PSYCHOLOGICAL CONFIDENCE AND ORGANIZATIONAL COMMITMENT IN SELECTED TELECOMMUNICATION ORGANISATIONS IN NIGERIA

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Abstract:
Confidence and organisational commitment. The sample comprised 280 managerial and non-managerial employees from four major telecommunication companies in Nigeria. A quasi-experimental research design was employed as it is deemed most suitable for the field of administrative sciences. Data collection involved primary and secondary sources. The Spearman rank correlation coefficient, utilising the Statistical Package for the Social Sciences (SPSS) version 25, was utilised for data analysis. The findings revealed a positive and significant relationship between psychological confidence (operationalised as self-efficacy and self-esteem) and organisational commitment. Specifically, self-efficacy and self-esteem were found to positively and significantly influence various dimensions of organisational commitment, including affective, normative, and continuance commitment. In light of these findings, we conclude that psychological confidence enhances organisational commitment within the telecommunication industry. Consequently, it is recommended that managers in the Nigerian telecommunication sector effectively cultivate their employees' psychological confidence (self-esteem and self-efficacy) to foster a more significant commitment to the organisation. Additional practical implications for managing employees' psychological confidence and organisational commitment in the workplace are also discussed.

Keywords: Organizational Commitment, Psychological Confidence, Positive Psychological Capital, Self-efficacy, Self-esteem, Telecommunication Industry, Nigeria.

1.0   INTRODUCTION

Every organisation endeavours to enhance employee commitment, which is essential for achieving various personal and professional outcomes and significant organisational consequences. Organisational commitment is "the relative strength of an individual's identification with and involvement in a particular organisation" (Mowday et al., 1982, p. 27). Elevated levels of commitment are associated with favourable outcomes, including improved performance, low turnover, low absenteeism, reduced burnout, high productivity, customer satisfaction, organisational citizenship behaviour (OCB), and increased employee satisfaction (Judge et al., 2001; Saari & Judge, 2004; Wegge et al., 2007; Meyer & Becker, 2004; Meydan

et al., in press). Employees who exhibit strong commitment and align with organisational goals and values represent valuable assets for enhancing performance and attaining a competitive advantage.

Historically, organisations have concentrated on economic capital; however, there is an increasing acknowledgement of the significance of human, social, and psychological capital. Although a relatively recent construct, psychological capital has been demonstrated to contribute to various positive organisational outcomes, including performance, organisational commitment, and OCB. This study aims to explore the relationship between psychological confidence and organisational commitment.

Among the criteria for Positive Organisational Behaviour (POB), self-efficacy—often referred to as confidence—emerges as a prominent factor. Albert Bandura is a leading researcher in the self-efficacy domain; his self-efficacy theory elucidates how belief in one's abilities influences task performance. This positive construct is grounded in Bandura's extensive research (1997) and has recently been associated with positive psychology (Bandura, 2007). Confidence is central to Bandura's social cognitive theory, which emphasises the roles of observational learning, social experience, and reciprocal determinism in personality development. According to Bandura, an individual's attitudes, abilities, and cognitive skills constitute the self-system, significantly impacting how individuals perceive situations and respond to various circumstances. Self-efficacy, a critical component of this self-system, relates to an individual's belief in their capability to perform a specific task. As articulated by Judge and Robbins (1998:200), "The higher your self-efficacy, the more confidence you have in your ability to succeed in a task. In difficult situations, individuals with low self-efficacy are more likely to diminish their effort or abandon the task entirely. In contrast, those with high self-efficacy are inclined to embrace the challenge." Bandura (1995:2) defines self-efficacy as "the belief in one's capabilities to organise and execute the courses of action required to manage prospective situations." Essentially, this construct reflects an individual's belief in their ability to succeed within specific contexts. Bandura (1994) posits that these beliefs are integral to shaping individuals' cognitive processes, behaviours, and emotional responses.

Self-efficacy is a multidimensional construct that varies according to the demands of different domains (Zimmerman, 2000) and must be evaluated at a level specific to the outcome domain (Bandura, 1986; Pajares, 1996). Within the workplace context, Stajkovic and Luthans (1998) describe self-efficacy as an individual's confidence in their capacity to mobilize the motivation, cognitive resources, and actions necessary to successfully complete a specific task in a given context. Bandura notes that while "self-efficacy" and "confidence" are related, they are not synonymous; confidence represents a general belief, whereas self-efficacy pertains specifically to one's faith in one's ability to achieve designated goals. Furthermore, he emphasises that self-efficacy beliefs concentrate not on an individual's skills but on the potential outcomes they can gain by applying them (Bandura, 1986). These beliefs prioritize capabilities over intentions (Maddux, 2009). Particularly relevant to the developmental criterion of Perceived Organisational Behaviour (POB), Bandura (1997) identified four specific methods for enhancing self-efficacy: first, through the experience of success or task

