

## Study of Organizational Commitment in Relation to Emotional Labour

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### ABSTRACT

*Objective of present study is to extend the existing body of knowledge on the relationship between emotional labour strategies and organizational commitment. Present study is basically correlational in nature. A total of 240 school teachers participated in present study. Teacher Emotional Labor Scale was used to assess emotional labour strategies in teachers. Further, Organizational commitment was measured with the help of Organizational Commitment Scale. Bivariate and step-wise multiple regression analysis were applied.*

*Results evinced close association between emotional labour strategies (ELS) and organizational commitment. More specifically, deep acting and automatic emotion regulation strategies of emotional labour (EL) were found positively linked with organizational commitment. Yet, surface acting and emotional deviance strategies were found negatively related with organizational commitment. Regression results proved the differential role of emotional labour strategies on organizational commitment. Results proved the facilitating role of deep acting and automatic emotion regulation strategies in organizational commitment. Contrary to this, surface acting and emotional deviance strategies played suppressing influence on organizational commitment. Findings of this study provided base to develop intervention plans for school teachers.*

**Keywords:** Display rules emotional labour strategies, organizational commitment, school teachers.

### INTRODUCTION:

Emotions have gained widespread popularity with the growth in service sector organization because team based structures raised the level of interdependence amongst the departments and employees alike. With awareness and realizations about work based emotions escalating, research in the area of emotions is done primarily under work or social setting. Like other human-intensive occupation, teachers are also expected to regulate their emotions. Now days, emotional labour issue has become the part of teaching profession, and teachers are also expected to display emotional labour to fulfill the requirement of job. In current times educational experts perceive teachers as multidimensional person and expected to play variety of roles, such as becoming role models for students, guiding and advising them, teaching in enthusiastic way, show energy and passion in teaching. Along with this, it is also expected to teachers; create the democratic environment in classroom. Despite these teachers should show collaboration with school management, coworkers, parents and students for creating effective teaching learning. To achieve all these goals teachers try to express positive emotion with their conscientious efforts and then it becomes the cause of emotional dissonance and exerts influence on employees' behavior and level of commitment towards the organization.

The term emotional labour was first introduced by Arlie Russel Hochschild (1983) in the book, "The Managed Heart: Commercialization of Human Feeling" and she explored different ways by which employees express their emotions at workplace. Researchers have defined emotional labour as the management of emotional expression in a way that can be observed through gestures or facial expression in a way that can be observed gestures or facial expression by the employees (Hochschild, 1983; Kaya & Ozhan, 2012; Eroglu, 2011). In this context, emotional labour is an attitude exhibited during face-to-face interviews and conversation (Steinberg &

Figart, 1999). In brief, emotional labour is defined as the act of displaying emotions appropriate for the current environment (Ashforth & Humphrey 1993; Kaya & Ozhan, 2012). Similarly, emotional labour is an endeavor to exhibit emotions desired by the organization in a controlled manner for interpersonal interaction (Morris & Fieldman, 1996; Toremén & Cankaya, 2008. Hochschild (1983), Emotional labour is basically used in a situation where personnel interacts with customers or clients on daily routine basis. Emotional labour is basically an interactive process which makes display of emotions more strong for the employee's performance. According to display rule employees are expected to express positive emotions, these can create expectations to conceal negative emotions, as well as (Austin, Dore & Donovan, 2008) for people-oriented organization, whatever the real emotions of employees are, they should obey the rule of conduct defined by the organization in order to achieve the objectives (Yurur & Unlu, 2011).

According to Hochschild (1979) there are two main strategies to manage and control emotions: Surface acting and Deep acting. Despite this other research studies discussed about a number of ways to manage emotions as parts of emotional labour which are discussed below.

