2026 and was distributed through WhatsApp groups and professional email channels. Once the data collection period concluded, the results were exported from Google Forms into an Excel format and the data processing phase included the recoding of reverse-scored items.

Business Excellence and Management
Volume 16 Special Issue 6 / 2026

For Likert-scale items, responses were coded from 1 (strongly disagree) to 5 (strongly agree). Motivational factors F1–F11 were ranked by importance, with rank 1 indicating the factor considered most important and rank 11 the factor considered least important.

The Multidimensional Work Motivation Scale is an instrument used to assess different aspects of employee motivation in an organisational setting. It is intended to support an understanding of the factors underlying employee motivation and their relationship with performance and job satisfaction. The scale comprises 20 items, coded M1 to M20. Items M1–M4 describe motivation; M5–M7, social extrinsic motivation; M8–M10, material extrinsic motivation; M11–M14, introjected regulation; M15–M17, identified regulation; and M18–M20, intrinsic motivation.

The Job Performance Assessment Scale is an instrument used to assess employee performance in an organisational context. It comprises 16 items, coded P1 to P16. Items P1, P3, P5, P7, P9, P11, and P13 correspond to contextual performance, while P2, P4, P6, P8, P10, P12, P14, P15, and P16 correspond to task performance.

The instruments used in the study include the Multidimensional Work Motivation Scale (Gagné et al., 2015) and the job performance assessment scale attributed to Goodman and Svyantek (1999). Items O1–O31 capture perceptions concerning objectives, evaluation, development, rewards, procedures, and organisational culture.

4. RESULTS

4.1 Respondents characteristics

The first section of the questionnaire contains questions that capture socio-demographic data that build the image of the employee with information about gender, age, seniority in the company, position held, education used in order to mark the differences between the categories and to analyse the extent to which these variables impact the professional experience experienced so far. Thus, regarding the identifying information of the 100 respondents, we can observe the following characteristics.

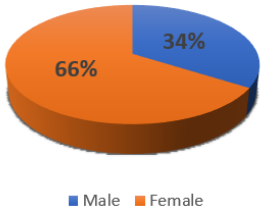


FIGURE 1. GENDER OF RESPONDENTS
Source: The authors' own creation

It is noted that this research was done by analysing the answers received from 100 respondents, of which 66 women (66%) and 34 men (34%) of the total respondents. This trend is also due to the fact that in the

banking sector, especially in Romania, the Retail sector, the employees are predominantly female. This overview highlights a specific characteristic of banking employees, taking into account their gender.

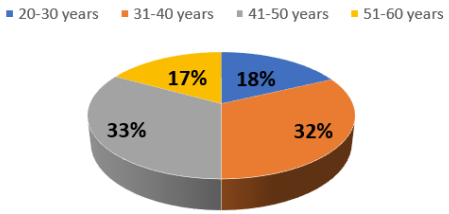


FIGURE 2. PARTICIPANTS AGE
Source: The authors' own creation

The analysis of the age of those who answered the questionnaire, shows that most of the respondents are in the age categories between 41-50 years, representing 33% of the total number, followed by those who are in the 31-40 years range (32% of the total number). In the age category over 50 years there are 17% of the total, followed by the age category 20-30 years which represents 18% of the total number. It can be observed that in the banking sector in Romania, from the perspective of age, most employees are young and this characteristic can generate dynamism in the organization, especially if we analyse the results in correlation with the item that represents seniority in the organization.

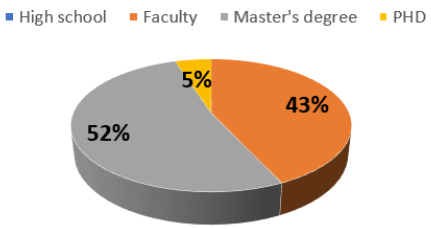


FIGURE 3. FORM OF EDUCATION COMPLETED
Source: The authors' own creation

Regarding the level of education, for those who responded to the questionnaire, the results highlighted the fact that the highest score was recorded by the category of those with a master's degree (52% of the total respondents), followed by those with a university degree (43%) and only 5% of those who participated in the research have a doctorate.