mastery; second, by vicarious learning from observing others within a relevant comparison group who achieve tasks and receive rewards; third, by receiving positive feedback from respected individuals; and fourth, through physiological and/or psychological arousal and well-being. Research indicates that an individual's self-efficacy significantly influences their approach to goals, tasks, and challenges. Individuals with a strong sense of self-efficacy perceive challenging problems as opportunities for mastery, develop a greater interest in their activities, demonstrate stronger commitment to their goals, and recover more swiftly from setbacks (Bandura, 1994). In contrast, individuals with low self-efficacy tend to avoid challenging tasks, view difficult situations as insurmountable, fixate on personal shortcomings and adverse outcomes, and rapidly lose confidence in their abilities (Bandura, 1994). These beliefs begin in early childhood as children encounter various experiences, tasks, and situations, but they continue to evolve throughout life as individuals acquire new skills and insights (Bandura, 1992). Since Albert Bandura published his foundational paper in 1977, titled "Self-Efficacy: Toward a Unifying Theory of Behavioral Change," self-efficacy has become one of psychology's most extensively studied areas. This raises the question: What has engendered its significant importance among psychologists and educators? The concept of self-efficacy has emerged as a critical predictor of individual behaviour (Bandura, 1977, 1982). Research by Bandura and others has demonstrated that self-efficacy influences psychological states, behaviour, and motivation. Empirical evidence indicates that self-efficacy positively impacts various organisational outcomes. Studies show that self-efficacy affects an individual's choice to engage in a task, the effort they invest, and their persistence in achieving it (Bandura, 1977; Bandura & Schunk, 1981; Barling & Beattie, 1983; Bouffard-Bouchard, 1990; Brown et al., 1989; Hackett & Betz, 1989), as well as the quality of performance (Bandura, 1986; Locke & Latham, 1990; Mone, 1994; Robertson & Sadri, 1993; Wood & Locke, 1987).

In a meta-analysis of 114 studies, Stajkovic and Luthans (1998) found a strong positive correlation between self-efficacy and work-related performance. George (1994) emphasises that self-confidence has attracted significant attention from sports science researchers over the past three decades and is often regarded as a critical psychological factor influencing athletic performance. Research has primarily focused on the relationship between self-confidence and motor performance. For instance, a field study investigated Bandura's self-efficacy model, wherein male intercollegiate baseball players completed self-report measures throughout a nine-game season. Key variables measured included perceptions of self-efficacy, competitive state anxiety, effort expenditure, and objective hitting performance. This study reinforces George's (1994) assertion that self-confidence is closely related to motor skill performance, including athletic success.

In contrast, organisational commitment has attracted considerable scholarly attention across various cultures and work settings, with researchers documenting its antecedents and consequences (Randall, 1993; Welsch & LaVan, 1981; Mowday, 1982; Angle & Perry, 1983). This focus arises from concerns among managers, scholars, policymakers, and analysts regarding employee commitment to their work and organisations. Organisational commitment refers to employees' psychological attachment to their organisations and has been an active

area of research for several decades (Benkhoff, 1997; Mathieu & Zajac, 1990). It can be defined as an employee's strong belief in and acceptance of an organisation's goals and values, a dedication to achieving these goals, and a deep desire to remain a part of the organisation (Hunt & Morgan, 1994, p. 1568). Essentially, organisational commitment reflects employee attitudes toward their allegiance to the organisation (Moorhead & Griffin, 1995, pp. 64-65; Northcraft & Neale, 1990, p. 465). Luthans (1992, p. 124) notes that organisational commitment is directly linked to an employee's desire to remain with the organisation, willingness to exert substantial effort on its behalf, and acceptance of its goals and values. This study investigates the organisational commitment of oil and gas workers in Nigeria, specifically exploring the connection between supervisors' confidence and their organisational commitment. As competition intensifies in Nigeria's oil and gas industry, managers increasingly resort to poaching and other tactics to attract top talent. Additionally, the sector faces a high frequency of work-related accidents, contributing to its stressful environment despite oil workers' relatively high salaries.

No organisation is immune to periods of self-doubt—moments when they question their ability to overcome challenges, as Gallo (2011) noted. Gallo cites Tony Schwartz, author of "Be Excellent at Anything: The Four Keys to Transforming the Way We Work and Live," who states, "Confidence equals security equals positive emotion equals better performance." Deborah H. Gruenfeld further emphasises that "overcoming this self-doubt starts with honestly assessing your abilities (and your shortcomings) and then getting comfortable enough to capitalise on (and correct) them" (Gallo, 2011).

The preceding discussion underscores the evolution of psychological confidence and organisational commitment from empirical discourse into prominent research domains within organisational psychology. For several decades, scholars have investigated the antecedents and consequences of organisational commitment, with psychological confidence identified as a pivotal factor in its development. A systematic analysis of these concepts becomes essential as management paradigms transition from focusing on human resources to emphasising psychological functioning.

In the volatile, uncertain, complex, and ambiguous environment of the 21st century, the dynamics of employee-management relationships are undergoing significant transformation. Employees increasingly utilise mental models to interpret events, management expectations, and organisational interactions. The management literature has consistently addressed challenges associated with organisational behaviour and employee responses. Consequently, this study aims to provide empirical evidence regarding the influence of psychological confidence on the psychological behaviours related to organisational commitment. This research is intended to be informative and enlightening for practitioners, serving as a valuable educational resource for the academic community. A theoretical foundation survey underscores the need for a comprehensive exploration of the factors underlying organisational commitment, justifying the systematic analysis of these concepts.

