ORIGINAL ARTICLE

The Role of Irrational Beliefs on Predicting Teacher's Organizational Commitment

MOSTAFA AZIZI SHAMAMI[1*], ALI ASGHAR HAYAT[2]

[1] Department of Education, Faculty of Humanities and Social Sciences, University of Mazandaran, Babolsar, Iran
[2] Clinical Education Research Center. Shiraz University of Medical Sciences, Shiraz, Iran

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ABSTRACT

A person's beliefs may affect their job performance conceptions, work place and conditions. The present paper was aimed to appraise irrational beliefs and its impact on elementary school teacher's organizational commitment. The current research was based on surveys. Shiraz elementary school male teachers were selected as a statistical population. Consequently, 211 participants were randomly selected using Kersji and Morgans' sample size table. The measuring instrument was the 40-Items questionnaire of irrational beliefs-Ahvaz version, and Allen and Meyer's 18-Items organizational commitment questionnaire. The results showed that helplessness for change (t=8.915, p<0.001), problem avoidance (t=11.945, p<0.001) and emotional irresponsibility (t=13.092, p<0.001) were significantly lower than mean, and approval demand (t=3.969, p<0.001) was significantly higher than mean. The results also showed that affective (t=1.602, p>0.111) and normative (t=0.833, p>0.406) commitments were at the mean level and continuous commitment (t=3.980, p<0.001) was higher than mean significantly. Moreover, the results showed that irrational beliefs affect the teacher's organizational commitment. The correlation coefficient of irrational beliefs in organizational commitment was calculated 0.457, affective commitment 0.387, continuous commitment 0.473, and normative commitment 0.227, respectively. The study was concluded that irrational beliefs have a significant impact on teacher's organizational commitment. It seems that irrational beliefs can be considered as individual factors influencing organizational commitment.

Keywords: *Irrational Beliefs, Organizational Commitment, Teachers, Elementary School.*

BACKGROUND

Individual's different needs can be defined based on their personality patterns, expectations, motivations, expectations, and goals. On the other hand, organizations meet specific needs and expectations based on their current goals, tasks and activities. Since the last three decades, a remarkable interest in understanding the concept of organizational commitment has emerged, and much work has been done to analyze this concept. The results of these researches showed that organizational commitment is related to many work behaviors of the personnel [1]. Since, both the employees and the organization benefit from committed people in the organization [2], so the organizational commitment came to have a significant place in organizational behavior studies.

Corresponding author: Mstafa Azizi
E-mail: *mazizi@umz.ac.ir*

It may be said that an index of organizational excellence is its committed human forces. To know the status of the organizational commitment of the personnel can help the managers to improve their personnel's performance [1]. Moreover, the organizational commitment is highly important because of its desirable consequences such as the increase in the efforts of the employees, higher job satisfaction, less absence at work, and more sustenance of the personnel [3]. In different studies, Conep, Muster, and Froggot showed that a person's beliefs can affect their conception of their job performance, workplace, and its conditions such as colleagues and supervisor [4].

According to Ellis findings, human behavior and affections are caused by beliefs and thoughts. He classified these beliefs into rational and irrational ones; the former includes beliefs supported by logical reasoning, as well as empirical and pragmatic beliefs, and the latter consist in negative thoughts dominating one's mind, which shape the way one interprets and construes events, and regulate the value of one's behaviors and sensations. Irrational beliefs do not correspond to the reality, bring obligations with them, undermine one's balance, and prevent the formation of discipline [5]. Macience holds that rational and irrational beliefs affect one's perceptual performance. People with rational beliefs have more effective perceptions than those with irrational beliefs [6]. Neenan maintains that irrational beliefs can have destructive effects at home or at work. They can affect the way one encounters their environment. Problems caused by irrational beliefs at work include job performance, fear from losing one's job, and anger at one's boss and colleagues [4].