- I. Surface Acting:** Surface acting is basically the effort of employees displaying expected emotions that are not really felt in order to achieve organizational objectives. Surface acting solely involves changing the observable expression although inner feeling remain unchanged. In other words, when employees feeling do not fit the situation (display rules) they can simulate emotions that are not actually felt or change the outward expression emotion that are felt (surface acting).
- II. Deep Acting:** The process of modifying inner feeling to experience and express appropriate emotions is called deep acting. Employees can also modify their inner feeling ("work up") to bring the required emotions through their past experience or training (deep acting).
- III. Automatic Emotion Regulation:** Recent researchers have also recognized genuine acting (automatic emotion regulation) where felt emotions are matches with the display rules is also an important strategy of emotional labour (Ashforth, & Humphrey, 1993; Diefendorff et al., 2005).
- IV. Emotional Deviance:** Some researchers have argued that emotional deviance is that when felt and expressed emotions are not similar with required display rules of organization is important part of emotional experience in work and should be considered as part of emotional labour (Mann 1999; Rafaeli, and Worline, 2001; Zapf, 2002). As Rafaeli and Sutton (1987) said that emotional deviance is the opposite of emotional dissonance because the organization members express inner feelings and disregard feeling rules.

Previous empirical researches suggest that emotional labour has both positive and negative outcomes. Ashforth and Humphrey (1993) explained emotional labour as double-edged sword. An earlier research focuses on damaging effect of emotional labour in employees like emotional dissonance and job dissatisfaction. Surface acting also lead burnout and decrease the level of service performance (Brotheridge & Grandey, 2002). Despite this, some other researches in the area of emotional labour investigated the positive outcomes for both the organization and individuals. According to Ashforth & Humphrey (1993) expression of positive emotions enhanced effectiveness in job. The positive aspects of emotional labour increase financial rewards (I.e. salaries or tips) mental and physical well being (Rafeli & Sutton, 1987). Along with this increased satisfaction level, security and self esteem (Strickland, 1992 Tolich, 1993; Wharton & Erickson, 1993); enhanced self efficacy and psychological well-being (Ashforth & Humphrey, 1993) and decreased stress level (Conrad & Witte, 1994). This may also affect their job performance enthusiasm, job satisfaction and commitment (Hu "Isheger et al., 2010; Na "ring et al., 2006; Philipp and Schu "pbach, 2010).

Therefore, in present research study organizational commitment was taken as dependent variable. Organizational commitment is an aspect of employee's emotional attachment to, identification with, and involvement in the organization. Organizational commitment has been defined as a psychological state that binds a personnel to an organization, thereby reducing the cases of turnover (Allen and Meyer, 1990), as well as a mindset that takes different forms and binds employees to a course of action that is of relevance to a particular target (Meyer and Herscovitch, 2001). Empirical evidences indicate that organizational commitment is an important antecedent on employees' performance and their intention to keep their organizational membership. It can be said about those organizations that dealing to human resource as a key to their success, because high organizational commitment leads to favorable outcomes. Mowday, Porter and Steers (1982) described the difference between attitudinal commitment and behavioural commitment. Attitudinal commitment is a mindset in which individuals consider the congruency of their goals and values with those of their employing organizations. Behavioral commitment is the process by which individuals past behaviour in an organization binds them to the organization. Both are important part of Meyer and Allen's (1991) conceptualization of a multidimensional model of organizational commitment. Mayer and Allen (1991) described organizational commitment in three forms.

**I. Affective Commitment:** Affective commitment is the psychological attachment towards the organization. This type of commitment is related to positive interaction between the individual and the organization because both have similar values (Shore and Terick, 1991). Those who stay in their organizations with a strong commitment retain position not only because they need the job, yet because they want it (Meyer et al., 1993).

**II. Continuance Commitment:** Continuance commitment involves a person's bond to an organization based on what it would be cost that person to leave the organization. Continuance commitment is actually cost based. This kind of commitment is grounded on the value that the employee derives from the organization. In this type of commitment, employees' stays primarily to avoid losing something value them (income, benefits, seniority).

**III. Normative Commitment:** Normative commitment is the feeling of moral obligation to continue job, example feeling of indebtedness, need for reciprocity or organizational socialization, normatively committed employees feel that they ought to remain with the organization (Meyer & Allen, 1991). According to Allen and Meyer (1990) normative commitment is mostly affected by early socialization and cultural factors.

