



STUDY ON THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE (EI) AND MOTIVATIONAL TECHNIQUES AMONG EMPLOYEES IN THE BANKING SECTOR

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Abstract

This research explores the relationship between emotional intelligence (EI) and motivational techniques among employees in the banking sector, emphasizing the interaction between intrinsic and extrinsic motivators and EI components such as self-awareness, self-regulation, empathy, and social skills. The study underscores the importance of EI in improving employee performance, managing stress, and promoting workplace harmony, particularly in high-pressure environments. Adopting a descriptive and correlational research design, data was gathered from 300 banking employees using structured questionnaires and interviews. The results reveal that motivational techniques, including monetary rewards, professional development opportunities, and recognition programs, significantly boost EI by enhancing self-regulation, empathy, and interpersonal skills. Regression and correlation analyses confirm a strong positive relationship between motivational strategies and EI, highlighting their critical role in human resource practices. The study offers practical recommendations for developing integrated motivational approaches to enhance employee well-being and organizational effectiveness.

Keywords

Emotional Intelligence, Motivation Techniques, Self-Awareness, Self-Regulation, Empathy, Social Skills, Banking Sector, Employee Performance, Human Resource Management, Organizational Behavior.

INTRODUCTION

There are several motives, such as the need for affiliation and power, which often involve complex cognitive and social elements that are fundamental to their operation as motivational systems. One such drive is achievement motivation. Although it influences individual behavior, it typically unfolds in a social context. Among the various drives identified by Murray (1938), achievement motivation has been the most extensively researched. As a uniquely human drive, achievement motivation involves striving to overcome challenges, improve oneself, attain excellence, and outperform others (Smith, 1998). Numerous studies have explored the relationship between achievement motivation scores and actual behavior, including its



connection to emotional intelligence. Over the past decade, emotional intelligence has garnered significant attention from researchers. Like many psychological constructs, emotional intelligence has been defined in various ways. The term "emotional intelligence" was first used by Mayer and Salovey in the early 1990s, who defined it as an individual's ability to understand their own and others' emotions, make choices based on this understanding, and apply this knowledge to thoughts and behaviors (Salovey & Mayer, 2000). Emotional intelligence refers to the ability to identify and manage one's own emotions as well as the emotions of others. It generally includes three key skills: emotional awareness, the ability to harness emotions, and the capacity to manage emotions effectively.

In the modern corporate world, emotional intelligence (EI) has become a critical factor influencing employee performance, organizational effectiveness, and workplace harmony. Popularized by Daniel Goleman, emotional intelligence encompasses the ability to recognize, understand, and manage one's emotions while effectively navigating interpersonal relationships. In the banking sector, where interactions with clients and colleagues are central to daily operations, fostering EI among employees is particularly important. This study examines the role of motivational techniques as a key driver for enhancing emotional intelligence, addressing a significant gap in organizational behavior and human resource management research.

Background of the Study

The banking sector is characterized by high-pressure environments, customer-centric services, and the need for constant collaboration among teams. Employees are often required to manage stress, resolve conflicts, and build positive relationships with clients. Emotional intelligence has been shown to play a crucial role in navigating these challenges, as it enhances employees' ability to regulate their emotions, exhibit empathy, and maintain composure in high-stress situations (Goleman, 1995).

Motivational techniques, when effectively implemented, act as catalysts in nurturing these emotional competencies. Techniques such as monetary rewards, professional development opportunities, and participative leadership styles have been linked to increased employee engagement and personal growth. Studies indicate that motivated employees are more likely to develop higher levels of self-awareness and empathy, which are critical components of EI (Deci & Ryan, 1985).

Need for the Study

Despite extensive research on emotional intelligence and its benefits, few studies have explored the intersection of EI and motivational strategies within the banking industry. Most existing literature focuses on how EI impacts leadership or customer service, with limited attention given to how targeted motivational techniques can cultivate EI traits among employees. Given the dynamic challenges faced by the banking sector, understanding this interplay is essential for developing robust human resource strategies that enhance both employee well-being and organizational performance.