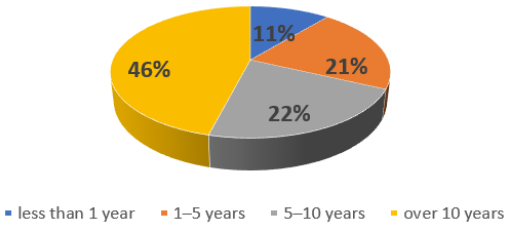


FIGURE 4. SENIORITY IN THE ORGANIZATION
Source: The authors' own creation

The results confirm the existence of a dynamism and diversification regarding the seniority of employees in banking organizations in Romania, in the sense that a considerable percentage of 46% of the respondents

Business Excellence and Management
Volume 16 Special Issue 6 / 2026

are from the category of those with more than 10 years of experience, followed by a percentage of 22% of the total respondents in the 5-10 years category, the next ones being those with between 1 and 5 years of experience, i.e. 21% and only 11% have more less than 1 year old.



FIGURE 5. POSITION OCCUPIED
Source: The authors' own creation

Among those surveyed, we note that the majority occupy executive positions within the company (70%) and only 30% occupy management positions.

4.2 Internal consistency of performance management dimensions

Internal consistency and inter-item correlations were examined for each scale using Cronbach's alpha:

$$\alpha = \frac{N * r_m}{1+(N-1)*r_m} \qquad (1)$$

Where: N is the number of variables

r_m is the mean inter-item correlation

Cronbach's alpha values for variables regarding employees' perception of the relationship between performance and professional motivation are presented in Table 1.

The variables were grouped in a modern model of performance management, outlined starting from the specialized literature, which includes 6 categories of factors: objective planning, monitoring and evaluation, development and performance, recognition/reward, procedural system, organizational culture.

Internal consistency analysis reveals differential Cronbach alpha coefficient values for the six dimensions of performance management practices. The highest value is recorded for the dimension "Development and performance" (α = 0.904), followed by "Monitoring and evaluation" (α = 0.856) and "Recognition and reward" (α = 0.819). For "Goal Planning" the coefficient is 0.7774 and for "Procedural System" it is 0.691. The dimension "Organizational culture" records the value of 0.428.

The low Cronbach's alpha coefficient for the "Organizational Culture" dimension (α = 0.428) may be attributed to the limited number of items comprising it (two: O11 and O31). The alpha coefficient tends to be sensitive to the number of items; consequently, dimensions consisting of only two items may yield lower values, even in the absence of any content-related issues. This limitation is taken into account when interpreting the results, in the sense that the scores for organizational culture are treated with caution.

TABLE 1. CRONBACH'S ALPHA VALUES FOR VARIABLES GROUPED BY DIMENSIONS, AT THE INDIVIDUAL LEVEL AND BY CATEGORY OF FACTORS

No.	Dimension	Original variable codes	Cronbach's alpha	Item codes	Number of variables
1	Goal planning	Obiect_corect24	0,774	O12	2
		Inf_timp24		O13	
2	Monitoring and evaluation	Instr_mng24	0,856	O3	7
		Eval_perf24		O8	
		Eval_compet_ comport24		O7	
		Eval_indic_perf		O9	
		Perf_rlz24		O10	
		Eval_perf24		O6	
		Dez_prof24		O5	
3	Development and performance	Sch_maj_mang24	0,904	O1	11
		Act_form_prog24		O2	
		Ses_coaching24		O4	
		Fb_constructiv24		O14	
		Sef_indrum24		O15	
		Primesc_training24		O22	
		Dezv_înv24		O23	
		Ang_info_avans24		O24	
		Dezv_car_fb24		O25	
		Lucr_echip24		O26	
		Col_ech24		O27	
4	Recognition and rewards	Realiz_recunosc24	0,819	O28	6
		Sanct_fapt24		O16	
		Salar_actual24		O18	
		Pol_echit_salar24		O19	
		Benef_ast24		O20	
		Stb24		O30	
5	Procedural system	Resp24	0,691	O29	3
		Ev&prom_corr_tranps24		O17	
		Sugest_ang24		O21	
6	Organisational culture	Cult_organiz24	0,428	O11	2
		Mnd24		O31	

