The Role of Positive Psychological Needs in Organisational Commitment of Secondary School Teachers in Nigeria

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Based on positive psychology perspective, the relationships of self-efficacy and self-esteem, with organisational commitment were investigated in a sample of 210 secondary school teachers in Nigeria. Measures of organisational commitment, self-efficacy, and self-esteem were the instrument of data collection. Linear multiple regression model and t-test for independent sample were used to test the hypotheses. The results revealed significant influence of self-efficacy, self-esteem, age, and tenure on organisational commitment. The findings imply that psychological strategies for enhancing teachers’ levels of organisational commitment would be more effective when self-efficacy and self-esteem of teachers are considered. Since teachers are a valuable resource to schools, management must invest significant resources in providing training programmes to enhance their self-efficacy and self-esteem. To maximise service delivery, specific psychological activities to improve teachers’ self-efficacy and self-esteem are suggested.

Keywords: Organisational commitment, self-esteem, self-efficacy, teachers, Nigeria

Introduction
Organisational commitment (OC) is the psychological bond to the organisation and the degree of employees’ identification with organisational objectives and values (Klein, Becker, & Meyer, 2009). In theory, an employee who is committed will identify and form psychological attachment with the organisation, while an employee who is not committed will identify less with organisational objectives.

What makes employees more committed has been a research question of most social and organisational researchers for a long time. A number of theorists have attempted to conceptualise OC from different theoretical approaches such as the side-bet theory (Becker, 1960), social exchange framework (Griffith, Harvey, & Lusch, 2006; Homans, 1958), and social identity theory (Tajfel, 1981). The side-bet theory posits that employees are committed to the organisation to preserve their accumulated investments in the organisation. Social exchange theory states that employees are committed to reciprocate the benefits receive from the organisation. That is, when organisations meet employees’ expectations regarding the fulfilment of important psychosocial needs, they become committed. Social identity theory proposes that employees become committed when they derive pride or high self-concept from their membership in
the organisation and are, therefore, associated with the positive image, values, status, and accomplishments of the organisation.

These theories have generated a number of studies that examined variables that are or could be antecedents of OC. For example, in a sample of personnel managers, Ritzer and Trice (1969) using the side-bet theory tested the relationship between commitment and various background factors (age, marital status, salary, number of children, and level of education) which they considered as indicators of the number of side-bets. Their findings failed to support Becker’s theory. Research by Butcher, Sparks, and Kennedy (2009); Chen, Yen, Rajkumar, and Tomochko (2011) found that, in social exchange theory, perceived support to solve work-related problems, support for organisational training, and trust have a significant influence on OC. Johnson, Morgeson, Ilgen, Meyer, and Lloyd (2006) used social identity theory to compare commitment to the profession and OC of veterinarians working in medically related veterinary settings with those in non-veterinary settings. They reported that veterinarians employed in non-veterinary settings had higher commitment to their profession and decreased commitment to their employing organisations. Johnson et al. (2006) posited that this finding supports social identity theory. In general, these studies show that variance in OC is associated with demographic variables; perceived organisational support and different settings.

The above findings are compelling; however, the psychosocial factor accounting for differences in OC is still a work in progress. Nevertheless, it has been argued that positive psychological resources are powerful predictors of work-related attitudes and that research on work-related attitudes should integrate positive psychological capacities (e.g., Luthans; Norman, Avolio, & Avey, 2008). Research has found that certain positive psychological strengths predict organisational behaviours and attitudes (Shahnawaz & Jafri, 2009; Sinha, Talwar, & Rajpal, 2002); consequently, an investigation of the association between positive psychological needs and OC among Teachers is warranted.

We believe that studying the relationship between positive psychological needs and OC among Teachers is important for two reasons: (1) research on positive psychological strengths and human functioning has suggested that positive psychological resources influence self-reported work-related attitude and behaviours (e.g., Luthans et al., 2008; Shahnawaz & Jafri, 2009); although we cannot assume that this pattern will translate directly into actual performance, (2) if positive psychological resources are important for other work behaviours and attitudes, there is good reason to believe that they will be important for OC of Teachers as well.

Although, studies (see Ritzer & Trice, 1969; Butcher et al., 2009; Chen et al., 2011; Johnson et al., 2006, for a review) have focused on the relationship between some variables and OC using the side-bet, social exchange, and social identity theories, relatively less research has examined the influence of positive psychological needs on OC. However, a study among employees of a South African sugar manufacturing company by Hurter (2008) is an exemption. Hurter study adopted the positive psychology perspective to investigate the association between self-efficacy and OC, and found a positive correlation between self-efficacy and employee commitment.