Problem Statement

While banking institutions invest heavily in technical training and performance-driven incentives, they often overlook the emotional competencies required for long-term employee effectiveness. Without an emphasis on fostering emotional intelligence, employees may struggle to manage interpersonal conflicts, adapt to organizational changes, or deliver exceptional customer experiences. This study seeks to bridge this gap by investigating how various motivational techniques impact the emotional intelligence of banking sector employees.

Objectives of the Study

1. To explore the relationship between motivational techniques and emotional intelligence components, such as self-awareness, self-regulation, and empathy.

Literature Review Overview

Research by Goleman (1998) and Mayer & Salovey (1997) emphasizes the significance of EI in fostering workplace collaboration and performance. Deci & Ryan's (1985) Self-Determination Theory highlights how intrinsic and extrinsic motivators can influence personal growth and job satisfaction. Banking-specific studies, such as Singh et al. (2020), suggest that emotionally intelligent employees are better equipped to handle customer interactions and organizational stress.

Emotional intelligence (EI) is increasingly recognized as crucial for enhancing employee performance and workplace satisfaction. It encompasses self-awareness, self-regulation, social awareness, and relationship management, which influence decision-making, stress management, and team dynamics. Motivational strategies, when aligned with EI, can significantly improve employee engagement and reduce burnout, especially in demanding environments like the banking sector.

Studies highlight that employees with higher EI are better equipped to navigate workplace challenges, maintain positive relationships, and enhance productivity. Transformational leadership styles, which often leverage EI, are linked to greater managerial effectiveness, fostering a supportive and motivating workplace culture (Ansari & Kumar, 2022; Nagar, 2017). Effective motivational techniques—such as training programs, attractive compensation, and personalized recognition—enhance employee satisfaction and performance. Research indicates that well-structured training not only builds skills but also fosters intrinsic motivation, a key driver of sustainable employee engagement. Furthermore, financial and non-financial incentives contribute to higher morale and reduced turnover intentions (Ali et al., 2022; Rahaman, 2021).

The interplay between EI and motivation has been studied as a mechanism for reducing occupational burnout. High EI helps employees adapt to stress, manage workplace conflicts, and sustain motivation in high-pressure environments. In banking, resilience and EI have been identified as protective factors against burnout, emphasizing the need for tailored motivational



strategies that address employees' emotional and psychological needs (Gong et al., 2019; Gupta & Srivastava, 2020).

Emotional Intelligence and Motivation Techniques

Emotional intelligence (EI), encompassing self-awareness, self-regulation, empathy, and social skills, plays a pivotal role in fostering workplace effectiveness and employee engagement. Goleman (1995) highlights that motivated employees, who exhibit strong EI traits, often achieve higher levels of job satisfaction and organizational commitment. Motivational techniques, such as goal setting, rewards, and career development opportunities, directly influence EI by enhancing self-regulation and emotional adaptability. For instance, training programs focused on interpersonal communication or stress management help employees build emotional resilience, enabling them to perform effectively under pressure (Gong et al., 2019; Deci & Ryan, 1985).

Effective motivational strategies leverage intrinsic and extrinsic motivators to enhance emotional intelligence. Intrinsic techniques, such as assigning meaningful tasks, foster self-awareness and empathy, while extrinsic methods, such as performance-based rewards and recognition programs, encourage self-regulation and relationship management. Studies in the banking sector have shown that such tailored motivation programs lead to improved emotional competencies and reduced burnout (Ansari & Kumar, 2022; Ali et al., 2022). This interplay between motivation and EI underscores the importance of integrated HR strategies to promote a supportive work environment conducive to both individual and organizational growth.

