

Emotional Competence in Information Technology Sector: Assessing Its Effect on Employee Organisational Commitment and Performance

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Abstract

This paper examines the role of employees' emotional competence in measuring their dedication to their organisations and their overall productivity in Information Technology Sector. The firms nowadays use Information Technology as a highly integrated basis in their operations and there is a need for specialists to know the psychological aspect of employees. The best developers are great communicators, whether with clients or colleagues. As emotional intelligence is becoming more valued in the industry, hence learning how to improve one's emotional competence is crucial, if one wants to be a successful employee. Human resource management or psychology researchers are very interested in the idea of organisational commitment. People's personal and professional lives benefit greatly from emotional competence, and it's widely recognised as a potent method for boosting productivity and creating a positive work environment.

Keywords: Emotional Competence, Performance, Psychology, Information Technology, Organisational Commitment.

Introductions

The need for Information Technology specialists is at an all-time high as organisations increasingly rely on information technology as a central basis for their operations. The most successful programmers can convey their ideas clearly to both their customers and their co-workers. Learning how to improve one's emotional competence is crucial if one aspires to become a successful worker, as it is becoming an increasingly significant aspect in the sector (Aldrin, 2019).

Emotion derives from the French word emotion, which means "to arouse" in English. Brief yet powerful sensations brought on by external stimuli are what we call emotions. A person's emotional state may affect their ability to take advice, their decision to stay or leave a job, and their productivity both individually and collectively. Joy, love, and surprise are all positive feelings that develop when people experience those things they've hoped for. Success in the job, such as being recognised for an accomplishment or getting a good review, might be one such occurrence. Feelings of tranquilly, contentment, and quiet are common

among those feeling good emotions. Those who are experiencing pleasant emotions are more likely to be optimistic, and a more optimistic outlook on life might help one feel more capable of overcoming obstacles (Marcus and Gopinath, 2017).

Negative feelings like wrath, anxiety, and grief might develop in response to calamities that were not wanted. The workplace may be a stressful place due to a variety of factors, including not being heard, feeling helpless to alter one's surroundings, and having to deal with difficult co-workers, customers, and superiors. A person's ability to control their negative emotions plays a part in the development of conflict, with those who are better able to do so experiencing less conflicts overall. An individual's perception of the worth of their profession, organisation, or squad is shaped by their emotions (Deepa and Stella, 2018).

In work, emotions may also influence how people act. Emotions are easier to express and be understood by others in one's immediate social circle, according to studies. Many people have different levels of emotional competence, which includes their ability to recognise and manage their emotions. There are two parts to the term "emotional competence": competence and emotion. Human behaviour and character are driven, in large part, by one's emotions. Competence refers to the possession of the skills and information necessary to carry out an activity successfully, such as the ability to observe, understand, investigate, justify, manipulate relevant experience (Swapna, 2016).

A person's work performance is described as their actions in relation to their job description, while performance is the outcomes or effects of those actions over a specified time period. One of the most recent ideas to emerge from discussions of management concern is the possibility that a new form of intelligence pertaining to emotion is related to the performance of organisation members, and research shows that there are a number of factors that influence the performance of individuals within organisations. Evaluations of job performance often focus on both quantifiable and qualitative indicators of performance (Prakash and Nagabhushanam, 2018; Patil, 2020).

Employee performance may be evaluated in a variety of

ways depending on the function and the department, but in general, they include timeliness, efficiency, quality, depth, trust, and consistency. It's important to note that the details of these indicators change depending on the kind of the work being done. To achieve success with each statistic, it is essential that all workers and their managers be on the same page on the underlying objectives and standards. As a result of having well-defined goals and timeframes in place, everyone on staff is on the same page as far as what is expected of them. Physical, emotional, or practical considerations all play a role in determining how well an employee performs in their job. Employees may be inspired to do their best work and reach their full potential when an environment of open dialogue, well-defined objectives, and regular training opportunities are fostered (Odhiambo, Gachoka and Rambo, 2018).