The emerging research area that investigates the inhibiting effects of positivist scientific influences on the humanistic dimensions of workplace management has significant implications for both organisational literature and practice. In the face of increasing global

competition and rapid organisational change, a growing body of literature is focused on the levels of employee commitment necessary for meeting financial, operational, and strategic benchmarks. A critical issue is understanding which factors contribute to increased employee commitment, especially during organisational transformation. One under-researched aspect is the role of individual differences in shaping organisational behaviours. Emerging evidence suggests that an individual's psychological confidence may substantially influence organisational commitment, offering practical insights for organisational management. In light of this research gap, the present study examines the relationship between an individual's psychological confidence regarding career prospects and organisational commitment. The guiding question for this research is: Is there a relationship between psychological confidence and organisational commitment? This research is crucial as it has the potential to significantly enhance our understanding of the dynamics of organisational commitment within the Nigerian work environment.
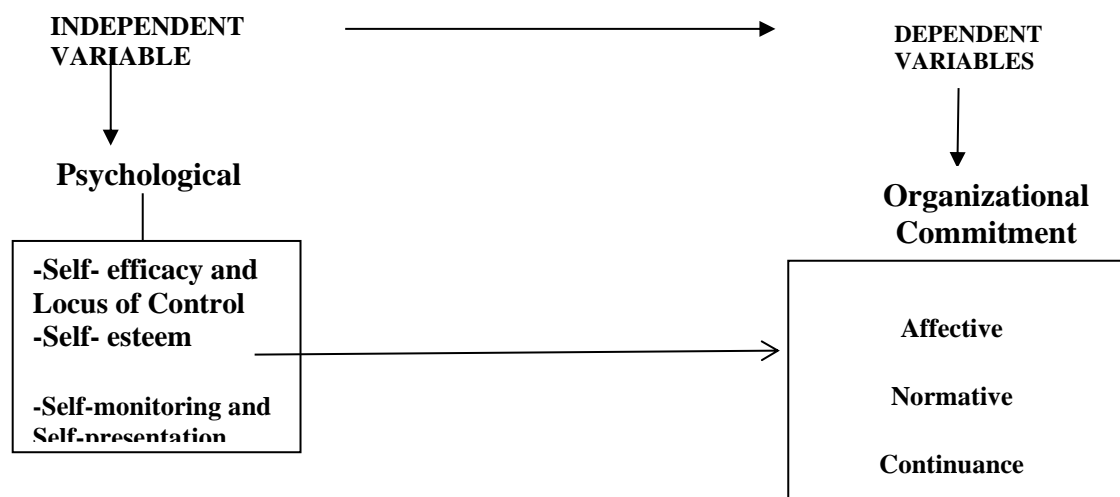
Source: conceptualized by the researchers

Figure 1: A Framework for analysing the Hypothesised Relationship between Psychological Confidence and Organization Commitment.

A. **2.0 REVIEW OF RELATED LITERATURE**

B. **Psychological Confidence Defined**

Psychological capital (PsyCap) is characterized as a positive state-like capacity that has been the subject of extensive study and theoretical exploration. It is defined as "an individual's positive psychological state of development characterised by: having the confidence (self-efficacy) to undertake and exert the necessary effort to succeed at challenging tasks; making a positive attribution and expectation (optimism) about current and future success; persevering towards goals and, when necessary, redirecting efforts to achieve those goals (hope); and when faced with problems and adversity, maintaining resilience, bouncing back, and even surpassing challenges to attain success" (Luthans et al., 2007, p. 3). The four components of

psychological capacities—confidence, hope, optimism, and resilience—correspond with Stajkovic's (2003) core confidence factor relevant to work motivation.

The concept of psychological confidence, which is an individual's belief in their abilities, skills, and judgment, is a vital factor in the workplace. This form of confidence significantly influences employees' perceptions of their roles within an organisation, thereby shaping their commitment to its goals and values. As a fundamental aspect of positive psychology, psychological confidence emerges from personal appraisal processes, whereby beliefs are shaped through cognitive evaluations of individual factors. It is a situated, temporary, and dynamic state.