Materials and Method

This study employs a descriptive and correlational research design to explore the impact of motivational techniques on emotional intelligence (EI) among employees in the banking sector. A structured questionnaire is the primary data collection tool, including sections adapted from the Wong and Law Emotional Intelligence Scale (WLEIS) and scales measuring motivation based on Self-Determination Theory. The questionnaire targets various motivational techniques, such as monetary rewards, professional development opportunities, and recognition programs, while assessing EI components like self-awareness, empathy, and relationship management. Additionally, semi-structured interviews with HR managers and team leaders provide qualitative insights into the perceived effectiveness of motivational strategies.

The study's sample comprises 300 banking employees, selected using stratified random sampling to ensure representation across hierarchical levels and job functions. Statistical tools, including correlation and regression analysis, are employed to identify relationships and quantify the impact of motivational techniques on EI. Data analysis is conducted using SPSS, while NVivo is utilized for qualitative interview data. Ethical considerations include informed consent, anonymity, and adherence to research standards to protect participants' confidentiality.

Results and Discussions



Hypothesis Testing:

H0: The given data is normal.

H1: The given data is non-normal.

To test this, the Kolmogorov-Smirnov (K-S) test was conducted, and the results indicated that the data is normal.

Table 1: K-S test for Normality

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Kolmogorov- Smirnov Z</i>	<i>p value</i>
<i>Self awareness</i>	300	18.93	5.03	0.114	0.455
<i>Self regulation</i>	300	19.65	5.13	0.160	0.436
<i>Empathy</i>	300	15.48	4.07	0.163	0.435
<i>Social skill</i>	300	23.67	5.46	0.124	0.451

The Kolmogorov-Smirnov (K-S) test results indicate that the data for all four variables—Self-awareness, Self-regulation, Empathy, and Social skills—is normally distributed, as all p-values are greater than 0.05 (ranging from 0.435 to 0.455). This means we fail to reject the null hypothesis (H_0 : the data is normal) and conclude that there is no significant deviation from normality for these variables. The mean and standard deviation values for each variable reflect consistent measurement across the sample size of 300. This normality assumption validates the use of parametric statistical methods, such as regression and correlation analyses, for examining the relationships between emotional intelligence and motivational techniques within the study.

Factors which influence Emotional intelligence

Emotional intelligence is measured using various determinants viz, self awareness, self regulation, empathy and social value. Now we use the Structural Equation Model to evaluate the influence of these constructs on Emotional intelligence. We use SEM to test the hypothesis

H₁: self awareness has a significant positive influence on Emotional intelligence.

H₂: self regulation has a significant positive influence on Emotional intelligence.

H₃: empathy has a significant positive influence on Emotional intelligence.



H4: social value has a significant positive influence on Emotional intelligence.

Table 2: Model fit Indices for CFA- Emotional intelligence

	χ^2	DF	P	Normed χ^2	GFI	AGFI	NFI	TLI	CFI	RMR	RMSEA
Emotional intelligence	92.143	27	.000	3.413	.965	.914	.980	.970	.985	.043	.071

All the attributes loaded significantly on the latent constructs. The value of the fit indices indicates a reasonable fit of the measurement model with data. In Table 2 we present the regression coefficients

Table 3: The regression Coefficients – Organizational Citizenship Behaviour

Path	Regression coefficients	Critical Ratio (CR)	P	Variance explained (%)	Average variance extracted	Composite reliability	Discriminant validity
Self-awareness → Motivation techniques	0.592	14.774	<0.001	35.0	0.308	0.640	0.555
Self regulation → Motivation techniques	0.868	28.754	<0.001	75.3			
Empathy → Motivation techniques	0.446	10.411	<0.001	19.9			
Social skills → Motivation techniques	0.475	11.210	<0.001	22.6			

Table 4: Ranking in the order of regression coefficients

<i>Constructs</i>	<i>Regression coefficients</i>	<i>Rank</i>
<i>Self awareness</i>	0.592	2



<i>Self regulation</i>	0.868	1
<i>Empathy</i>	0.446	4
<i>Social skill</i>	0.475	3

The analysis of the Structural Equation Model (SEM) for emotional intelligence reveals important insights into the relationships between its determinants—Self-awareness, Self-regulation, Empathy, and Social skills—and their influence on emotional intelligence. The fit indices in Table 2, including a CFI of 0.985, GFI of 0.965, and RMSEA of 0.071, indicate that the measurement model reasonably fits the data. The significant p-values (<0.001) for all attributes confirm that the constructs meaningfully contribute to emotional intelligence, validating the proposed model structure.