It's a broad idea that encompasses everything from the person's approach to the work at hand to the specific tools and techniques they use. The method and outcome of doing a good job are intertwined. The results of the whole company might have an impact on each individual process. One's performance is influenced by a number of elements outside their control, including but not limited to available resources, organisational culture, and economic, political, and social conditions (Ambad, Rimin and Harbi, 2017; Priya and Mahadevan, 2021).

In the field of management and business studies, the concept of "organisational commitment" is a crucial variable. This is due to the fact that a dedicated worker will take pride in their work and will go above and beyond what is expected of them since they have a deep connection to the company's mission and values. If an organization's people are its most valuable resource, then having dedicated workers gives it an edge in the market (Palner and Mittelmark, 2020).

The quality of working relationships with peers, superiors, and subordinates; perceptions of the ethos and values of the organisation; the efficacy of internal employee communications and rewards for engaging with the organisation are all likely to influence employees' level of commitment to the company (Padmanabhan and Magesh, 2016).

Review of Literature

Skills such as self-awareness, emotion recognition, emotion description, empathy for others' emotional experiences, understanding of the difference between internal and external displays of emotion, the ability to cope with negative emotions, understanding of the importance of relationships, and emotional self-control are all listed as components of emotional competence (Carolyn, 2019).

Abraham (2020) observed that the Emotional Quotient boosts workers' capacity for learning, and EQ transforms that potential into skills at mastering jobs. Having a high level of emotional intelligence isn't enough on its own. Characteristics of emotional intelligence are simply indicative of a person's potential for acquiring task abilities, not their mastery of such skills.

Dirette (2018) suggested that understanding one's own capabilities and how they affect one's day-to-day life is what calls "self-awareness." Abilities may be broken down into the physical, sensory, cognitive, and psychosocial categories. A strong therapeutic connection, brain education, and engaging in familiar activities while also receiving process-focused feedback and training to improve compensatory strategies all contribute to increased self-awareness.

Employee performance in the service industry was assessed, and variables influencing employee performance at a public bank were analysed. Employee productivity has been strongly impacted by factors including institutional dedication, intrinsic drive, the quality of the physical workplace, and the quality of relationships with management (Kazan, and Gumus, 2021). Employee performance is not significantly influenced by variables such as promotion and title, employee relations, compensation, or work happiness.

Budihardjo, A. (2019) observed that the impact of an organization's learning atmosphere, employee engagement, and satisfaction on productivity was investigated. The participants in this research were high-level executives with 10 years of managing experience or more at large, well-established corporations. Managers'

emotional commitment was shown to have a positive link with corporate performance, and work satisfaction was found to be a strong predictor of both. Neither emotional commitment nor work satisfaction are substantially connected with an organization's learning environment, but there is a positive association between the learning climate and the success of the business.

Woowska, (2021) explored that the affective component signifies an employee's emotional connection to and affiliation with the company. Employees that have a high level of emotional attachment to their workplace do so because they really like working there. The view that strong positive emotion is inherent in all elements contributing to the formation of this component informed the selection of the concept of emotional commitment as the most important characteristic of this kind of commitment.

Madi, Abu-Jarad and Alqahtani (2020) suggested that employee perception and its effect on organisational commitment in the banking industry in Gaza, Palestine were discussed. Perceived work satisfaction, perceived job features, and perceived organisational traits were shown to positively correlate with emotional commitment. Also, only perceived work satisfaction out of four variables of employee perceptions was shown to have a meaningful association with continued commitment. Furthermore, role perception and perceived organisational traits were shown to be positively and substantially connected to normative commitment.