Bandura's (1997) concept of self-efficacy, or confidence, is among the most recognised elements within this domain and is supported by a robust theoretical framework and empirical research. However, it is frequently overlooked in discussions about positive psychology. This oversight predominantly arises because self-efficacy is conceptualised as a state rather than a general trait, while advocates of positive psychology typically emphasise dispositional, trait-like characteristics and virtues (e.g., Peterson, 2000; Seligman, 1999), along with the evolutionary and genetically encoded "hard wiring" of enduring personal resources such as positive emotions (e.g., Fredrickson, 2001). Nevertheless, the state-like nature of self-efficacy closely aligns with the definition of positive organisational behaviour (POB). Although self-efficacy may not be as prominently distinguished within organizational behaviour as other constructs such as hope or resilience, it arguably fulfils the criteria of theoretical foundations, empirical research, and its demonstrated influence on leadership efficacy and employee performance within organisational settings (see Stajkovic & Luthans, 1998a, 1998b). The most widely accepted definition of self-efficacy is derived from Bandura's foundational description of an individual's belief in "how well one can execute courses of action required to deal with prospective situations" (Bandura, 1982, p. 122). Self-efficacy encapsulates an individual's conviction regarding their capability to mobilize the necessary motivation, cognitive resources, and actions requisite for the successful completion of specific tasks within a given context (Stajkovic & Luthans, 1998b, p. 66). The specificity of both the task and context is paramount, as Bandura underscores that "an efficacy belief is not a decontextualized trait" (Bandura, 1997, p. 42). According to Bandura, an individual's attitudes, abilities, and cognitive skills constitute a self-system that significantly shapes how individuals perceive and respond to varied situations; self-efficacy is a critical component of this self-system.Confidence has been defined as "that feeling by which the mind embarks on great and honourable courses with a sure hope and trust in itself," as noted by Marcus T. Cicero and quoted in Craig (2006). Confidence is shaped by various factors, such as self-esteem, which is closely linked to an individual's social network, activities, and the feedback received from others.

Positive self-esteem is associated with psychological well-being, feelings of being valued by others, and both body image and physical health, while low self-esteem is linked to depression, health issues, and antisocial behaviour. Typically, adolescents in poor health experience low self-esteem. Globally, self-confidence declines among boys and girls during adolescence; however, girls' self-confidence does not recover until early adulthood, unlike boys

(Manktelow & Carlson, 2012). During this developmental stage, self-esteem is influenced by various factors, including age, race, ethnicity, puberty, health, body weight, body image, participation in physical activities, gender presentation, gender identity, and the exploration of sexuality. Self-confidence can vary across dimensions, with social and academic aspects impacting self-esteem. Individuals' self-confidence can also fluctuate in various environments, such as at home or school (Myers et al., 2011). Confidence is not only capable of development; Bandura's (1986, 1997) research suggests that increased confidence leads to greater engagement in tasks, enhanced effort and motivation, and improved persistence in overcoming obstacles or initial failures. This confident leader or employee profile is precious for effectiveness and high performance in today's workplace. As a component of positive psychological capital, confidence has been shown to correlate strongly with work-related performance.

A meta-analysis conducted by Stajkovic and Luthans (1998a), which included 114 studies, revealed that the relationship between self-efficacy and work performance is more vital than that of other well-established organisational behaviour concepts, including goal setting (Wood, Mento, & Locke, 1987), feedback (Kluger & DeNisi, 1996), job satisfaction (Judge, Thoresen, Bono, & Patton, 2001), and the Big Five personality traits, particularly conscientiousness (Barrick & Mount, 1991), as well as the concept of organisational behaviour modification introduced by the authors themselves (Stajkovic & Luthans, 1997). In addition to enhancing performance outcomes, self-efficacy also exerts a positive influence on goal aspirations and achievement (Bandura, 2000; Locke & Latham, 1990). This robust psychological capacity has been demonstrated to impact strategy formulation, entrepreneurial ventures, and the management of challenges, such as transitions in post-communist contexts (Luthans et al., 2000; Peng, 2001). Grounded in the principles of positive psychology and what is now referred to as "positive organisational behaviour" (POB), Psychological Capital (PsyCap)—comprising self-efficacy, optimism, hope, and resilience—is measurable, can be developed and can be managed to enhance work performance, as indicated by Luthans (2002a, 2002b). Collectively, these components constitute a second-order core factor that predicts performance and satisfaction more effectively than each of the components individually (Luthans, Avolio, et al., 2007). Bandura's (1997) research supports the connection between self-efficacy and POB, illustrating how self-efficacy can be cultivated in workplace environments. Numerous studies have shown that self-efficacy can be effectively developed within work contexts (Bandura, 2000; Combs & Luthans, 2001—paper presented at the Academy of Management, Washington, DC; Gist, 1989; Gist et al., 1990). Essentially, self-efficacy can be nurtured in both leaders and employees for specific tasks within particular contexts.

The development of self-efficacy can occur through several fundamental mechanisms, prioritised as follows: (1) mastery experiences or performance accomplishments; (2) vicarious learning or modelling; (3) positively oriented persuasion or feedback regarding progress; and (4) physiological and psychological arousal (Bandura, 1997). While these methods are relatively straightforward, they contain subtle nuances that should be acknowledged when fostering self-efficacy. For instance, past successes can enhance self-efficacy, but the success

must be interpreted correctly—specifically, whether it was achieved through personal effort or came quickly. Regarding vicarious learning, the observer must identify with the successful model for it to exert a meaningful impact on their self-efficacy; witnessing a peer succeed in a similar endeavour can bolster one's self-efficacy, whereas observing a high-profile success may have little effect. Positive inputs in persuasion and physical or psychological arousal can contribute to an individual's confidence, while negative experiences may significantly undermine it. For instance, optimal physical and psychological well-being typically enhances confidence, whereas illness or burnout can profoundly impact self-assurance.