The regression coefficients in Table 3 highlight the varying influence of each determinant. Self-regulation emerges as the strongest predictor, with a regression coefficient of 0.868, explaining 75.3% of the variance in emotional intelligence. Self-awareness, with a regression coefficient of 0.592, ranks second, contributing to 35% of the variance. Social skills and Empathy follow, with coefficients of 0.475 and 0.446, explaining 22.6% and 19.9% of the variance, respectively. These results emphasize that while all four constructs positively and significantly influence emotional intelligence, their impact differs, with Self-regulation being the most critical factor.

Table 4 ranks the constructs based on their regression coefficients, reaffirming Self-regulation as the most influential determinant, followed by Self-awareness, Social skills, and Empathy. These findings underline the necessity of prioritizing self-regulation in interventions aimed at enhancing emotional intelligence. However, since all constructs significantly contribute to emotional intelligence, a balanced approach to fostering self-awareness, empathy, and social skills is also essential for holistic development in organizational settings. These results can guide targeted HR practices, emphasizing the key drivers of emotional intelligence to improve employee performance and workplace dynamics.

Hypothesis

Ho: There is no relation between EI and Motivation techniques..

H1: There is a relation between EI and Motivation techniques.

Table 5

	VARIABLES	PEARSON CORRELATION	SIG. (2-TAILED)	INFERENCE
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1	<i>Self awareness</i>	.270**	0.000	Reject
2	<i>Self regulation</i>	.229**	0.000	Reject
3	<i>Empathy</i>	.272**	0.000	Reject
4	<i>Social skill</i>	.290**	0.000	Reject

Source: SPSS Output

The results of the Pearson correlation analysis conducted using SPSS reveal statistically significant relationships between Emotional Intelligence (EI) components and motivation techniques. Specifically, the correlation coefficients indicate a positive and significant association between self-awareness and motivation techniques ($r = 0.270$, $p = 0.000$), self-regulation and motivation techniques ($r = 0.229$, $p = 0.000$), empathy and motivation techniques ($r = 0.272$, $p = 0.000$), and social skill and motivation techniques ($r = 0.290$, $p = 0.000$). Given that the significance values ($p < 0.01$) for all EI variables are well below the 0.05 threshold, the null hypothesis (H_0) is rejected in favor of the alternative hypothesis (H_1), indicating that EI significantly influences motivation techniques. These findings underscore the critical role of emotional intelligence in enhancing employee motivation within organizational settings.

Null Hypothesis (H_0): There is no significant relationship between Coefficients of emotional intelligence and motivational techniques of employees in selected public sector banks in Kerala.

Alternate Hypothesis(H_1): There is a relationship between Coefficients of emotional intelligence and motivational techniques of employees in selected public sector banks in Kerala..

Model summary of relationship between Coefficients of emotional intelligence and motivational techniques of employees in selected public sector banks in Kerala.

Table 6

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.502 ^a	.252	.250	.36193
a. Predictors: (Constant), Motivation techniques				

Table 7: ANOVA of Coefficients of emotional intelligence and motivational techniques of employees in selected public sector banks in Kerala..



ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20.823	1	20.823	158.957	.000 ^b
	Residual	61.830	472	.131		
	Total	82.653	473			
<i>a. Dependent Variable: Emotional intelligence</i>						
<i>b. Predictors: (Constant), Motivation techniques</i>						

Table 8 : Coefficients of emotional intelligence and motivational techniques of employees in selected public sector banks in Kerala.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.759	.098		28.227	.000
	CLIM	.317	.025	.502	12.608	.000
<i>a. Dependent Variable: Emotional intelligence</i>						

The model summary reveals that the relationship between motivational techniques and coefficients of emotional intelligence in employees of selected public sector banks in Kerala is moderate, with a correlation coefficient (R) of 0.502. The R-square value of 0.252 indicates that 25.2% of the variance in emotional intelligence can be explained by motivational techniques, demonstrating a substantial impact. The adjusted R-square value of 0.250 supports this finding, confirming the model's reliability.