Irrational beliefs also cause negative and inefficient behavioral responses, such as anger, isolation, impulsivity, and emotional inflexibility. However, rational beliefs usually cause proper affections that are helpful in achieving one's goals. Irrational beliefs distort our perception and interpretation of external events. In fact, what causes emotional-psychological disorders is what we say to ourselves regarding external events (rather than the events themselves) [7].

Ebadi and Motamedin [8] have examined Jones's irrational beliefs, and given the Iranian-Islamic culture, they have introduced 4 irrational beliefs: 1. Helplessness for change, 2. Demand for approval, 3. Problem avoidance, and 4. emotionally irresponsibility.

Although there is no independent research concerning the influence of irrational beliefs on organizational commitment, Ayan and Kocacik [9] hold that there is a significant relationship between the desire to be better, social and professional ambition, and getting easily angered, on the one hand, and job satisfaction, on the other. Markow and Klenke [10] have shown in their research that personal values influence one's organizational commitment.

DeBoard and Romans [11] have reported that there is an inverse relationship between irrational beliefs and levels of adaptability. Davies [6] has found in his research that people with high and unconditional self-acceptance have lower levels of irrational beliefs. Pourshaygan, Hosseiniyan, and Yazdi [4] have also found in their research that there is a significant inverse relationship between irrational beliefs and job satisfaction, such that there is a significant relationship between job satisfaction in subscales of salary, promotion, and the nature of the work, and irrational beliefs in subscales of expectation, influence by others, self-blame, and perfectionism.

However, Najjarpour Ostadi, Esmkhani Akbarinejad, and Livarjani [12] hold that there is no significant relationship between irrational beliefs and job satisfaction. There is a significant, positive relationship between personality traits and irrational beliefs. Personality traits of neurosis can predict people's irrational beliefs. Other results of the research show that there is a significant difference between men and women with respect to irrational beliefs: female subjects had more irrational beliefs than male subjects.

A review of the literature of organization commitment shows a list of preconditions, moderator variables, and consequences of organizational commitment [13], but little research has been carried out with regard to beliefs and attitudes of the personnel that ties one's identity to a certain organization and determines one's contribution to it [14]. Since the irrational beliefs affect the teacher's perceptual performance, thus, the main problem of this research is the examining irrational beliefs and their influence on the organizational commitment of teachers in elementary school.

OBJECTIVES

Research aims at Apprising irrational beliefs and its impact on the organizational commitment of teachers in elementary school. The research aims to examine the following two questions:

1) What are the status of irrational beliefs and organizational commitment?

2) How do irrational beliefs affect the organizational commitment?

METHODS

Given the subject-matter of the present research was applied an analytical descriptive method. The population of this research was the whole male teachers in Shiraz elementary schools that 230 of them were randomly selected using Kersji and Morgans' sample size table. Eventually, 211 teachers participated in the research. That all of the assigned numbers of individuals entered into a given group and then were chosen at random. Given that Starting point is 2 and the obtained ratio are about 2, the sample goes forwarded 2 to 2.

In this research, for the purpose of measuring irrational beliefs, Jones's 40-item questionnaire by four-point Likert scale of irrational beliefs has used (the localized Ahvaz version). Irrational beliefs are self-evaluation questionnaire and include 4 subscales: Helplessness for change, Demand for approval, Problem avoidance, and emotionally irresponsibility [8]. Also, in order to measure organizational commitment, Allen and Meyer's 18-items questionnaire by five-point Likert scale [14, 15] was used. Shirazi and Ahmadi have confirmed the validity of Alan and Meyer questionnaires in their research [16]. Some other studies have tested this scale in terms of validity and reliability [17]. In order to calculate the reliability of the questionnaires, Cronbach's alpha coefficient for the questionnaire of irrational beliefs $\propto=0.907$, and for the questionnaire of organizational commitment $\propto=0.656$ is calculated.

The major ethical issues in this research are: a) Informed consent, b) Beneficence- Do not harm c) Respect for anonymity and confidentiality d) Respect for privacy.

RESULTS

Table 1 show that the majority respondents (56.4%) are in the age group of 20 to 30 years. Most of the respondents (57.3%) are bachelor's degree. And, majority respondents (59.7%) have a work experience of between 11 and 15 years.