Source: Data processed in SPSS. Internal consistency analysis

The results indicate a higher internal consistency for the first four dimensions, while the values corresponding to the procedural system and the organizational culture suggest a lower consistency between the items that compose them. The global coefficient reported for the set of variables is 0.953 and characterizes the internal consistency of the analyzed set, without replacing the separate assessment of each dimension.

4.3 Employee perceptions of organisational practices

Data on employee perceptions of the relationship between motivation and performance are presented in Table 2.

Business Excellence and Management
Volume 16 Special Issue 6 / 2026

TABLE 2. EMPLOYEE PERCEPTIONS CONCERNING THE RELATIONSHIP BETWEEN MOTIVATION AND PERFORMANCE

Item	Strongly disagree (Frequency)	Partially disagree (Frequency)	Moderate (Frequency)	Partially agree (Frequency)	Strongly agree (Frequency)
O1	7	12	35	26	20
O2	7	22	35	22	14
O3	4	11	25	30	30
O4	20	16	32	19	13
O5	11	9	28	27	25
O6	2	16	14	33	35
O7	3	4	16	28	49
O8	1	2	15	34	48
O9	2	3	17	25	53
O10	1	0	17	37	45
O11	3	3	20	31	43
O12	9	11	23	28	29
O13	7	9	20	32	32
O14	1	8	18	27	46
O15	1	2	15	36	46
O16	7	4	32	18	39
O17	4	9	18	33	36
O18	17	11	20	34	18
O19	16	11	25	27	21
O20	11	17	26	24	22
O21	7	13	29	31	20
O22	7	9	33	29	22
O23	5	13	24	28	30
O24	11	10	27	26	26
O25	16	16	24	24	20
O26	1	4	11	33	51
O27	0	1	11	27	61
O28	0	5	12	29	54
O29	0	0	12	30	58
O30	1	2	12	35	50
O31	0	3	18	28	51

Source: Compiled by the authors.

The distribution of responses highlights favourable assessments for several aspects of professional activity. Collaboration within the team and with other departments (O27) met with 88% partial or total agreement responses, of which 61% represent total agreement. Similar proportions are observed in the case of respect and dignity at work (O29), for which 88% of respondents expressed partial or total agreement. Recognition of contribution by superior (O28) received 83% favourable responses, and job security and stability (O30), 85%.

Performance assessment based on competences, skills, professional behaviour and individual results (O7) met with 77% partial or full agreement. For the use of initially established performance indicators (O8), the proportion of favourable responses is 82%, and for periodic performance planning and evaluation (O9), 78%. These distributions reflect respondents' perceptions of assessment practices.

Regarding coaching (O4), the answers are distributed between total or partial disagreement (36%), moderate position (32%) and partial or total agreement (32%). For the current salary (O18), 52% of respondents partially or fully agreed, while 28% disagreed. The fairness of the salary policy (O19) received 48% favourable responses, and the bonuses and benefits (O20), 46%.

Regarding professional development, 58% of respondents expressed partial or total agreement regarding access to courses, training and mentoring (O23), and 52% regarding information about development and advancement opportunities (O24). For career development support and associated feedback (O25), the proportion of favourable responses is 44%. Overall, the results show that perceptions of collaboration and respect are favourable, while perceptions of coaching, reward and career development are more varied.

4.4 Motivation to achieve objectives and job performance

Next, the analysis involves the study of correlations between indicators and Table 3 presents the results regarding the correlation between the performance of an employee in the banking field and the motivation to always achieve his goals at work.