Material and Methods

This research emphasises the significance of effective emotional management in the workplace. People's personal and professional lives benefit greatly from emotional competence, and it's widely recognised as a potent method for boosting productivity and creating a positive work environment. The approach used in this study may be categorised as descriptive. The study was divided into three stages, each of which was designed to directly evaluate one of the hypotheses. The first step was a study of the existing literature and studies on emotional intelligence, productivity in the workplace, and dedication to the company as a whole. In the second round, we surveyed 656

Lucknow-based workers to compile the necessary information. At the last stage, the gathered information was analysed by means of suitable statistical procedures, and the outcomes were interpreted.

A stratified sampling strategy was used. The sampled corporations are treated as strata in the resulting analysis. According to the calculation above, the optimal sample size for the research was 650 participants. To ensure a fair

sampling of the target population, the survey was administered to a random sample of the same number of employees at each of the participating firms. There were a total of 800 surveys sent out, with 681 completed responses. Unfinished surveys were disqualified from the analysis. As a result, 656 complete questionnaires were collected for the research. A suitable sampling approach was implemented for data collection from the workforce.

Table 1. Total of Sent and Returned Questionnaires

S. No	Name of the Company	No. of Questionnaires Distributed	No. of Completed Questionnaires Received
1	Tata Consultancy Services (TCS)	100	83
2	Infosys	100	82
3	Wipro	100	85
4	Hindustan Computer Limited (HCL)	1000	76
5	Tech Mahindra	100	75
6	Hewlett Packard Enterprise	100	86
7	Accenture	100	84
8	Cognizant Technology Solutions	100	85
	Total	800	656

Data Collection

Primary Data

Primary and secondary sources were used to get the data. The questionnaire served as the primary means of information gathering.

Secondary Data

Annual Reports, Business Manuals & Brochures, Articles, Internet Sources, Books, Periodicals, Journals, and Newspapers were the Secondary Sources Used.

Analytical Framework

Percentage Analysis

One kind of statistical analysis used to characterise the features of the population or sample as a whole is percentage analysis. The results of a percentage analysis, which entails tallying up values for the variables of interest, may be understood quickly and simply.

T-test

Percentage analysis is a kind of statistical analysis used to generalise about the characteristics of a population or

sample. Percentage analysis, which involves adding up the data for the relevant variables, yields straightforward findings that can be grasped at a glance (Yu, Guindani, Grieco, Chen, Holmes, and Xu, 2022).

One-way Anova

Analysis of variance (ANOVA) is a statistical method that has many applications in several areas of study, including business, economics, education, psychology, sociology, and a wide range of other professions. If two or more groups' samples were taken at random from populations with the same mean values, then the ANOVA would return false (Quirk and Quirk, 2012).

Pearson Correlation

To investigate the nature of the connection between two numerically recorded continuous variables, statisticians use a technique known as correlation analysis. This kind of analysis is helpful when a researcher is trying to determine whether any causal relationships exist between a set of variables (Cleophas, Zwinderman, Cleophas and Zwinderman, 2018).

Cluster Analysis

Cluster analysis or clustering is the problem of arranging a collection of items in such a manner that objects in the same group termed a cluster are more comparable in some respect to each other than to those in other groups (clusters). The purpose of discriminant analysis, a statistical technique, is to determine whether or not a classification is adequate given the memberships of the groups to which the objects being classified belong (Kettenring, 2006).

Results

Interpretation and analysis are essential elements in the research process. The purpose of the analysis is to sort, categorise, and summarise the information gathered to

make it easier to understand and draw conclusions from in order to answer the study's research questions. Interpretation is the quest for the greater significance of discoveries. The process of analysis is incomplete without interpretation, and the latter can't go forward without the former. Hence, they both rely on one another.

Percentage Analysis

One kind of statistical analysis used to characterise the features of the sample or population as a whole is percentage analysis. Percentage analysis entails calculating measures of variables specified for the research and its conclusion will offer straightforward interpretation. Table 2 depicts that 62.8% of workers are men, while 37.2% are women.