Generally, organizational commitment is considered a useful measure of organizational effectiveness. Particularly, organizational commitment is a "multidimensional construct" that has the potential to anticipate organizational outcomes such as performance, turnover, absenteeism, tenure and organizational goals. Teachers are also expected to be committed in job and follow the display rules of organization by suppressing their negative emotions and expressing positive emotions. Previous research indicates that teaching job as a service job in India because teachers performed their service in a face to face manner. Therefore, essential question of the present research study is that to what extent emotional labour strategies relate and influence organizational commitment in school teaching job. Against this backdrop present research was conducted with following objectives.

## OBJECTIVES OF THE STUDY:

- (i) To find out the relationship between emotional labour and organizational commitment.
- (ii) To examine the predicting role of emotional labour strategies on organizational commitment in teachers.

## RESEARCH HYPOTHESIS:

### **Emotional Labour Strategies and Organizational Commitment:**

According to Wong and Law, (2002) personnel performance of emotional labour changes their organizational commitment. According Hochschild (1983) two avenues for deep acting (DA): (a) exhorting feelings, whereby one actively attempts to evoke an emotion; and, (b) trained imagination, where-by one actively invokes thoughts, image, and memories to induce the associated emotion (thinking of a wedding to feel happy) Contrary to this, DA is directly focused on one's inner feelings (Ashforth and Humphrey, 1993; Mann, 2004 given increased psychotic effort involved in deep acting, so this form of emotional labour is more consistent with a strong concern for one's customers. Whereas, Automatic emotion regulation (genuine acting) where felt emotions are conquest with display rules as an important dimension of emotional labour (Ashforth, & Humphrey, 1993; Diefendorff et al., 2005). Deep acting and automatic emotion regulation effect positively to the attitude of employee, because it matches with the organization. So the present research study propose that-

**H<sub>1</sub>:** The deep acting and automatic emotion regulation strategies of emotional labour would be found positively correlated with organizational commitment.

**H<sub>2</sub>:** The deep acting and automatic emotion regulation strategies of emotional labour would be found positive predictors of organizational commitment.

Hochschild (1983) argued that inauthentic surface acting (SA) over time results in a feeling of detachment from one's true feeling and from others feelings. Feeling-diminished personal accomplishment is likely when an employee believes that the displays were not efficacious or were met with annoyance by customers (Ashforth and Humphrey, 1993). The inauthenticity of surface acting process, showing discrepant from feeling, affects employee behavior (Pugliesi, 1999; Ashforth and Humprey, 1993). On the other hand, emotional deviance where felt and expressed emotions are not alike with required display rules of organization is important part of emotional experience in work and should be considered as part of emotional labour (Mann, 1999; Rafaeli, & Worline, 2001; Zapf, 2002). As Rafaeli and Sutton (1987) stated that emotional deviance is the opposite of emotional dissonance because the organization members expresses inner feelings and disregards feelings rules. So this study propose that-

**H<sub>3</sub>:** The surface acting and emotional deviance strategies of emotional labour (EL) would be found negatively associated with organizational commitment.

**H<sub>4</sub>:** The surface acting and emotional deviance would be found negative predictors of organizational commitment.

## RESEARCH METHODOLOGY:

**Design:** Present research study is correlational in nature therefore to assess the relationship between emotional labour strategies and organizational commitment. Bivariate and step-wise multiple regression analysis (SMRA) were exercised.

**Participants:** A total of 240 school teachers (Government and Private) participated in this research study. Respondents' age, education, income, job tenure, workplace environment, facility in workplace, facility needed at workplace, marital status and type of family were determined on the basis of PDS (Personal Data Sheet).

### Measures

- (1) **Teacher Emotional Labor Scale (TELS):** Teacher emotional labor scale (Cukur, 2009) assess the level of emotional labour with 20 items in four dimension such as surface acting (5), deep acting (5), automatic emotion regulation (5) and emotional deviance (5). The English Version of Teacher Emotional Labor scale were utilized after being translated into Indian culture and confirmed with backward translation with two English teachers. A total of 20 items were asked on a scale ranging from 1=seldom; 2=sometimes; 3=regularly; 4=often; to 5=always. Construct validity, criterion validity and internal consistency of the subscales (ranged from .70 to .81). Higher score denoted the higher level of Emotional Labour and lower score denotes lower level of Emotional Labour.
- (2) **Organizational Commitment Scale:** Organizational commitment scale originally developed by Meyer and Allen (1993) and modified by Khan and Mishra (2002) was used to assess the level of commitment in employees. The modified scale comprises 6 items on each of the three dimensions and consists 18 items. Originally, the scale was 7 point Likert Scale. In modified scale scaling was changed into 5 point scale with anchors labeled (5 = strongly agree and 1 = strongly disagree) Reliability coefficient for these scale were 0.88 and 0.70 respectively.