Psychological confidence comprises multiple dimensions or components. Some commonly identified components are self-concept, social ethics, traits, style, self-evaluation, belief, success, and esteem. The major components can be classified into several categories: (a) self-efficacy and locus of control, (b) self-esteem, (c) self-monitoring and self-presentation, and (d) self-evaluation and self-concept, which includes attitudes and opinions regarding behaviour.

Organisational Commitment

The widely accepted definition of organisational commitment is "the relative strength of an individual's identification with and involvement in a particular organisation" (Mowday et al., 1982: 27). Commitment includes three factors: a strong belief in the organisation's mission, a willingness to exert effort towards its goals, and a long-term association with it (Balfour and Wechsler, 1990). This includes both behavioural and attitudinal dimensions (Chonko, 1986). A committed individual demonstrates actions and experiences feelings aligned with their commitment, reinforcing each other (Mowday et al., 1982). More outstanding psychological commitment leads to behaviours consistent with those attitudes, reinforcing committed attitudes. Commitment can be viewed from two angles: how attitudes influence behaviours and how behaviours shape attitudes. Both perspectives are interlinked, with attitudes leading to behaviours that reinforce those attitudes and vice versa. This interplay forms cycles that strengthen employee commitment. Research shows that organisational commitment positively correlates with job satisfaction, motivation, and performance and negatively with absenteeism and turnover (Mathieu & Zajac, 1990). Another perspective emphasises behaviours leading to commitment attributions (Salancik and Pfeffer, 1977). Behaviours such as working overtime may be internalised as a commitment by the individual, maintaining consistency between actions and attitudes. Meyer and Allen's model identifies three types of organisational commitment: Affective, Continuance, and Normative Commitment.

Affective Commitment (AC) involves an individual's emotional bond toward their organisation, including identification, involvement, and enjoyment (Allen and Meyer, 1990). It reflects emotional attachment and a desire to continue the association, representing an optimal state where the individual derives satisfaction from membership. Kanter (1968) refers to "cohesion commitment," while Buchanan (1974) views it as an affective attachment to organisational goals.

Continuance Commitment (CC) refers to the perception of compulsion to remain in an organisation due to anticipated costs of leaving versus benefits tied to investments (Becker, 1960). Such investments can include relationships, pension benefits, and career opportunities. Employees often feel they cannot afford to forgo their investments, leading to anxiety about leaving. Kanter (1968) notes that continuance commitment arises when ongoing participation is seen as advantageous while leaving is costly, as articulated by Stebbins (1970).

Normative Commitment (NC) is based on the perception of moral obligation to remain in the organization. It has evolved from initial notions of loyalty norms (Weiner, 1982) to an emphasis on obligation independent of societal pressures (Meyer et al., 1993). Recently, it reflects a reciprocal relationship based on benefits received (Meyer et al., 2002). Despite conceptual changes, the essence of normative commitment lies in the internalization of the organization's values, leading individuals to remain due to a sense of obligation, such as feeling indebted after training provided by the organization.

EMPIRICAL REVIEW

Several field studies have utilised self-efficacy and its cognitive processes to enhance work-related performance. These studies encompass a variety of contexts and frequently involve relatively brief interventions. Following the guidelines proposed by Gist and Mitchell (1992), researchers have explored a range of self-efficacy training techniques, with most interventions focusing on the information sources previously outlined: enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological arousal. Enactive mastery experiences, which possess the highest predictive power for self-efficacy, have received considerable attention in developing training programs.

A comprehensive review and meta-analysis of managerial training effectiveness revealed that behavioural modelling, a critical component of many self-efficacy training programs, may surpass traditional lecture formats (Burke & Day, 1986). Supporting this conclusion, Gist (1989) found that managerial training incorporating cognitive modelling, practice, and reinforcement significantly enhanced self-efficacy and the generation of work-related ideas compared to lecture and practice alone. Bandura and other researchers have demonstrated that an individual's self-efficacy significantly influences their approach to goals, tasks, and challenges. Individuals with high self-efficacy perceive complex problems as tasks to be mastered, exhibit more significant interest in their activities, display more substantial commitment, and recover more rapidly from setbacks (Bandura, 1994). Conversely, those with low self-efficacy are more likely to avoid challenging tasks, view difficult situations as beyond their capabilities, concentrate on personal failings and adverse outcomes, and quickly lose confidence in their abilities (Bandura, 1994).

To establish a positive organisational behaviour (POB) capacity, it is essential to demonstrate a relationship between self-efficacy and work-related performance. Self-efficacy beliefs promote initiative, enhance effort and motivation in task completion, and foster persistence in the face of failure or significant challenges (Bandura, 1986, 1997; Luthans, 2002a). Numerous studies have provided theoretical and empirical evidence of the connection between self-

efficacy and work-related performance across various domains. These domains include leadership development (Chemers, Watson, & May, 2000), goal selection and task performance (Locke, Fredrick, Lee, & Bobko, 1984), decision-making (Lam, Chen, & Schaubroeck, 2002), work attitudes across cultures (Luthans, Zhu, & Avolio, 2006), creativity (Tierney & Farmer, 2002), entrepreneurship (Boyd & Vozikis, 1994; Luthans & Ibrayeva, 2006), and academic success (Bandura, 1993). Furthermore, over ten meta-analyses (see Bandura & Locke, 2003, for a review) have underscored the link between self-efficacy and human functioning, with at least three explicitly noting a strong correlation between self-efficacy and work-related performance (Judge, Jackson, Shaw, Scott, & Rich, 2007; Sadri & Robertson, 1993; Stajkovic & Luthans, 1998a).