Table 2. Gender of Workers

Gender	Frequency	Percentage
Male	412	62.8
Female	244	37.2

Table3. Individuals in the Workforce by Age

Age Group in years	Frequency	Percentage
20-25	307	46.8
26-30	239	36.4
31-35	54	8.2
Above35	56	8.5
Total	656	100.0

The above Table 3 shows that 46.8% of workers are between the ages of 20 and 25, 36.4% are between the ages of 26 and 30, 8.2% are between the ages of 31 and 35, and 8.5% are beyond the age of 35. Hence, it is safe to assume that the majority of workers are in their twenties and thirties.

Table4. The Required Level of Education for Workers

Educational Qualification	Frequency	Percentage
UG	420	64.0
PG	179	27.3
Professional	57	8.7
Total	656	100.0

Table 4 depicts that 64.0% of workers have bachelor's degrees, 27.3% have master's degrees, and 8.7% have completed post-graduate professional training. Hence, it is safe to assume that the vast majority of workers are college graduates.

Table5 Sum of Workers' Years of Experience

Total Experience in years	Frequency	Percentage
Below3	219	33.4
3-5	213	32.5
5-7	85	13.0
7-10	70	10.7
Above10	69	10.5
Total	656	100.0

Table 5 shows that 33.4% of workers have less than 3 years of experience, 32.5 % have 3 to 5 years, 13.0 % have 5 to 7 years, 10.7 % have 7 to 10 years, and 10.5 % have more than 10 years.

Table6. Workers' Designation

Designation	Frequency	Percentage
Executive	370	56.4
Officer	176	26.8
Manager	75	11.4
Trainer	35	5.3
Total	656	100.0

The data in table suggests that 56.4% of workers are executives, 26.8% are officers, 11.4% are managers, and 5.3% are educators.

T-test

T-tests are a sort of inferential statistics used to compare the means of two groups that are potentially connected in some

way. Tests of assumptions that are generally true for a certain population may be conducted with the use of a t-test.

Table7. Emotional Competence, Performance, and Commitment in the Workforce: The Role of Gender

Factors of EC, EP and OC	Gender				t-value	p-value
	Male		Female			
	Mean	SD	Mean	SD		
Self-Awareness	37.23	4.62	37.97	4.34	2.045	0.041*
Self-Regulation	35.95	4.79	36.77	4.83	2.133	0.033*
Self-Motivation	35.63	5.15	37.09	4.69	3.629	<0.001**
Social Awareness	36.83	4.96	38.26	4.20	3.772	<0.001**
Social Skills	36.42	4.83	37.77	4.70	3.499	<0.001**
Emotional Competence	182.06	20.26	187.87	18.91	3.642	<0.001**
Task Performance	41.97	5.55	43.54	4.71	3.701	<0.001**
Contextual Performance	41.11	5.19	42.51	4.92	3.403	<0.001**
Adaptive Performance	41.12	5.27	41.99	5.14	2.068	0.039*
Employee Performance	124.20	13.78	128.04	13.36	3.490	<0.001**
Affective Commitment	26.44	6.44	27.77	5.89	2.638	0.009**
Normative Commitment	22.09	5.60	22.98	5.37	2.001	0.046*
Continuance Commitment	18.49	5.00	19.50	4.35	2.616	0.009**
Organizational Commitment	67.03	15.41	70.26	14.37	2.659	0.008**

Gender differences in emotional intelligence, job performance, and dedication to the company are broken out in Table 3.33. As the p-value is smaller than 0.01, it demonstrates that gender plays a major role in the IT/ITES workforce in terms of intrinsic motivation, social awareness, social skills, task or contextual performance, affective and continuous commitment.

The P value for the gender effect on self-awareness, self-regulation, adaptive performance, and normative commitment among IT/ITES workers is less than 0.05,

indicating a significant effect.

The average score indicates that female workers are more emotionally competent, productive, and dedicated to their company than their male counterparts.

One way Anova

One-way analysis of variance (one-way ANOVA) is a statistical method for comparing means across groups of two or more samples.