### Procedure:

Present research study was conducted in two phases i.e. pilot study and main study. In first phase of the research, a preliminary study was conducted to check the suitability or appropriateness of the measures. In second phase the investigator approached to the administrators (Principals) of the identified schools and introduced about the purpose of the study and took permission to collect data from their teachers. They were assured of the confidentiality of any information provided through questionnaires will be used solely for research purposes and that no one in the organization would see their responses. After getting their consent they were given the booklet containing Personal Data Sheet (P.D.S.), Teacher Emotional Labour Scale and organizational Commitment Scale. First they were requested to fill personal details on personal data sheet. Further they were requested to respond on Teacher Emotional Labor Scale. Lastly, they were told to respond on Organizational Commitment Scale. As soon as, they completed their responses on various measures data were collected and they were thanked for participation. Obtained data were scored according to defined rules, given in manuals and scores were treated for SPSS analysis (latest version).

## RUSULTS

Data obtained from respondents were scored and analyzed in terms of correlational analysis and step- wise multiple regression analysis. Results are displayed in Tables (1, 2, 3, 4 & 5) and figures, interpreted in following section:

### Correlation Results:

#### 1: Relation between Emotional Labour Strategies and Organizational Commitment:

Correlation results revealed the association between emotional labour strategies and organizational commitment (Table-1).

**Table 1: Relationship between Emotional Labour Strategies and Organizational Commitment**

Emotional Labour Strategies	Organizational Commitment			
	Affective Commitment	Continuance Commitment	Normative Commitment	Overall Commitment
Deep Acting	.024	.179**	.326**	.254**
Automatic Emotion Regulation	-.004	.155*	.471**	.279**

Emotional Labour Strategies	Organizational Commitment			
	Affective Commitment	Continuance Commitment	Normative Commitment	Overall Commitment
Surface Acting	-.170**	-.031	.168**	-.072
Emotional Deviance	-.143*	-.129*	.097	-.137*
Emotional Labour as a Whole	-.128*	.044	.404**	.099

N= 240, \*\*= P<.01, \* =P<.05

Correlation analysis results indicated that all four emotional labour strategies had associated with organizational commitment. It is clear from the table (1) that deep acting dimension was found to be positively associated with continuance commitment ( $r = .179$ ,  $P < .01$ ), normative commitment ( $r = .326$ ,  $P < .01$ ) and overall organizational commitment ( $r = .254$ ,  $P < .01$ ). Similarly, automatic emotion regulation was also found positively correlated with continuance commitment ( $r = .155$ ,  $P < .05$ ), normative commitment ( $r = .471$ ,  $P < .01$ ), and overall organizational commitment ( $r = .279$ ,  $P < .01$ ). Again this, surface acting strategy (EL) was found to be negatively correlated with affective commitment ( $r = -.170$ ,  $P < .01$ ), and positively associated with normative commitment ( $r = .168$ ,  $P < .01$ ). Further, emotional deviance strategy (EL) was found negatively linked with affective commitment ( $r = -.143$ ,  $P < .05$ ), continuance commitment ( $r = -.129$ ,  $P < .05$ ), and overall organizational commitment ( $r = -.137$ ,  $P < .05$ ). Moreover emotional labour as a whole was found to be negatively associated with affective commitment ( $r = -.128$ ,  $P < .05$ ) but positively associated with normative commitment ( $r = .404$ ,  $P < .01$ ).

Correlation results thus, suggests that when applying deep acting strategy of emotional labour continuance commitment, normative commitment and overall organizational commitment increased towards the institute and students. Similarly, automatic emotion regulation strategy of emotional labour enhances the level of continuance commitment, normative commitment as well as overall organizational commitment in teachers towards school and their students. Against this, the extent of affective commitment has decreased when using surface acting strategy of emotional labour but normative commitment was increasing with surface acting strategy. Moreover, if teachers used emotional deviance strategy in school then affective commitment, continuance commitment and overall organizational commitment decreased towards school. Despite this, emotional labour as a whole was negatively associated with affective commitment whereas positively linked with normative commitment.