Table 2 shows that the observed t for irrational beliefs (helplessness for change (mean=2.71, p=0.001), demand for approval (mean=3.13, p=0.001), problem avoidance (mean=2.51, p=0.001), and emotionally irresponsibility (mean=2.57, p=0.001)) is significant at the level of p≤0.05. For organizational commitment, the following table shows that the observed t for the continuous commitment (mean=3.16, p=0.001) is significant at the level of p≤0.05. Also, the observed t for affective (mean=3.04, p=0.111) and normative (mean=2.96, p=0.406) commitments is not significant at the level of p=0.05.

Table 3 shows the value of F test, and regression beta test. The correlation coefficient of irrational beliefs (helplessness for change, demand for approval, problem avoidance, and emotionally irresponsibility) on organizational commitment is 0.457, on affective commitment is 0.387, on continuous commitment is 0.473, and on normative commitment is 0.227. Also, the value of the R square coefficient of determination of irrational beliefs on organizational commitment is 0.209, on affective commitment is 0.150, on continuous commitment is 0.224, and on normative commitment is 0.052.

As can be seen, the F value irrational beliefs are significant in all dependent variables, and it can be said that the correlation of irrational beliefs with organizational commitment—affective, continuous, and normative—is confirmed. The beta test shows that given the t value, the irrational belief of helplessness for change and emotionally irresponsibility can predict organizational commitment, the irrational belief of demand for approval and problem avoidance can predict affective commitment; and the irrational belief of helplessness for change and emotionally irresponsibility can predict continuous commitment. Too, the irrational belief of helplessness for change can predict normative commitment.

Table 1. Demographic characteristics of respondents

Demographic Variables		Frequency	Percent
Age	**20-30**	**119**	**56.4**
	31-40	70	33.2
	41-50	20	9.5
	>51	2	.9
Education	A.D	42	19.9
	B.A	121	57.3
	M.A	48	22.7
Work Experience	<10	47	22.3
	11-15	126	59.7
	16-20	38	18.0

Table 2. One-sample test, *t*, regarding irrational beliefs and components of organizational commitment

variable		3=Expected Mean		
		Mean	T	Level of significance
Beliefs	Helplessness for change	2.71	-8.915	0.001
	Demand for approval	3.13	3.969	0.001
	Problem avoidance	2.51	-11.945	0.001
	Emotionally irresponsibility	2.57	-13.092	0.001
Commitment	Affective commitment	3.0439	1.602	-
	Continuous commitment	3.1656	3.980	0.001
	Normative commitment	2.9692	-.833	-

Table 3. Results of multiple regression to predict the irrational beliefs teachers in organizational ccommitment

Dependent Variable	R	R square	F Value	sig	Model	Coefficients of regression model	t	Sig
Organizational Commitment	.457	.209	13.620	.001	**Constant**		12.106	.001
					Helplessness for change	-.275	-3.207	.010
					Demand for approval	.038	.511	-
					Problem avoidance	.048	.631	-
					Emotionally irresponsibility	-.175	-1.969	.050
Affective Commitment	.387	.150	9.082	.001	**Constant**		10.890	.001
					Helplessness for change	-.116	-1.306	-
					Demand for approval	-.259	-3.379	.001
					Problem avoidance	-.168	-2.126	.050
					Emotionally irresponsibility	-.083	-.898	-
Continuous Commitment	.473	.224	14.855	.001	**Constant**		5.991	.001
					Helplessness for change	-.264	-3.106	.010
					Demand for approval	-.098	-1.339	-
					Problem avoidance	-.022	-.290	-
					Emotionally irresponsibility	-.318	-3.610	.001
Normative Commitment	.227	.052	2.810	.027	**Constant**		8.496	.001
					Helplessness for change	-.194	-2.065	.050
					Demand for approval	-.017	-.208	-
					Problem avoidance	-.008	-.095	-
					Emotionally irresponsibility	.064	.655	-