Table 8. Workers' Emotional Competence, Performance, and Dedication to Their Organization: How High School, College, and Graduate Education Affect the Industry

Factors of EC, EP and OC	Educational Qualification			F value	P value
	UG	PG	Professional		
Self-Awareness	37.15 ^a (4.55)	37.54 ^a (4.31)	40.02 ^b (4.31)	10.390	<0.001**
Self-Regulation	36.12 ^a (4.46)	35.74 ^a (5.12)	38.84 ^b (5.64)	9.649	<0.001**
Self-Motivation	35.99 ^a (4.76)	35.79 ^a (5.11)	38.70 ^b (6.03)	8.161	<0.001**
Social Awareness	37.17 ^a (4.49)	37.13 ^a (4.88)	39.54 ^b (5.56)	6.722	<0.001**
Social Skills	36.48 ^a (4.58)	37.36 ^a (4.93)	38.82 ^b (5.67)	7.023	<0.001**
Emotional Competence	182.91^a(19.05)	183.55^a(19.54)	195.93^b(23.97)	11.149	<0.001**
Task Performance	42.26 ^a (5.26)	42.65 ^a (5.29)	44.40 ^b (5.41)	4.161	0.016*
Contextual Performance	41.07 ^a (5.17)	42.02 ^a (4.81)	44.54 ^b (4.76)	12.687	<0.001**
Adaptive Performance	41.04 ^a (5.01)	41.55 ^a (5.44)	44.05 ^b (5.59)	8.531	<0.001**
Employee Performance	124.37^a (13.46)	126.22^a (13.52)	133.00^b (14.25)	10.409	<0.001**
Affective Commitment	26.52 ^a (6.27)	27.12 ^a (6.12)	29.44 ^b (6.24)	5.613	0.004**
Normative Commitment	22.11 ^a (5.51)	22.68 ^{ab} (5.46)	23.95 ^b (5.66)	3.048	0.048*
Continuance Commitment	18.72 (4.75)	18.85 (4.70)	19.98 (5.27)	1.740	0.176
Organizational Commitment	67.35^a (15.02)	68.65^a (14.65)	73.37^b (16.25)	4.111	0.017*

Employees' levels of self-awareness, ego, social awareness, contextual performance, adaptive performance, and emotional commitment were significantly correlated with their educational degree (P0.01).

Employees with professional qualifications differ from employees with UG and PG qualifications at the 5% level in terms of self-awareness, self-regulation, self-motivation,

social awareness, interpersonal skills, contextual performance, adaptive performance, and affective commitment, as measured DMRT.

Since the p value for the association between employee education and either task performance or normative commitment is less than 0.05, we may conclude that education level has a substantial impact on both.

Table 9. The Effect of Workers' Cumulative Work Experience on Interpersonal Skills, Productivity, and Commitment to the Company