### Regression Analysis:

Based on the perusal of correlation results, it was considered appropriate to go for stepwise multiple regression analysis (SMRA) to examine the relative contributions of antecedent factors i.e., emotional labour strategies (Deep acting, Surface acting, Automatic emotion regulation and Emotional deviance) to organizational commitment. The findings of this analysis are in order:

Prediction of Organizational Commitment from Emotional Labour Strategies (ELS)

In order to determine the role of emotional labour strategies in dimension of organizational commitment and overall organizational commitment, step-wise multiple regressions analysis was done. Obtained results are displayed in the (Tables 2, 3, 4 & 5) following section.

**Table 2: Prediction of Affective Commitment by Emotional Labour Strategies**

Predictor Variables	Criterion Variable Affective Commitment							
	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	R <sup>2</sup> Change	Beta (β)	T	F Value	Sig F Change
Surface Acting	.170	.029	.025	.029	-.170	-2.661**	7.080*	.008

N= 240, \*\*= P<.01, \* =P<.05

Regression results (Table-2) indicate that an affective commitment domain of organizational commitment was negatively predicted by surface acting ( $\beta = -.170$ ,  $R^2 = .029$ ) and its total contribution was found to be 2.9% variance in criterion variables.

**Table 3: Prediction of Continuance Commitment by Emotional Labour Strategies**

Predictor Variable	Criterion Variable Continuance Commitment							
Emotional Labour Strategy	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	R <sup>2</sup> Change	Beta (β)	T	F	Sig F Change
Deep Acting	.179	.032	.028	.032	.179	2.814**	7.917**	.005

N= 240, \*\*= P<.01, \* =P<.05

It is clear from Table-3, continuance commitment was positively predicted by deep acting strategy of emotional labour ( $\beta = .179$ ,  $R^2 = .032$ ) and its composite contribution was found to be 3.2% variance in the criterion variable.

**Table 4: Prediction of Normative Commitment by Emotional Labour Strategies**

Predictor Variable	Criterion Variable Normative Commitment							
Emotional Labour Strategy	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	R <sup>2</sup> Change	Beta (β)	T	F Value	Sig F Change
Automatic emotion regulation	.471	.222	.218	.222	.471	8.233**	67.788**	.000

N= 240, \*\*= P<.01, \* =P<.05

Results of (Table-4) revealed that normative commitment was positively predicted by automatic emotion regulation ( $\beta = .471$ ,  $R^2 = .222$ ), and its total contribution was found to be 22.2% variance in normative commitment.

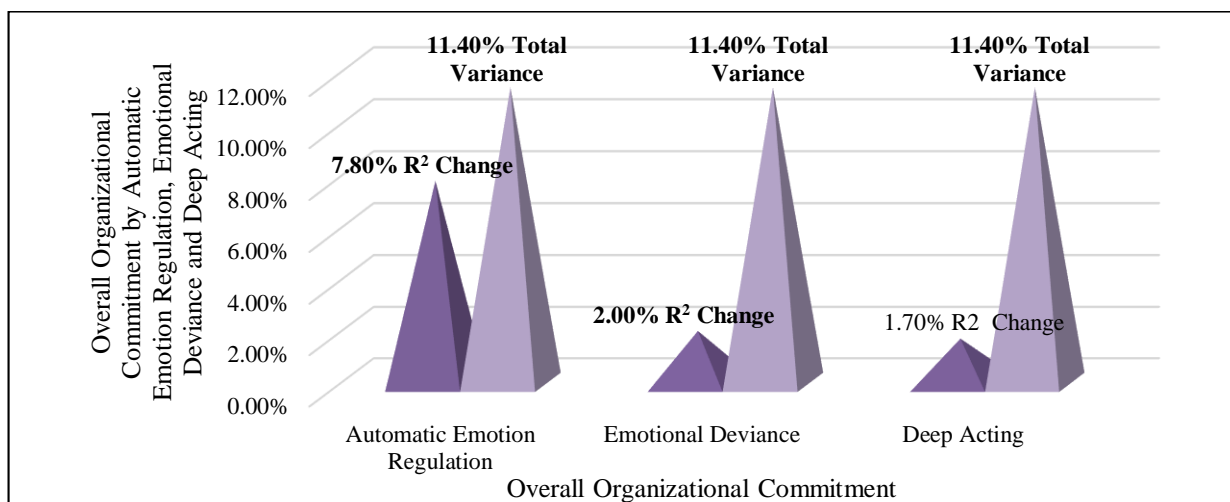
**Table 5: Prediction of Organizational Commitment by Emotional Labour Strategies**