Self-management training programs (Frayne & Latham, 1987; Latham & Frayne, 1989), grounded in social learning theory (Bandura, 1977a; 1986), provide further evidence that perceived self-efficacy predicts job attendance. Recent self-efficacy programs have employed diverse methods, often integrating technology (Bandura, 2007; Gist, Schwoerer, & Rosen, 1989). In a significant intervention based on principles identified by earlier self-efficacy researchers, McNatt and Judge (2008) found that a self-efficacy intervention—including an interview and subsequent written communication from organisational leaders—improved job attitudes and reduced turnover over five months.

3.0   RESEARCH METHODS

The independent variable in this study is Psychological Confidence, which is assessed using instruments informed by Parker's earlier work (1998) and the Psychological Capital Questionnaire (PCQ) developed by Fred Luthans and his colleagues. These scales have demonstrated robust psychometric support from multiple samples in prior research and have undergone validation in workplace studies, both individually and in combination (e.g., Jensen & Luthans, 2006; Larson & Luthans, 2006; Luthans et al., 2005; Peterson & Luthans, 2003). Specifically, the PCQ-24, a measure of Psychological Capital, has been extensively examined across various sectors, including service, manufacturing, education, high-tech, military, and cross-cultural contexts. The scores derived from this measure reflect an individual's level of positive Psychological Capital.

While Parker's (1998) efficacy scale diverges from the task magnitude and strength measurement proposed by Bandura (1997), it is specifically designed for the work domain. Implementing a Likert-type scale in the Parker scale, as opposed to traditional magnitude and strength measures, is bolstered by psychometric solid evidence as an efficacy measure (Maurer & Pierce, 1998).

The complete PCQ can be found in the work of Luthans, Youssef, and Avolio (2007). In this study, confidence, as a component of Psychological Capital, was assessed using six items adapted from existing published measures (Luthans et al., 2008). This instrument was specifically tailored to meet this study's requirements and Nigeria's unique context. Sample items include: "I feel confident analysing a long-term problem to find a solution;" "I feel confident representing my work area in meetings with management;" "I feel confident contributing to discussions about the company's strategy;" "I feel confident helping to set targets/goals in my work area;" "I feel confident contacting people outside the company (e.g.,

suppliers, customers) to discuss problems;" and "I feel confident presenting information to a group of colleagues." Responses were measured using a 5-point Likert-type scale (1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = somewhat agree, 5 = agree, 6 = strongly agree). To promote a state-like perspective, the PCQ instructs respondents to reflect on their feelings about themselves in the present moment.

Conversely, the dependent variable in this study is Organizational Commitment. The widely accepted dimensions of this variable include affective commitment, continuance commitment, and normative commitment (Meyer & Allen, 1991). This construct was measured using the 18-item scale adapted from the Organisational Commitment Questionnaire (OCQ) developed by Allen and Meyer (1990) and the scales proposed by Meyer, Allen, and Smith (1993). Participants responded on a 5-point Likert-type scale, ranging from "strongly agree" to "strongly disagree."

In terms of the validity and reliability of the instruments, the PCQ-24, a measure of Psychological Capital, has been subjected to extensive psychometric analysis involving samples from various sectors, including service, manufacturing, education, high-tech, military, and cross-cultural settings.

4.0   RESEARCH RESULTS AND ANALYSIS OF FINDINGS

Data cannot convey any significant meaning unless they are subjected to statistical tests. Hence, using the data collected, our hypothesis was tested statistically.

Table 1: Results of Spearman Rank Correlation between Self-efficacy and Measures of organisational Commitment

			Self-efficacy	Affective	Normative	Continuance
Spearman's rho	Self-efficacy	Correlation Coefficient	1.000	.695**	.743**	.662**
		Sig. (2-tailed)	.	.000	.000	.000
		N	280	280	280	280
	Affective	Correlation Coefficient	.695**	1.000	.836**	.726**
		Sig. (2-tailed)	.000	.	.000	.000
		N	280	280	280	280
	Normative	Correlation Coefficient	.743**	.836**	1.000	.637**
		Sig. (2-tailed)	.000	.000	.	.000
		N	280	280	280	280
	Continuance	Correlation Coefficient	.662**	.726**	.637**	1.000
		Sig. (2-tailed)	.000	.000	.000	.
		N	280	280	280	280

**. Correlation is significant at the 0.01 level (2-tailed).

As demonstrated in Table 1, the results indicate a very strong positive and statistically significant relationship between employees' self-efficacy and the various facets of organisational commitment: affective commitment (Rho=0.695, p<0.01), normative commitment (Rho=0.743, p<0.01), and continuance commitment (Rho=0.662, p<0.01) within the Nigerian Oil and Gas industry. The hypotheses Ho1, Ho2, and Ho3 are not supported; consequently, we reject these null hypotheses in favour of their alternative counterparts. Based on these findings, the study concludes that employees' self-efficacy significantly enhances their affective, normative, and continuance commitment to their organisations in the Nigerian Oil and Gas industry.