Nonetheless, the current study is similar to Hurter (2008) because positive psychology perspective is adopted in both studies to investigate the relationship between self-efficacy and OC, but differences between the studies still exist. To our knowledge, Hurter’s research did not examine the relationship between self-efficacy and OC from a self-determination theory (SDT) framework. The present study takes Hurter’s research in a new direction by testing the relationship between self-efficacy and OC within SDT. We also include self-esteem as another
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positive psychological need variable. We feel that self-esteem is an important human need as it reflects self as worthy and competent persons; and it is a marker of healthy psychological functioning (Neff, 2003). These are characteristics that can play important roles in work performance and attitudes of Teachers.

In the Nigerian context, while the literature on the antecedents of organisational commitment is vast, none or little has been studied about the combine influence of self-efficacy and self-esteem on OC of teachers, as done in this study. Therefore, this study aimed to fill a gap in knowledge and contributes to the OC literature by considering the role of positive psychological needs in OC. The role of positive psychological needs in understanding work attitudes and behaviours of employees has emerged as a key theoretical candidate in literature because positive psychological needs can promote favourable work and organisational outcomes (Luthans et al., 2008). Positive psychological needs may enhance OC as they enable employees to flourish as human beings at work, which in tum may have positive influence on their work behaviour and attitude (Luthans et al., 2008).

The positive psychology movement posited that it is necessary to consider healthy psychological functioning in terms of the absence of psychopathology and the presence of human strengths, potentials, and virtues (Seligman & Csikszentmihalyi, 2000). This approach provides a justification for investigating positive psychological needs of Teachers to ensure that they possess the necessary psychological strengths to foster their commitment.

The findings of this study are beneficial both for theory (in that it would promote a better understanding of self-efficacy and self-esteem as well as the outcomes they predict) and for practical applications—and even for determining whether efforts at boosting self-efficacy and self-esteem are worth undertaking in order to enhance organisational commitment. If self-efficacy and self-esteem were found to predict OC, specific and more targeted interventions to enhance the levels of self-efficacy and self-esteem should be implemented.

Theoretical Lenses and Hypotheses

The positive psychology paradigm serves as an overall perspective in terms of which the relationship of self-efficacy and self-esteem, with OC are explored. The goal of positive psychology is to understand and enhance those factors that allow individuals to flourish. Various individual constructs have become the variables of study for positive psychology movement. These include: (1) individual strengths, such as emotional intelligence, creativity, courage, gratitude, locus of control, and self-efficacy (Lopez & Snyder, 2003); (2) emotional experiences such as happiness (Seligman & Csikszentmihalyi, 2000); (3) constructive cognitions about the future, such as hope and optimism (Peterson, 2000); and (4) specific coping approaches, such as meaning in life, positive coping, and spirituality (Richards & Bergin, 2005; Somerfield & McCrae, 2000; Wong, 1998).

Employees' organisational commitment could be partly attributed to the psychosocial needs that induce commitment. Some employees are committed because they find working for an organisation fulfilling their psychological need (internally motivated), whereas others are committed to meet extrinsic, such as getting pay rise, nonmonetary fringe benefits, or recognition of performance. Previous research (e.g., Gagne & Koestner, 2002; O’Reilly & Chatman, 1986) has shown that individuals who are internally motivated, as opposed to externally motivated, are more committed to the organisation. Such findings demonstrate the importance of studying the motivation underlying OC using multidimensional theoretical frameworks. Self-determination Theory (SDT, Deci & Ryan, 1985) is one theory that has received the attention of several scholars in the distinction between intrinsic and extrinsic motivation, and may be a useful theory for understanding the relationship between positive psychological needs and OC.
Self-determination refers to a sense of choice in initiating and regulating individual's actions (Deci, Connell, & Ryan, 1989). SDT was developed by Deci (1980) based on the premise that individuals have basic needs for autonomy and competence. To SDT, human behaviour is driven by self-motivation when these basic needs are met. According to Gagne and Deci (2005), work settings that fulfill these needs will enhance employees' intrinsic motivation and promote full internalisation of extrinsic motivation, which in turn yields positive work outcomes of persistence; effective performance, job satisfaction; positive work-related attitudes; organisational citizenship behaviours; psychological adjustment and well-being.