TABLE 3. THE CORRELATION BETWEEN THE PERFORMANCE OF A BANKING EMPLOYEE AND THEIR MOTIVATION TO CONSISTENTLY ACHIEVE WORK OBJECTIVES

Variable	Mean	Std. deviation	N
P2	4.20	0.667	100
M1	4.30	0.732	100

Variables	Pearson Correlation	Sig. (2-tailed)	N	95% CI lower	95% CI upper
P2–M1	0.745	< 0.001	100	0.643	0.822

Note: The confidence interval is based on Fisher's r-to-z transformation.
Source: SPSS

The results indicate a strong and statistically significant positive correlation between the motivational indicator related to the achievement of work objectives (M1) and the performance indicator P2: $r = 0.745$, $p < 0.001$, with a 95% confidence interval between 0.643 and 0.822. The mean of responses is 4.30 for M1, with a standard deviation of 0.732, and 4.20 for P2, with a standard deviation of 0.667.

The association shows that respondents who reported higher values for M1 also tended to report higher values for P2. The result highlights the link between the motivational orientation associated with the objectives and the analysed performance indicator.

The linear regression model indicates a positive and statistically significant correlation between M1 and P2. The coefficient of determination shows that the model statistically explains 55.6% of the variation of the P2 indicator, and the adjusted coefficient of determination is 55.1%. The model is statistically valid, $F = 122.59$ with $p < 0.001$ and the result highlights the relationship between the motivational indicator related to the objectives and the performance indicator included in the model.

Business Excellence and Management
Volume 16 Special Issue 6 / 2026

TABLE 4. LINEAR REGRESSION FOR M1 AND P2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F change	df1	df2	Sig. F Change
1	0.745	0.556	0.551	0.447	0.556	122.595	1	98	< 0.001

ANOVA component	Sum of squares	df	Mean square	F	Sig.
Regression	24.453	1	24.453	122.595	< 0.001
Residual	19.547	98	0.199		
Total	44.000	99			

Coefficient	Unstandardized B	Unstandardized Std. Error	Standardized Beta	t	Sig.	Zero-order	Partial	Part
Constant	1.279	0.268		4.791	< 0.0001			
M1	0.679	0.061	0.745	11.072	< 0.001	0.745	0.745	0.745

Source: SPSS

4.5 Effort aligned with personal values and performance criteria

Table 5 shows the results regarding the correlation between the effort put into work when it is in agreement with personal values and the achievement of the performance criteria fixed in the employee's evaluation sheet.

TABLE 5. THE CORRELATION BETWEEN THE EFFORT PUT INTO WORK WHEN IT IS IN LINE WITH PERSONAL VALUES AND THE ACHIEVEMENT OF THE PERFORMANCE CRITERIA FIXED IN THE EMPLOYEE'S EVALUATION SHEET

Variable	Mean	Std. deviation	N
M16	4.55	0.833	100
P4	4.42	0.684	100

Variables	Pearson Correlation	Sig. (2-tailed)	N	95% CI lower	95% CI upper
M16–P4	0.441	< 0.001	100	0.268	0.587

Note: The confidence interval is based on Fisher's r-to-z transformation.

Source: SPSS

A moderate and statistically significant positive correlation is observed between the effort put into work in accordance with personal values (M16) and the achievement of the performance criteria established in the evaluation sheet (P4): $r = 0.441$, $p < 0.001$. The 95% confidence interval for the correlation coefficient is between 0.268 and 0.587.

The result indicates that respondents who reported higher values for aligning effort with personal values also tended to report higher values for achieving performance criteria. The relationship highlights the relevance of analysing the personal meaning attributed to professional effort in relation to performance evaluation.

The Pearson correlation coefficient of 0.441 indicates a moderate positive correlation between the two variables which means that there is a moderate relationship. Even if the correlation is moderate, the statistical significance indicates that in the analysis the relationship between the variables is important and should be considered.