Predictor Variable	Criterion Variable Overall Organizational Commitment							
Emotional Labour Strategies	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	R <sup>2</sup> Change	Beta (β)	T	F	Sig F Change
Automatic emotion regulation	.279	.078	.074	.078	.279	4.487**	20.137**	.000
Emotional Deviance	.312	.098	.090	.020	-.140	-2.265*	12.809*	.024
Deep Acting	.338	.114	.103	.017	.148	2.106*	10.142*	.036

N= 240, \*\*= P<.01, \* =P<.05

The regression results displayed in Table-5 & Fig.1 further evinced that overall organizational commitment was positively explained by automatic emotion regulation ( $\beta = .279$ ,  $R^2 = .078$ ), which contributed only 7.8% variance in criterion variables.

**Figure 1: Overall Organizational Commitment predicted by Automatic Emotion Regulation, Emotional Deviance and Deep acting**



Despite this, emotional deviance negatively predicted overall organizational commitment ( $\beta = -.140$ ,  $R^2 = .02$ ), though the independent contribution of emotional deviance was 2% variance in criterion variable. Moreover, deep acting positively predicted overall organizational commitment ( $\beta = .148$ ,  $R^2 = .017$ ), and independent



contribution was found only 1.7% variance in criterion variable. But the composite contributions with all these were 11.4% variance in criterion variable.

An overview of regression results indicates that emotional labour strategies were identified as significant predictors of organizational commitment in school teachers. Thus, the association of these variables is very significant for this study as well as future research in this area.

## **DISCUSSION:**

The purpose of present research study was to assess the role of emotional labour strategies (deep acting, automatic emotion regulation, surface acting and emotional deviance) in organizational commitment (affective commitment, continuance commitment and normative commitment) among school teachers. The findings of correlation and regression results proved the entire hypothesis. Deep acting strategy (EL) was found to be positively correlated with continuance commitment, normative commitment and overall organizational commitment. Similarly, automatic emotion regulation was found positively associated with continuance commitment, normative commitment and overall organizational commitment hence the H<sub>1</sub> was proved. Furthermore, regression results proved the H<sub>2</sub> and indicated that continuance commitment and overall organizational commitment was found increased applying deep acting strategy (EL) by teachers. Along with this automatic emotion regulation also enhanced the level of normative commitment and overall organizational commitment in school teachers.

Further, H<sub>3</sub> was that surface acting strategy would found to be negatively correlated with organizational commitment. Correlation results partially proved the H<sub>3</sub> surface acting strategy of emotional labour (EL) was found significantly negatively associated with affective commitment whereas positively correlated with normative commitment. Despite this, emotional deviance strategy was found negatively linked with affective commitment, continuance commitment and overall organizational commitment. Emotional deviance was found negatively associated with affective commitment, continuance commitment and organizational commitment as a whole and findings proved the H<sub>3</sub>. The regression results proved that affective commitment dimension of organizational commitment was found suppressed by the influence of surface acting strategy whereas, emotional deviance diminished the affective commitment, continuance commitment and overall organizational commitment hence the H<sub>4</sub> was also proved.