Table 2: Results of Spearman Rank Correlation between Self-esteem and Measures of organisational Commitment

			Self-esteem	Affective	Normative	Continuance
Spearman's rho	Self-esteem	Correlation Coefficient	1.000	.745**	.654**	.975**
		Sig. (2-tailed)	.	.000	.000	.000
		N	280	280	280	280
	Affective	Correlation Coefficient	.745**	1.000	.836**	.726**
		Sig. (2-tailed)	.000	.	.000	.000
		N	280	280	280	280
	Normative	Correlation Coefficient	.654**	.836**	1.000	.637**
		Sig. (2-tailed)	.000	.000	.	.000
		N	280	280	280	280
	Continuance	Correlation Coefficient	.975**	.726**	.637**	1.000
		Sig. (2-tailed)	.000	.000	.000	.
		N	280	280	280	280

**. Correlation is significant at the 0.01 level (2-tailed).

As demonstrated in Table 2, the results indicate a very strong positive and statistically significant relationship between employees' self-esteem and the various facets of organisational commitment: affective commitment (Rho=0.745, $p<0.01$), normative commitment (Rho=0.654, $p<0.01$), and continuance commitment (Rho=0.975, $p<0.01$) within the Nigerian Oil and Gas industry. The hypotheses Ho_4, Ho_5, and Ho_6 are not supported; consequently, we reject these null hypotheses in favour of their alternative counterparts. Based on these findings, the study concludes that employees' self-esteem significantly enhances their affective, normative, and continuance commitment to their Nigerian Oil and Gas organisations.

Table 3: Results of Spearman Rank Correlation between Self-monitoring and Measures of organisational Commitment

			Self-monitoring	Affective	Normative	Continuance
Spearman's rho	Self-monitoring	Correlation Coefficient	1.000	.852**	.883**	.711**
		Sig. (2-tailed)	.	.000	.000	.000
		N	280	280	280	280
	Affective	Correlation Coefficient	.852**	1.000	.836**	.726**
		Sig. (2-tailed)	.000	.	.000	.000
		N	280	280	280	280
	Normative	Correlation Coefficient	.883**	.836**	1.000	.637**
		Sig. (2-tailed)	.000	.000	.	.000
		N	280	280	280	280
	Continuance	Correlation Coefficient	.711**	.726**	.637**	1.000
		Sig. (2-tailed)	.000	.000	.000	.
		N	280	280	280	280

**. Correlation is significant at the 0.01 level (2-tailed).

As demonstrated in Table 3, the results indicate a very strong positive and statistically significant relationship between employees' self-monitoring and the various facets of organisational commitment: affective commitment (Rho=0.852, p<0.01), normative commitment (Rho=0.883, p<0.01), and continuance commitment (Rho=0.711, p<0.01) within the Nigerian Oil and Gas industry. The hypotheses Ho_7, Ho_8, and Ho_9 are not supported; consequently, we reject these null hypotheses in favour of their alternative counterparts. Based on these findings, the study concludes that employees' self-monitoring significantly enhances their affective, normative, and continuance commitment to their Nigerian Oil and Gas organisations.

Table 4: Results of Spearman Rank Correlation between Self-evaluation and Measures of organisational Commitment

			Self-evaluation	Affective	Normative	Continuance
Spearman's rho	Self-evaluation	Correlation Coefficient	1.000	.705**	.752**	.667**
		Sig. (2-tailed)	.	.000	.000	.000
		N	280	280	280	280
	Affective	Correlation Coefficient	.705**	1.000	.836**	.726**
		Sig. (2-tailed)	.000	.	.000	.000
		N	280	280	280	280
	Normative	Correlation Coefficient	.752**	.836**	1.000	.637**
		Sig. (2-tailed)	.000	.000	.	.000
		N	280	280	280	280
	Continuance	Correlation Coefficient	.667**	.726**	.637**	1.000
		Sig. (2-tailed)	.000	.000	.000	.
		N	280	280	280	280

**. Correlation is significant at the 0.01 level (2-tailed).

As demonstrated in Table 4, the results indicate a very strong positive and statistically significant relationship between employees' self-evaluation and the various facets of organisational commitment: affective commitment (Rho=0.705, p<0.01), normative commitment (Rho=0.752, p<0.01), and continuance commitment (Rho=0.667, p<0.01) within the Nigerian Oil and Gas industry. The hypotheses Ho_{10}, Ho_{11}, and Ho_{12} are not supported; consequently, we reject these null hypotheses in favour of their alternative counterparts. Based on these findings, the study concludes that employees' self-evaluation significantly enhances their affective, normative, and continuance commitment to their Nigerian Oil and Gas organisations.

DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS
Our analysis reveals a significant positive relationship between psychological confidence and organizational commitment. Specifically, we found a strong correlation between employees' self-efficacy and self-esteem and the measures of organisational commitment: affective commitment (Rho=0.874, p<0.01), continuance commitment (Rho=0.771, p<0.01), and normative commitment (Rho=0.787, p<0.01). This suggests that employees' confidence enhances their emotional, normative, and ongoing commitment to the organisation.