The results regarding the correlation between the effort put into work when it is in agreement with personal values and the achievement of the performance criteria fixed in the employee's evaluation sheet are presented in Table 6.

TABLE 6. LINEAR REGRESSION FOR M16 AND P4

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F change	df1	df2	Sig. F Change
2	0.441	0.195	0.189	0.616	0.195	23.668	1	98	< 0.001

ANOVA component	Sum of squares	df	Mean square	F	Sig.
Regression	9.018	1	9.018	23.668	< 0.001
Residual	37.342	98	0.381		
Total	46.360	99			

Coefficient	Unstandardized B	Unstandardized Std. Error	Standardized Beta	t	p	Zero-order	Partial	Part
Constant	2.772	0.344		8.051	< 0.001			
M16	0.362	0.074	0.441	4.865	< 0.001	0.441	0.441	0.441

Source: SPSS

The linear regression model reveals a positive and statistically significant correlation between effort congruent with personal values (M16) and achievement of performance criteria (P4). The reported coefficient of determination is 0.195, indicating that the model statistically explains 19.5% of the variation in the P4 indicator.

The unstandardized coefficient for M16 is positive, B = 0.362, and the model is valid, F=23.668 with $p < 0.001$. The result shows that higher values of the M16 item are associated, in the model, with higher values of the P4 indicator.

4.6 Ranking of supervisor support and task competence

The results regarding the correlation between the motivation generated by the support and guidance received from the superior when the employee encounters difficulties in his activity and the level of competence manifested in his work areas, reflected by the performance of tasks with efficiency, are presented in Table 7.

TABLE 7. CORRELATION BETWEEN THE MOTIVATION GENERATED BY THE SUPPORT AND GUIDANCE RECEIVED FROM THE SUPERIOR WHEN THE EMPLOYEE ENCOUNTERS DIFFICULTIES IN HIS ACTIVITY AND THE LEVEL OF COMPETENCE SHOWN IN THE AREAS OF HIS WORK, REFLECTED BY THE PERFORMANCE OF TASKS WITH EFFICIENCY (F10-P14)

Variable	Mean	Std. deviation	N
F10	7.18	3.76	100
P14	4.52	0.594	100

Variables	Pearson Correlation	Sig. (2-tailed)	N	95% CI lower	95% CI upper
F10–P14	0.399	< 0.001	100	0.220	0.553

Note: The confidence interval is based on Fisher's r-to-z transformation.

Source: SPSS

The rank assigned to superior support and guidance (F10) has a mean of 7.18 and a standard deviation of 3.76. Indicator P14, referring to the competence demonstrated in carrying out tasks, has a mean of 4.52 and a standard deviation of 0.594.

There is a moderate and statistically significant positive correlation between the two variables: r = 0.399, $p < 0.001$, with a 95% confidence interval between 0.220 and 0.553. Considering the coding of

Business Excellence and Management
Volume 16 Special Issue 6 / 2026

motivational factors, where higher ranks indicate lower relative importance, the result shows that assigning a higher numerical rank to superior support is associated with higher values of the P14 indicator.

Next, the correlation between the performance indicator P14 and the rank assigned to superior support and guidance (F10) is analysed.

TABLE 8. LINEAR REGRESSION FOR THE RANK ASSIGNED TO SUPERVISOR SUPPORT AND GUIDANCE AND PERFORMANCE INDICATOR P14

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F change	df1	df2	Sig. F Change
2	0.399	0.160	0.151	0.447	0.160	18.605	1	98	< 0.001

ANOVA component	Sum of squares	df	Mean square	F	Sig.
Regression	5.578	1	5.578	18.605	< 0.001
Residual	29.382	98	0.300		
Total	34.960	99			

Coefficient	Unstandardized B	Unstandardized Std. Error	Standardized Beta	t	p	Zero-order	Partial	Part
Constant	3.983	0.136		29.308	< 0.001			
F10	0.075	0.017	0.399	4.313	< 0.001	0.399	0.399	0.399

Source: SPSS

The linear regression model indicates a positive and statistically significant correlation between the rank assigned to superior support (F10) and the performance indicator P14. The reported coefficient of determination, $R^2 = 0.160$, shows that the model statistically explains 16.0% of the variation of the P14 indicator.