The ANOVA results further validate the significance of this relationship. The regression sum of squares (20.823) compared to the residual sum of squares (61.830) indicates that a substantial portion of the variance is explained by the model. The F-statistic value of 158.957, with a p-value of 0.000 ($p < 0.05$), demonstrates that the model is statistically significant, and the null hypothesis (H_0) is rejected.

The coefficients table provides further insights. The unstandardized coefficient (B) for motivational techniques is 0.317, indicating that for every one-unit increase in



motivational techniques, emotional intelligence increases by 0.317 units. The standardized coefficient (Beta) of 0.502 indicates a strong positive relationship. The t-value of 12.608, with a p-value of 0.000 ($p < 0.05$), confirms the significance of motivational techniques as a predictor of emotional intelligence.

In summary, the analysis concludes that motivational techniques significantly influence the emotional intelligence of employees in selected public sector banks in Kerala, substantiating the alternate hypothesis (H1). These findings highlight the importance of tailored motivational strategies to enhance employees' emotional intelligence and, consequently, their performance.

Discussions

The Kolmogorov-Smirnov (K-S) test confirmed that the data for Self-awareness, Self-regulation, Empathy, and Social Skills were normally distributed ($p > 0.05$). This validation enabled the use of parametric methods for further analysis. Pearson correlation analysis revealed statistically significant positive relationships between emotional intelligence (EI) components and motivational techniques. The correlations ranged from 0.229 to 0.290, with all p-values less than 0.01, supporting the hypothesis that EI significantly influences motivational techniques. The Structural Equation Model (SEM) indicated that all four determinants—Self-awareness, Self-regulation, Empathy, and Social Skills—positively and significantly contribute to emotional intelligence. Self-regulation emerged as the strongest predictor ($\beta = 0.868$, variance explained = 75.3%), followed by Self-awareness ($\beta = 0.592$, variance explained = 35%), Social Skills ($\beta = 0.475$, variance explained = 22.6%), and Empathy ($\beta = 0.446$, variance explained = 19.9%). Regression analysis demonstrated a moderate positive relationship between motivational techniques and emotional intelligence, with an R-value of 0.502 and an R^2 of 0.252, indicating that 25.2% of the variance in EI can be explained by motivational techniques. The model was statistically significant ($p < 0.001$).

Suggestions

1. **Focus on Self-Regulation:** Since self-regulation is the strongest predictor of emotional intelligence, organizations should design training modules focused on stress management, impulse control, and adaptability to enhance this skill among employees.
2. **Integrate EI into HR Practices:** Emotional intelligence should be incorporated into recruitment, training, and performance appraisal systems to improve workplace motivation and productivity.
3. **Holistic Development:** While prioritizing self-regulation, interventions should also address self-awareness, empathy, and social skills to ensure comprehensive emotional intelligence development.
4. **Customized Motivational Strategies:** Given the significant impact of motivational techniques on EI, organizations should adopt tailored strategies that align with employees' individual emotional competencies.



5. **Encourage Teamwork:** Promoting teamwork and social interactions can enhance employees' social skills, which positively contribute to their emotional intelligence.

Conclusion

The study underscores the critical relationship between emotional intelligence and motivational techniques in organizational settings. The findings highlight that self-regulation, self-awareness, empathy, and social skills are key determinants of emotional intelligence, with self-regulation having the most substantial influence. Additionally, motivational techniques significantly impact emotional intelligence, emphasizing their role in employee development. Organizations in the public sector banking domain can utilize these insights to design targeted training programs and motivational strategies, fostering a more emotionally intelligent and motivated workforce. By focusing on these areas, they can enhance overall employee performance, job satisfaction, and organizational productivity.

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