Behaviour is considered to be fully self-determined when individuals are intrinsically motivated towards an activity (Thøgersen-Ntoumani & Ntoumanis, 2006). When intrinsically motivated, individuals engage in the activity because it is satisfying (e.g., teaching because it is fun) rather than the rewards associated with the latter. Drawing on the intrinsic aspect of SDT, we offer explanations for the relationships of self-efficacy and self-esteem with OC. To the extent that teachers' needs for self-efficacy and self-esteem are fulfilled through their working in a school, they are most likely to be intrinsically motivated to adopt and internalise the values of the organisation that helps them fulfill these needs. This internalisation process may create a commitment to the organisation and motivates teachers to help the organisation achieve its goals. Their self-determination to help the organisation in achieving its goals in turn reflects a manifestation of their personal effort to achieve these goals.

An important question is how the constructs described by SDT relate to self-efficacy and self-esteem. According to Deci and Ryan (1985), intrinsic motivation is founded upon innate needs for competence and autonomy. These researchers hypothesize that when people can regulate an activity, they will seek interesting situations where they can rise to the challenges that the activity presents. By striving to meet these challenges, they develop a sense of competence in their abilities (a form of self-efficacy) to maintain their intrinsic motivation. What SDT emphasises through competence is the core of self-efficacy theory (Bandura, 1997).

Self-efficacy is the people's belief in their capabilities to organise and execute courses of action required to attain tasks assigned to them in order to achieve certain objective (Bandura, 1986). Self-efficacy in this study refers to the teachers' perception that they are equipped with the skills and ability to master teaching activities, help students learn, and are competent to develop curricula for students. Teachers must possess and believe in their own abilities to carry out teaching activities and complete various teaching-related tasks. The feeling of mastery, in both knowledge and practice, which result, in accomplishing desired outcomes, is critical to the sense of self-efficacy of teachers (Boglera & Somech, 2004).

SDT also suggests that competence is a basic, essential human need. Individuals can master a task or attain a goal easily if they are sufficiently competent (Deci & Ryan, 2000a). When individuals feel more competent, they feel that their behaviour is more effective, and they have a sense of satisfaction when they engage in activities (Deci & Ryan, 2000a). This sense of satisfaction enhances internalisation and thus increases self-determination (Deci & Ryan, 2000b).

In the workplace, autonomy has been linked to employee performance (Kuvaas, 2009) and commitment (Gagne', Chemolli, Forest, & Koesniter, 2008), while self-efficacy has been associated with OC of Portuguese teachers (Neves, 2009). Likewise, in Singapore, Chan, Lau, Nie, Lim and Hogan (2008) report a positive relationship between self-efficacy and commitment in groups of primary and secondary schools' teachers. Sinha et al. (2002) explored the relationship between OC and self-efficacy among 167 managers of Tata Engineering and Locomotive
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Company, in India, and found that self-efficacy was positively related to OC. Bandura (1994) believes that high self-efficacious people set challenging goals for themselves and maintain strong commitment to the goals. Because teaching requires that a teacher feels a personal competency that transcends methodology (Vinson, 1994), it can be expected that high levels of self-efficacy will foster strong OC. Thus, it is hypothesised that self-efficacy will positively influence OC of teachers.

Self-consistency theory of Korman (1970) suggests that self-esteem, an overall self-evaluation of individual’s competencies (Rosenberg, 1965), should be related positively to OC. The theory hypothesizes that, all other things being equal, individuals will engage in and find satisfying those behavioural roles which maximise their sense of cognitive balance or consistency. According to Korman, individuals will be motivated to perform a task or job in a manner which is consistent with the self-image with which they approach the task or job situation, and that individuals will tend to choose and find most satisfying those jobs and task roles which are consistent with their self-perceptions.

High self-esteem individuals typically have confidence in their abilities, seek personal growth, and improvement by pushing themselves to the limits to exercise their capabilities (Rosenberg, 1965), all of which should increase self-esteem, particularly if these qualities are perceived by the individual and others as “earned.” Typically, this evokes the notion that individuals with high self-esteem are motivated to do well on the job to maintain consistency with their positive self-evaluations.

Therefore, teachers who have positive self-image should be more committed to their organisation to aid their positive self-perception, especially, if the organisation is a source of self-esteem in their lives. In contrast, teachers who have negative self-images will engage in behaviours and possess attitudes that are consistent with that negative self-perception. Researchers (Hulin, 2002; Kammeyer-Mueller, Judge, & Piccolo, 2008) stated that jobs are among the most central aspects of individuals’ identities. Given the centrality of work to self-esteem, we propose a significant positive influence of self-esteem on OC.