The unstandardized coefficient for F10 is positive, B = 0.075, and the model is valid, F = 18.605 with $p < 0.001$. Relative to the meaning of the coding, the positive association indicates that a higher numerical rank, corresponding to a lower relative importance attributed to superior support, is associated in the model with a higher score on P14.

4.7 Collaboration and task fulfilment

TABLE 9. CORRELATION BETWEEN GOOD COLLABORATION WITHIN THE RESPECTIVE TEAM WITH OTHER DEPARTMENTS WHEN NECESSARY AND PERFORMANCE AT WORK BY COMPLETING TASKS (O27-P15)

Variable	Mean	Std. deviation	N
O27	4.48	0.731	100
P15	4.47	0.557	100

Variables	Pearson Correlation	Sig. (2-tailed)	N	95% CI lower	95% CI upper
O27–P15	0.418	< 0.001	100	0.241	0.568

Note: The confidence interval is based on Fisher's r-to-z transformation.

Source: SPSS

Collaboration within the team and with other departments (O27) has a mean of 4.48 and a standard deviation of 0.731. Indicator P15, regarding the performance of tasks, has a mean of 4.47 and a standard deviation of 0.557. The means are close, and the responses for O27 show a greater dispersion than those for P15.

The Pearson coefficient indicates a moderate and statistically significant positive correlation between the two variables: r = 0.418, p < 0.001. The 95% confidence interval is between 0.241 and 0.568. Thus, respondents who value collaboration more favourably tend to also report higher values for the indicator regarding the fulfilment of tasks.

TABLE 10. LINEAR REGRESSION FOR COLLABORATION AND TASK FULFILMENT

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F change	df1	df2	Sig. F Change
2	0.418	0.175	0.166	0.527	0.175	20.717	1	98	< 0.001

ANOVA component	Sum of squares	df	Mean square	F	Sig.
Regression	5.743	1	5.743	20.717	< 0.001
Residual	27.167	98	0.277		
Total	32.910	99			

Coefficient	Unstandardized B	Unstandardized Std. Error	Standardized Beta	t	p	Zero-order	Partial	Part
Constant	2.995	0.328		9.120	< 0.001			
O27	0.329	0.072	0.418	4.552	< 0.001	0.418	0.418	0.418

Source: SPSS

The linear regression model highlights a positive and statistically significant association between collaboration within the team and with other departments (O27) and the P15 indicator on task performance. The coefficient of determination is 0.175, which shows that the model statistically explains 17.5% of the variation of the P15 indicator.

The unstandardized coefficient for O27 is positive, B = 0.329, and the model is statistically significant, p < 0.001. The result highlights the relationship between the appreciation of professional collaboration and the evaluation of task performance within the analysed sample.

4.8 Goal-setting perceptions and performance

TABLE 11. CORRELATION BETWEEN SATISFACTION WITH CORRECTLY SET OBJECTIVES AND THE ACHIEVEMENT OF OBJECTIVES AT WORK (O12-P2)

Variable	Mean	Std. deviation	N
O12	3.58	1.269	100
P2	4.47	0.577	100

Variables	Pearson Correlation	Sig. (2-tailed)	N	95% CI lower	95% CI upper
O12–P2	0.321	< 0.001	100	0.133	0.487

Note: The confidence interval is based on Fisher's r-to-z transformation.

Source: SPSS

Variable O12, regarding respondents' satisfaction with the correct setting of objectives, has a mean of 3.58 and a standard deviation of 1.269. The P2 indicator, which reflects the achievement of objectives at work, has a mean of 4.47 and a standard deviation of 0.577. It is observed that the mean of the P2 indicator is higher than that of the O12 variable, which suggests a more favourable assessment of the achievement of work objectives than of the way in which they are established. At the same time, the higher standard

Business Excellence and Management
Volume 16 Special Issue 6 / 2026

deviation for O12 indicates a more pronounced variability of the answers, while the evaluations regarding the achievement of the objectives (P2) are more homogeneous.