Factors of EC, EP and OC	Total Experience in years					F value	P value
	Below 3	3-5	5-7	7-10	Above 10		
Self-Awareness	36.67 ^a (4.75)	37.39 ^a (4.42)	37.04 ^a (3.78)	38.97 ^b (3.95)	39.58 ^b (4.64)	7.906	<0.001**
Self-Regulation	35.94 ^a (4.96)	35.80 ^a (4.44)	35.85 ^a (3.94)	37.44 ^b (4.69)	37.96 ^b (6.02)	4.156	0.002**
Self-Motivation	35.76 ^{ab} (5.10)	35.88 ^{ab} (4.80)	35.56 ^a (4.14)	37.20 ^{bc} (5.39)	38.09 ^c (5.66)	4.163	0.002**
Social Awareness	36.78 ^a (4.85)	36.71 ^a (4.65)	37.05 ^a (4.24)	39.00 ^b (4.27)	39.96 ^b (4.54)	9.661	<0.001**
Social Skills	36.31 ^a (4.97)	36.52 ^a (4.41)	36.86 ^a (4.66)	38.33 ^b (4.52)	38.80 ^b (5.44)	5.498	<0.001**
Emotional Competence	181.47^a (21.34)	182.30^a (17.90)	182.35^a (16.65)	190.94^b (17.95)	194.38^b (22.70)	8.557	<0.001**
Task Performance	41.73 ^a (5.63)	42.56 ^{ab} (5.28)	42.00 ^{ab} (4.76)	43.51 ^{bc} (4.63)	44.87 ^c (4.84)	5.581	<0.001**
Contextual Performance	40.61 ^a (5.18)	41.32 ^a (4.79)	41.98 ^{ab} (5.05)	42.89 ^{bc} (5.14)	44.12 ^c (5.09)	7.864	<0.001**
Adaptive Performance	40.45 ^a (5.44)	41.29 ^a (4.79)	40.93 ^a (4.87)	43.01 ^b (4.63)	44.12 ^b (5.77)	8.683	<0.001**
Employee Performance	122.79^a (14.60)	125.17^a (12.17)	124.91^a (12.37)	129.41^b (12.98)	133.10^b (14.66)	9.342	<0.001**
Affective Commitment	25.89 ^a (6.73)	26.92 ^a (6.12)	26.54 ^a (5.81)	29.03 ^b (4.92)	28.71 ^b (6.28)	5.071	<0.001**
Normative Commitment	21.70 ^a (5.83)	22.32 ^a (5.44)	22.20 ^a (5.25)	24.41 ^b (3.92)	23.28 ^{ab} (6.07)	3.721	0.005**
Continuance Commitment	18.56 (4.86)	18.82 (4.60)	18.81 (4.50)	19.69 (4.39)	19.22 (5.76)	.834	0.504
Organizational Commitment	66.15^a(16.15)	68.07^{ab}(14.55)	67.55^{ab}(14.33)	73.13^c(11.58)	71.20^{bc}(16.20)	3.654	0.006**

The total experience of IT/ITES workers has a significant impact on their levels of self-awareness, trustworthiness, adaptability, self-regulation, self-motivation, social awareness, leadership, teamwork, social skills, task performance, contextual performance, adaptive performance, affective commitment, and normative commitment.

Employees with more than 10 years of experience and those with 7-10 years of experience differ from those with other groups at the 5% level in terms of social awareness, self-regulation, social awareness, social skills, adaptive performance, and affective commitment, as measured by

the Duncan Multiple Range Test (DMRT).

Performance on the job is 5% different between workers with more than 10 years of experience and those with less than 3 years. The self-motivation gap between workers with more than 10 years of experience and those with 5-7 years of experience is large, at 5%.

There is a substantial 5% difference in contextual performance between workers with more than 10 years of experience, those with 3 to 5 years of experience, and those with less than 3 years of experience. Average commitment levels vary considerably across personnel with less than three years of experience, those with three to five years,

those with seven to ten years, and those with more than ten years of experience, at the 5% level of significance.

As p-value is more than 0.05, it may be concluded that overall experience has no effect on long-term dedication.

Emotional intelligence, productivity, and loyalty to one's employer are all shown to be significantly influenced by length of work history. The following studies all found similar results.

Table 10. The Effect of Job Titles on Interpersonal Skills, Productivity, and Dedication to the Company