From person-situation interactionist perspective (Ekehammer, 1974; Lewin, 1936), OC of individuals may be a function of the interaction between personality variables (e.g., self-efficacy and self-esteem) and demographic characteristics (e.g., age, tenure, and marital status). For example, a combination of high self-efficacy, self-esteem, older age, longer tenure with a particular organisation, and being married may influence OC. In Nigeria, Salami (2008) reported that emotional intelligence, work-role salience, achievement motivation, job satisfaction, age, marital status, education level, and job tenure contributed independently and jointly to OC of the industrial workers. Naff and Crum (1999) using US federal government employees found that OC is positively related with age, organisation tenure and salary; but negatively related with job level and education. Allen and Meyer (1993) reported a positive correlation between age and OC. Another study in India found that managers with longer tenure reflected higher affective commitment, normative commitment and intrinsic job satisfaction (Natarajan & Nagar, 2011). Based on the person-situation theory and empirical evidence concerning the independent and joint influence of personal traits and demographic characteristics on OC, we are expecting a significant joint influence of self-efficacy, self-esteem, age, job tenure, and marital status on OC of teachers.

In the case of gender differences in OC, Petty and Lee (1975) reported that female employees displayed greater satisfaction and commitment than male employees. This implies that females who are committed may perform better than their male counterpart in a particular assignment. Based on a study done in Central India, Gupta (2009) reported that
OC of the employees was based on gender, years of experience, and type of employment in addition to organisation practices. In contrast, Ahmad and Abubakar (2003) indicated that gender had no relationship with commitment. Hence, it is predicted that female teachers will be more committed to their organisation than male teachers.

Based on the perspective of positive psychology and addressing the mentioned gaps in research on OC, our research questions therefore are the following: Can self-efficacy and self-esteem predict OC?, what is the joint influence of self-efficacy, self-esteem, age, job tenure, and marital status on OC?, and is there any differences in OC of men and women? Therefore, self-efficacy and self-esteem are put forward as indicators of organisational commitment among teachers. They are the representation of the positive psychological needs in this study.

Method
Design: The study employed a cross-sectional survey design. The independent variables are self-efficacy, self-esteem, sex, age, length of service, and marital status. The dependent variable is organisational commitment.

Setting
The study was conducted in five randomly selected public secondary schools in Ago-Iwoye, a town in Ijebu Local Government Area of Ogun State, South-west Nigeria. The state has 21 local government areas, with an estimated population of 3,751,140 million people, most of whom are members of the Yoruba ethnic group. The inhabitants of Ago-Iwoye are predominantly farmers, small-scale traders, teachers, artisans and civil servants.

Participants
The sample consisted of 210 teachers in 5 co-educational secondary schools. Although it was not possible to reach a random sample of all schools in the Local Government Area, care was taken to select urban and rural schools from diverse populations that represented the composition of teachers in the Local Government Area with regard to gender, age, and level of education. Eighty-nine (42.4%) were male teachers and 121 (57.6%) were female teachers. The ages ranged from 27 to 56 years with an average age of 39 years. A total number of 165 (78.6%) were married, while the remaining 45 (21.4%) were single. As regards their educational qualifications, 84 (40%) had NCE certificates, 69 (32.9%) had a Bachelor’s degree, 54 (25.7%) had a Master’s degree, while the rest 3 (1.4%) had professional postgraduate diploma, with teaching credentials. The average job tenure for the sample was 9 years and their years of experience ranged from 13 to 30 years.

Measures
Demographic information. Gender, age, marital status, and job tenure were measured in this study.

Self-esteem. This was measured using the 15 items self-esteem scale (Adanijo & Oyefeso, 1986). It is a 15 item self-reported questionnaire on a 5 point Likert format of “Strongly Agree = 5” to “Strongly Disagree = 1”. It has factors on dependency, worth, adequacy, competence and acceptability. All the 15 items except two were negative statements. Adanijo and Oyefeso (1986) reported an internal consistency of 0.79 among bank employees. In addition, Adanijo (1987) reported an internal consistency of 0.78 and 0.76 for bank and government employees respectively. In this study, an alpha coefficient of 0.68 and unequal-length Spearman-Brown reliability coefficient of 0.67 were obtained.