The Pearson correlation coefficient indicates a positive correlation, of low to moderate intensity, and statistically significant between satisfaction with correct goal setting and their achievement at work: $r = 0.321$, $p < 0.001$. The 95% confidence interval is between 0.133 and 0.487, confirming the existence of a positive association between the two variables. The coefficient of determination ($R^2 = 0.103$) shows that O12 explains a small proportion of the variation in responses to P2. Thus, the results suggest that respondents who are more satisfied with how goals are set tend to also report a higher level of goal achievement at work. This association highlights the importance of the perception of correct goal setting in relation to professional performance.

TABLE 12. LINEAR REGRESSION FOR PERCEIVED APPROPRIATE GOAL SETTING AND ACHIEVEMENT OF WORK OBJECTIVES

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F change	df1	df2	Sig. F Change
2	0.321	0.103	0.094	0.549	0.103	11.286	1	98	< 0.001

ANOVA component	Sum of squares	df	Mean square	F	Sig.
Regression	3.399	1	3.399	11.286	< 0.001
Residual	29.511	98	0.301		
Total	32.910	99			

Coefficient	Unstandardized B	Unstandardized Std. Error	Standardized Beta	t	p	Zero-order	Partial	Part
Constant	3.947	0.165		23.923	< 0.001			
O12	0.146	0.044	0.321	3.359	< 0.001	0.321	0.321	0.321

Source: SPSS

The linear regression model indicates a positive and statistically significant association between the perception of correct goal setting (O12) and the P2 indicator. The reported coefficient of determination is 0.103, which shows that the model statistically explains 10.3% of the variation in the P2 indicator.

The unstandardized coefficient for O12 is positive, B = 0.146, and the model is statistically significant, $p < 0.001$. Therefore, higher values of the assessment regarding the correct setting of the objectives are associated in the model with higher values of the analysed performance indicator.

4.9 Positive experiences of work and fulfilment of professional duties

TABLE 13. CORRELATION BETWEEN "I FEEL GOOD DOING MY JOB" AND THE FULFILMENT OF ALL PROFESSIONAL DUTIES AT WORK (M18-P8)

Variable	Mean	Std. deviation	N
M18	4.42	0.955	100
P8	4.48	0.772	100

Variables	Pearson Correlation	Sig. (2-tailed)	95% CI lower	95% CI upper
M18–P8	0.464	< 0.001	0.294	0.605

Note: The confidence interval is based on Fisher's r-to-z transformation.

Source: SPSS

For item M18, regarding the positive feeling associated with the performance of work, the mean is 4.42, and the standard deviation is 0.955. For P8, regarding the fulfilment of professional duties, the mean is 4.48 and the standard deviation is 0.772. The means are close, while the responses for M18 show a greater dispersion than those for P8.

The Pearson coefficient indicates a moderate and statistically significant positive correlation between the two variables: $r = 0.464$, $p < 0.001$, with a 95% confidence interval between 0.294 and 0.605. Respondents who reported higher values for positive work experience also tended to report higher values for fulfilling work duties.

TABLE 14. LINEAR REGRESSION FOR POSITIVE FEELINGS ABOUT WORK AND FULFILMENT OF PROFESSIONAL DUTIES

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F change	df1	df2	Sig. F Change
7	0.464	0.215	0.207	0.687	0.215	26.832	1	98	< 0.001

ANOVA component	Sum of squares	df	Mean square	F	Sig.
Regression	12.673	1	12.673	26.832	< 0.001
Residual	46.287	98	0.472		
Total	58.960	99			

Coefficient	Unstandardized B	Unstandardized Std. Error	Standardized Beta	t	p	Zero-order	Partial	Part
Constant	2.825	0.327		8.642	< 0.001			
M18	0.375	0.072	0.464	5.180	< 0.001	0.464	0.464	0.464

Source: SPSS

The linear regression model highlights a positive and statistically significant correlation between the positive work experience (M18) and the fulfilment of professional duties (P8). The reported coefficient of determination is 0.215, indicating that the model statistically explains 21.5% of the variation in the P8 indicator.