Present results revealed that deep acting strategy played an enhancive role on continuance commitment, normative commitment and overall organizational commitment. Deep acting is actually an attempt to modify internal experience of emotion in order to match normative expectations to fulfill the requirement of appropriate emotional display in an organization (Ashforth & Humphrey, 1993; Hochschild 1993). According to Becker's (1960) side-bet theory employees with continuance commitment remain with an organization out of need or to avoid the perceived cost of leaving. This feeling creates fear in mind of employees to losing of their benefits, taking a pay cut, and not being able to find another job (Murray, Gregoire, and Downey, 1991). But normative commitment may increase when an individual feels loyal to his employer or responsible to work for the benefits that he gets from the organization as a results of the desire to compensate the favors received from the institution (Meyer et al; 1993). Employees who are normatively committed to the organization remain because "they believe that it is the right and moral things to do" (Wiener, 1982). Organizational commitment has been defined as a psychological state that binds personnel to an organization. By understanding these entire situations like personal loss, norms, culture and bond towards organization employees modify their feeling as same as organizational display rules and show continuance commitment, normative commitment and organizational commitment. Previous research studies also support the findings of present study that deep acting can predict affective commitment, normative commitment and investment commitments (Ji, 2009). Researchers conducted study on junior and senior middle school teachers and explored the relationship between teachers' emotional labor and organizational commitment. The results showed that there was a positive correlation between deep acting and organizational commitment (Xinghua Ji 2009).

Moreover, automatic emotion regulation was found positively related to continuance commitment, normative commitment and organizational commitment. As well as worked as facilitator for normative commitment and overall organizational commitment. Automatic emotion regulation matched with the display rule (norm) of organization therefore no need to suppress the real emotion so continuance commitment, normative commitment and overall organizational commitment increased in teachers towards the organization. Nemours studies proved the findings of present study. Expression of naturally felt emotions and ideal commitment were found positively correlated to each other (Xinghua Ji, 2009).

Present findings explored that surface acting (SA) was found as suppressor of affective commitment but became the facilitator of normative commitment. Previous studies also supported the present findings. Hochschild (1983) argued that inauthentic SA is a feeling of detachment from one's true feeling and from others feelings. The

inauthenticity of surface acting process, showing discrepant from feeling, affects employee behavior (Pugliesi, 1999; Ashforth and Humphrey, 1993). According to construct of surface acting it is basically to feigning emotions by managing verbal and non-verbal expression in order to conform the normative expectations regarding the display of emotion in an organization (Ashforth & Humphrey, 1993; Hochschild, 1983).

Similarly, emotional deviance strategy (EL) became a strong suppressor of affective commitment, normative commitment and organizational commitment as a whole. Because emotional deviance involves the expression of felt emotion that clash with normative expectations regarding appropriate emotional display in an organization (Hochschild, 1983; Rafaeli & Sutton, 1987). As Rafaeli and Sutton (1987, p.33) stated that "emotional deviance is the opposite of emotional dissonance because the organization members express inner feelings and disregards feeling rules. The internalization of feeling rules may influence the effect of incongruence between felt and expressed emotions." If the emotional expression is opposite then it will be become the cause of lower organizational commitment in teachers.

Results also indicated that emotional labour as a whole was found negatively associated with affective commitment whereas positively linked with normative commitment. Emotional labour is basically governed by organizational norms/ display rule so creates pressure in the mind of employees to express positive emotions and suppress negative emotions and that will becomes the cause of detachment as well as decreases the level of commitment yet employees follows norms of organization and shows their normative commitment. Current time it is better for the organization to have employees who perform emotional labour in order to comply with organizational norm out of an intrinsic motivation, because the resultant compliance will be much fuller.

## CONCLUSION:

It is to conclude that emotional labour strategies played a strong role in organizational commitment. Literature review suggested that most of the emotional labour studies conducted with burnout, work stress, depersonalization emotional dissonance but there is a big gap in research related to emotional labour and organizational commitment especially in Indian context. As well as most of the studies have focused on surface acting and deep acting strategies of emotional labour but present study opened the next door for the researchers to focuses on other strategies like automatic emotion regulation and emotional deviance as parts of emotional labour. Limitation of present study was the lack of structured training programs for teachers about emotions management techniques to feel and display positive emotions in personal and professional life. Present study firstly, recommends the school administration should start training programs for teachers to feel good and display good in difficult situations. Secondly, school management should respect the emotions of teachers and try to make the balance between display rules, (culture and norms) and teachers' emotions.

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