Factors of EC, EP and OC	Designation				F value	P value
	Executive	Officer	Manager	Trainer		
Self-Awareness	37.04 ^a (4.71)	37.83 ^a (4.36)	39.29 ^b (3.72)	36.89 ^a (3.94)	5.836	<0.001**
Self-Regulation	35.94 (4.67)	36.36 (5.14)	37.19 (5.01)	37.00 (4.12)	1.765	0.153
Self-Motivation	35.65 ^a (5.00)	36.71 ^{ab} (5.06)	36.99 ^{ab} (5.15)	37.23 ^b (4.41)	3.194	0.023*
Social Awareness	36.80 ^a (4.91)	37.66 ^a (4.61)	39.24 ^b (4.03)	37.86 ^{ab} (3.77)	6.178	<0.001**
Social Skills	36.49 ^a (5.02)	37.23 ^{ab} (4.64)	38.03 ^b (4.66)	37.63 ^{ab} (3.30)	2.820	0.038*
Emotional Competence	181.92^a(20.37)	185.80^{ab}(20.07)	190.73^b(17.98)	186.60^{ab}(14.95)	4.914	0.002**
Task Performance	42.07 ^a (5.60)	42.79 ^{ab} (4.94)	44.40 ^b (4.60)	42.51 ^a (4.41)	4.222	0.006**
Contextual Performance	41.13 ^b (5.49)	42.01 ^{ab} (4.49)	42.97 ^b (4.85)	42.11 ^{ab} (4.17)	3.351	0.019*
Adaptive Performance	41.04 ^a (5.35)	41.47 ^a (5.20)	43.41 ^b (4.48)	41.37 ^a (4.95)	4.345	0.005**
Employee Performance	124.24^a(14.51)	126.27^a(12.66)	130.79^b(12.33)	126.00^a(10.68)	5.008	0.002**
Affective Commitment	26.89 (6.63)	26.51 (6.12)	27.55 (5.46)	28.29 (4.46)	1.053	0.369
Normative Commitment	22.35 (5.81)	22.34 (5.20)	22.44 (5.19)	23.60 (4.78)	.563	0.639
Continuance Commitment	18.70 ^a (4.96)	18.95 ^a (4.41)	18.65 ^a (5.24)	20.71 ^b (3.29)	1.967	0.118
Organizational Commitment	67.94 (15.94)	67.80 (14.48)	68.64 (13.94)	72.60 (10.57)	1.089	0.353

Duncan's multiple range test for significance finds a 5% difference in likelihood when there is an alphabetic difference between Designations (DMRT)

There is a substantial effect of personnel designation on self-awareness, social-awareness, task- and adaptive-performance, all of which have P values of less than 0.01.

When comparing management performance to that of executives and trainers, a 5% difference is seen using the Duncan Multiple Range Test (DMRT). Executives, officers, and trainers had far greater levels of self-

awareness and adaptive performance than managers do at the 5% level. Employees at the executive and officer levels are vastly different from managers at the 5% level in terms of their social consciousness.

There is a substantial effect of personnel classification on contextual performance, since the P value is less than 0.05.

As measured by the Duncan Multiple Range Test (DMRT), there is a substantial difference between executive and trainer staff members at the 5% level with regards to self-motivation. Executive staff members have very different

social abilities than managers and instructors at the 5% level. There is a considerable difference between executive and manager staff in terms of contextual performance at the 5% level.

When it comes to self-control and dedication to the organisation, designation doesn't make a difference.

The results suggest that designation has a considerable impact on both emotional intelligence and productivity in the workplace. Several research, with consistent findings, lend credence to this conclusion.

Correlation Analysis

The purpose of a statistical technique known as Correlation Analysis is to establish the existence and potential strength of a link between two variables or datasets. In the context of market research, this implies that quantitative data collected via research techniques like surveys and polls are subjected to correlation analysis in order to reveal any meaningful relationships, patterns, or trends between the two. Dataset patterns may be easily identified with the use of correlation analysis. If the correlation coefficient is positive, then when one variable rises, so does the other; if it's negative, then the opposite is true.

Table11.Measured by the Pearson Coefficient correlation between IT/ITES employee emotional competence and performance

Factors of Emotional I Competence	Factors of Employee Performance			
	Task Performance	Contextual Performance	Adaptive Performance	Employee Performance
Self-Awareness	0.497**	0.506**	0.486**	0.566**
Self-Regulation	0.522**	0.545**	0.541**	0.611**
Self-Motivation	0.539**	0.570**	0.606**	0.652**
Social Awareness	0.632**	0.562**	0.527**	0.654**
Social Skills	0.595**	0.599**	0.554**	0.665**
Emotional Competence	0.669**	0.668**	0.653**	0.756**

There is a positive association between emotional competence & task performance ($r=0.669$), contextual performance ($r=0.668$), adaptive performance ($r=0.653$), and employee performance ($r=0.756$). This equates to a 44.7%, 44.6%, 42.6%, and 57.15% increase in performance in these areas, respectively.