The unstandardized coefficient for M18 is positive, $B = 0.375$, and the model is statistically significant, $p < 0.001$. The result highlights the association between the positive feeling towards the activity carried out and the assessment of the fulfilment of professional duties.

5. CONCLUSIONS

The research highlights the existence of positive associations between motivation indicators and professional performance indicators in the sample of 100 employees in the banking sector. The results outline a perspective in which task accomplishment is related to goal orientation, congruence of effort with personal values, positive work experience, and professional collaboration. These findings support the relevance of examining motivation in relation to the concrete experience of employees and the organizational practices that accompany the activity.

Business Excellence and Management
Volume 16 Special Issue 6 / 2026

The positive association between the achievement of the objectives and the corresponding performance indicator shows the convergence between the declared orientation towards the achievement of the objectives and the evaluation of their fulfilment. At the same time, the relationship between the effort aligned with personal values and the achievement of performance criteria highlights the relevance of the individual meaning attributed to work. The association between the positive feeling generated by the activity and the fulfilment of the duties completes this perspective. Interpreted through the lens of self-determination theory, the results are compatible with the importance given to the internalization of motives for professional involvement and interest in the activity.

Teamwork and collaboration with other departments, in turn, has a positive association with task performance. The result highlights the relational dimension of performance and the relevance of cooperation in carrying out interdependent activities. In this sense, professional performance can be discussed not only in relation to individual resources and orientations, but also in relation to the relationships through which employees coordinate their work. The relational coordination perspective thus provides a complementary framework to the motivational interpretation.

These findings illustrate how individual motivational dimensions (goal attainment, alignment of values, positive sentiment toward work) and relational dimensions (collaboration) remain linked to performance, even within a banking sector characterized by digital transformation and evolving employee expectations, which necessitate shifts in management. According to the present results, effective organizational adaptation requires attention both to goal-setting and evaluation structures, and to the quality of relationships and practices that support employees.

Descriptive results show favourable ratings of collaboration, respect, recognition of contributions, and job stability. These assessments coexist with more heterogeneous perceptions of coaching, remuneration and career development. The profile of the responses indicates the differentiation of organizational experiences, which highlights the fact that the appreciation of professional relationships does not automatically imply equally favourable assessments for all human resource management practices. Therefore, the interpretation of organizational climate benefits from the distinct examination of its components.

From a managerial perspective, the findings provide benchmarks for an integrated approach to performance management, within the context of the changes facing banking organizations. The link between the achievement of objectives and performance underscores the importance of clarifying and planning goals during periods of digital and organizational transformation. Recognizing employee contributions becomes even more relevant during times of change, when the effort required to adapt might otherwise go unnoticed in the absence of explicit mechanisms for appreciation. The results concerning coaching, along with the varied responses regarding professional development, suggest that guidance and training practices warrant specific attention, especially as technological transformation creates new skill

requirements. The diverse perceptions regarding remuneration point to the need to review how compensation policies are communicated and whether they are perceived as equitable. Professional collaboration, which is positively associated with task completion, highlights the value of maintaining functional coordination structures both within teams and across departments.

Overall, the article supports the understanding of professional performance by simultaneously referring to individual motivation and the relational and organizational context of work. His contribution consists in bringing together these perspectives in an interpretation applied to the banking sector, and the correlations identified provide a basis for discussing performance management practices in relation to task accomplishment, meaning attributed to activity and professional cooperation.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

DECLARATION OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

The authors declare that they have not used any Generative AI and/or AI-Assisted technologies during the preparation of this work.

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