This finding is consistent with earlier research by Stajkovic and Luthans (1998), who, in a meta-analysis of 114 studies, identified a strong positive relationship between self-efficacy and work-related performance. Self-efficacy is "the belief in one's capabilities to organise and execute the courses of action required to manage prospective situations" (Bandura, 1995, p. 2). Essentially, it reflects an individual's belief in their ability to succeed in specific contexts. Bandura (1994) emphasised that these beliefs are critical determinants of how individuals think, behave, and feel. In the workplace, Stajkovic and Luthans (1998) described efficacy as an individual's confidence in their ability to mobilise the motivation, cognitive resources, and actions necessary for completing tasks.

The findings of this study indicate that cultivating psychological confidence among employees is essential for enhancing their commitment to the organisation. Practitioners should implement organisational policies and practices that empower managers to assist employees in building confidence in their job performance, thereby strengthening their emotional commitment to the organisation. It is also advisable to utilize formal training and development interventions to enhance employees' self-efficacy and self-esteem. Moreover, training and development programs should address the underlying factors affecting both dimensions of confidence, with particular attention to the impact of interpersonal relationships.

It is recommended that the role, level of self-confidence, and managers' perceptions of organisational commitment be re-evaluated after various interventions are implemented to identify any changes. Regular assessments of employees' confidence levels should be conducted to gauge how 'confident or capable' they feel in performing their tasks, including whether they exhibit overconfidence. A holistic approach to employee management is suggested, as motivation varies among individuals; some may require more extrinsic motivation and encouragement. Organisational initiatives should promote this by motivating line managers to effectively lead their teams, ensuring that each employee receives the diverse types of motivational support essential to their individual needs. Organisations should prioritise fostering psychological well-being, including confidence levels, among their employees. Continuous support for employee well-being is vital to maximising organisational benefits.

Research by Bandura and others demonstrates that self-efficacy significantly influences how individuals approach goals, tasks, and challenges. Those with high self-efficacy view challenging problems as opportunities for mastery, develop deeper interests in their activities, demonstrate greater commitment, and recover quickly from setbacks (Bandura, 1994). In contrast, individuals with low self-efficacy tend to avoid challenging tasks, believe they cannot overcome difficult situations, focus on their shortcomings and negative outcomes, and quickly lose confidence in their abilities (Bandura, 1994).

Luthans et al. (2004) proposed that the dimensions of psychological capital are 'state' dispositions rather than traits, indicating that they can be cultivated within organisations through deliberate planning. Consequently, organisations may vary in how much they invest in developing psychological capital. For instance, consider self-efficacy: Bandura (1997, 2000) asserted that it can be effectively developed in organisational settings, supported by a validated developmental framework. According to Bandura (1982, 2007) and Gist (1987),

self-efficacy beliefs originate from four primary sources of information. The most significant source for fostering self-efficacy is enactive mastery experiences or performance attainments (Bandura, 1977a, 1982; Bandura et al., 1977). Bandura (1994) stated, "The most effective way of developing a strong sense of efficacy is through mastery experiences." Completing a task enhances self-efficacy, whereas failure may diminish it. However, it is not solely the achievement of success that bolsters self-efficacy; the interpretation and processing of that success also play a crucial role (Bandura, 2007; Stajkovic & Luthans, 1998b).

The second source that can aid in developing self-efficacy beliefs is vicarious experience or social modelling. This concept suggests that witnessing others complete a task enhances self-efficacy. Bandura observed, "Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities" (1994). Observing relatable figures achieve success can be particularly beneficial (Bandura, 1977a; Luthans, 2002a).

The third source is verbal or social persuasion. Bandura emphasised that individuals can be encouraged to believe in their skills and abilities. Reflecting on instances where positive reinforcement facilitated goal achievement, it becomes evident that verbal encouragement assists individuals in overcoming self-doubt and focusing on their efforts. This feedback can convince individuals they can succeed at a given task (Gist, 1987).

Psychological and emotional arousal is the fourth source contributing to the development of self-efficacy beliefs. Our emotional responses to various situations significantly influence self-efficacy. Factors such as mood, emotional states, physical reactions, and stress levels can all impact an individual's perception of their abilities in specific contexts. For instance, an individual who experiences extreme anxiety before public speaking may develop a low sense of self-efficacy in that context. However, Bandura noted, "It is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted" (1994). Individuals can enhance their self-efficacy by learning to manage stress and improve their mood when facing challenges. In essence, reducing anxiety about a situation can enable individuals to view themselves as capable and less prone to failure (Bandura, 2007). These four sources of information—enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological arousal—have been extensively studied as potential contributors to self-efficacy beliefs. However, these sources serve as "raw data" that must be cognitively processed and reflected upon before any change is likely to occur (Bandura, 2007). Additionally, research has identified other traits that can enhance self-efficacy, such as conscientiousness and emotional stability (Judge & Robbin, 1998). In summary, Bandura suggested that providing employees with opportunities to experience success and mastery of tasks, alongside avenues for vicarious learning, can promote organisational self-efficacy.

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