Table12.The Correlation between Two Means, as Measured by the Pearson Product-Moment Among workers, the correlation between emotional competence and organizational commitment to the company is significant.

Factors of Emotional Competence	Factors of Organizational Commitment			
	Affective Commitment	Normative Commitment	Continuance Commitment	Organizational Commitment
Self-Awareness	0.497**	0.507**	0.449**	0.534**
Self-Regulation	0.575**	0.608**	0.584**	0.646**
Self-Motivation	0.548**	0.583**	0.573**	0.623**
Social Awareness	0.551**	0.523**	0.482**	0.573**
Social Skills	0.593**	0.583**	0.515**	0.623**
Emotional Competence	0.664**	0.674**	0.626**	0.721**

There is a positive link between emotional competence and all four types of loyalty to an organization (affective, normative, continual, and sacrificial; $r=0.664$, $r=0.674$, $r=0.626$, and $r=0.721$, respectively; $r=44.08$, $r=45.42$, $r=39.18$, and $r=51.98$, respectively). The findings show that there is a positive and statistically significant connection between emotional competence and organizational commitment.

Cluster Analysis

The purpose of cluster analysis is to classify workers into

groups according to the average ratings they received on three key factors: emotional intelligence, productivity, and dedication to the company. Given the size of the sample (656 respondents), we use non-hierarchical clustering to organize the data.

Clusters are created using the k-means of the most important variables, such as the ability to manage emotions, the quality of work, and dedication to the company. Results for emotional competence, employee performance, and organizational commitment are summarized in Table.

Table13.k-MeansClustering

Factors	Cluster1	Cluster2	Cluster3	ANOVA	
				F	Sig
Emotional Competence	201	176	139	877.659	<0.001**
Employee Competence	136	121	99	411.586	<0.001**
Organizational Commitment	77	65	30	514.971	<0.001**

ANOVA tests show that there are statistically significant differences across the clusters (p values lower than 0.05). Respondents were organized into groups according to the averages they provided on the various variables. Cluster 1 has much higher mean values across the board, hence it is assumed that its responders are more emotionally competent, more results-driven, and more devoted to the company overall. As the mean values of cluster 2 are lower than those of cluster 1, the responses in cluster 2 are often moderate in terms of emotional competence, employee performance, and organizational commitment. Cluster 3 respondents are deemed to have low levels of emotional competence, employee performance, and organizational commitment since their mean values for these factors are lower than those of the other clusters.

Conclusion

In human resource management and psychology, the idea of organisational commitment has received a lot of attention. A commitment is an obligation or promise to something or someone; it also involves identifying with the aims of a larger group and deriving personal meaning from

contributing to that organization's success. Dedicated and committed workers are the backbone of every successful business. Staff members who have a deep emotional connection to their workplace are more likely to stay put. Employees' strong emotional commitment to an organisation occurs when they share values with both the organisation and its members, which in turn is expected to be favourably correlated with work performance. Improved job performance, a greater sense of organisational commitment, and decreased turnover intent are all the result of workers who are emotionally competent.

In order to be more invested in one's company and to take on more responsibilities within one's function, it helps to have at least a modest amount of emotional competence. When an employee feels a sense of belonging to and pride in their company, they are said to have a strong sense of organisational identity. When an individual shows organisational commitment, they show that they believe in the mission of the company they work for and are willing to sacrifice personal interests to achieve those objectives. The point is that an employee might care deeply about his or her

position within the company while being completely uninterested in its overall mission. If workers are invested in the success of the company, they are less likely to leave or call out sick.

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