With respect to irrational beliefs, it was shown that helplessness for change, problem avoidance, and emotionally irresponsibility among the teachers in elementary school were lower than average, but with respect to the irrational belief of demand for approval, it was shown than it is higher than average among the personnel. People can attack, challenge, and reject our irrational beliefs. We can also replace our irrational sensations (which are inefficient, incompatible, inappropriate, and unrealistic) with rational sensations (which are efficient, compatible, and realistic) by replacing our irrational beliefs about external events with rational ones [18, 19]. It seems that the employees are worried about acceptance and approval by others, and it is important for them to gain respect by any possible means. There is no doubt that everyone needs to be respected by others, but the irrational belief of demand for approval goes beyond an inclination. In this case, the employees take

approval to be an urgent need, without which they will have problems in workplace. Rosner [18] says that irrational beliefs will lead to psychological and emotional disorders, and in order to overcome emotional disorders, it is not sufficient to find the origins of irrational thoughts; rather irrational thoughts should be quenched and replaced with rational thoughts. Jazayeri, et al [6] hold that having a series of rational and positive beliefs and cognitions is a necessary condition for public mental health.

With respect to the condition of organizational commitment, it was shown that affective and normative commitments among the employees were at the average level, though their continuous commitment was higher than average. It seems that the commitment of the teachers in elementary school mostly depends upon a perception of individual costs and job advantages, and the feeling of attachment to the organization as well as moral

compulsion do not play that much role. As NG and Feldman [20] point out, affective commitment is more important than continuous and normative commitments. However, among the employees the continuous commitment is higher than average, which shows that they seek job advantages and the maintenance of their job positions.

It was also shown that irrational beliefs have an impact on the organizational commitment of the teachers in elementary school. It seems that irrational beliefs can be considered as individual factors influencing the organizational commitment. As Evazpour [21] says, certain characters, attitudes, and relations play a key role in the higher level of organizational commitment. Also, Allen and Meyer [15], and Baron and Greenberg [22] have emphasized the impact of individual characteristics on organizational commitment.

As Popov et al (23), Bernard (24) and Ugwoke et al (25) emphasize, There are irrational believes which aggravate the problem. In theoretical and conceptual terms, the results of this research provide another evidence of importance of cognitive variables in explaining commitment and indicate their role. These findings also have important practical implications because they indicate the need for management intervention in teacher irrational believes. Finally it can be concluded that the irrational beliefs of teachers will have an impact on their organizational commitment. That will make teachers do not have a deep and wide view of the organization and its goals. And limited themselves within the framework of a minor item or immediate issues. It seems irrational beliefs can limit the educational objectives and the performance of teachers. And as a result, the quality of education is compromised. It seems that when a teacher feels helpless in pursuing his goals, he often waits for failure and shows very little tolerance for change and events. To relieve this suffering and forget about the issue, it finds a sense of moral coercion to stay in the organization. Regarding the belief in emotional irresponsibility, it seems that teachers will remain in the organization for this reason, if they leave the organization, they will lose some job benefits, including their job position. This can be explained by the high scores that teachers have earned in their continuous commitment. Also based on the demand for approval variable; teachers view their identity with the education organization and feel that

they are attached and dependent and they want others to confirm their identity. Teachers expect everything to be up to date and therefore expect others to be approved. Therefore, it can be said that teachers' beliefs about work and organization can affect their organizational commitment. Identify variables related to teachers' organizational commitment and finally, predicting and better controlling a teacher's job can create a good environment for teachers.

Given that no research has been made with regard to the impact of irrational beliefs on organizational commitment of teacher, it is suggested that more studies be made in this respect. Also, given the results of the present research, it is recommended that courses of introduction to the affective -rational approach be held for the teachers in elementary school in order to replace irrational beliefs (in particular, demand for approval) by rational beliefs. Moreover, in order to increase the organizational commitment of the teacher, it is suggested that they contribute to some decisions of the school and be assigned more responsibilities.

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CONFLICTS OF INTEREST

The authors have no conflict of interests to declare.

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