Self-efficacy. This was measured using the 10-item Personal Efficacy Beliefs Scale developed by Jerusalem & Schwarzer (1992). The scale assesses a general sense of perceived self-efficacy aiming at predicting ways of coping with daily challenges as well as adaptation after experiencing all kinds of stressful life events. It has a response format on a 4-point Likert
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type ranging from “Not at all true = 1, Hardly true = 2, Moderately true = 3 and Exactly true = 4. All the items are positive, so that high scores indicate high self-efficacy and low scores indicate low self-efficacy. Jerusalem and Schwarzer (1992) obtained Cronbach alphas between .75 and .90, while in the present study; a Cronbach alpha of .70 was obtained.

Organisational commitment. This was measured using the 15-item Organisational Commitment Questionnaire (OCQ, Mowday, Steers & Porter, 1979). The scale measures affective rather than normative or continuance commitment, by asking the respondents to refer to their identification with and involvement in a particular organisation. Examples of items are: “I tell my friends that this school is a great school to work for” and “I feel very little loyalty to this school” (reverse coded). A 5-point scale (scored from 1 = strongly disagree to 5 = strongly agree) was used. Scores on the 15 items were averaged to yield a summary score representing organisational commitment. Mowday et al. (1979) reported that the internal reliability estimates for the OCQ ranges from 0.82 to 0.93 and resulted in a single-factor solution. A Cronbach alpha co-efficient of 0.82 was obtained in this study.

Procedure

The study was conducted in five randomly selected public co-educational Secondary schools in Ago-Iwoye, Ogun state. A multi-stage proportionate sampling technique was used to select five schools:

Results

Table 1 presents the intercorrelations, means, and standard deviations of the study variables.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>S.D</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.OC</td>
<td>56.07</td>
<td>8.33</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.Self-esteem</td>
<td>42.13</td>
<td>7.82</td>
<td>.23**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.Self-efficacy</td>
<td>37.43</td>
<td>4.64</td>
<td>.37**</td>
<td>-.10</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.Age</td>
<td>39.00</td>
<td>3.20</td>
<td>.27**</td>
<td>.14*</td>
<td>-.01</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.Tenure</td>
<td>46.37</td>
<td>8.02</td>
<td>.17*</td>
<td>.02</td>
<td>.15*</td>
<td>.11</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6.Marital Status</td>
<td>8.02</td>
<td>.07</td>
<td>-.08</td>
<td>-.10</td>
<td>-.00</td>
<td>-.05</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Table 1 presents the intercorrelations, means, and standard deviations of the study variables.
The results indicate that there were significant correlations between self-esteem and OC (r = .23, p < .001), self-efficacy and OC (r = .37, p < .001), age and OC (r = .27, p < .001), job tenure and OC (r = .17, p < .05). There was no significant relationship between marital status and OC (r = .07; p > .05). The results suggest that as the levels of self-esteem and self-efficacy increased, the level of OC also increased. The results also indicate that as teachers' age increased, their level of OC increased. Lastly, as the job tenure increased, level of OC increased.

The hypothesis which stated that there will be a significant independent and joint influence of self-esteem, self-efficacy, age, job tenure and marital status on OC was tested with a linear multiple regression analysis. The results are presented in Table 2.

Table 2: Multiple regression analysis: predicting organisational commitment from self-esteem, self-efficacy, age, job tenure and marital status

<table>
<thead>
<tr>
<th>Variables</th>
<th>R</th>
<th>R²</th>
<th>F</th>
<th>P</th>
<th>α</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>.24</td>
<td>2.37</td>
<td>&lt;.01</td>
<td></td>
<td>.38</td>
<td>3.92</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>.76</td>
<td>.58</td>
<td>67.66</td>
<td>.001</td>
<td>.28</td>
<td>2.48</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Age</td>
<td>.28</td>
<td>2.18</td>
<td>&lt;.01</td>
<td></td>
<td>.18</td>
<td>2.18</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Job tenure</td>
<td>.08</td>
<td>1.02</td>
<td>&gt;.05</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marital status</td>
<td>.08</td>
<td>1.02</td>
<td>&gt;.05</td>
<td></td>
<td></td>
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</table>

The results indicate that the multiple R was .76 as showed by multiple R. The R-squared value of .58 indicates that approximately 58% of the variance in OC could be jointly accounted for by self-efficacy, self-esteem, age, job tenure and marital status. The F-statistic of 67.66 is statistically significant at the 0.001 level. This suggests that self-efficacy, self-esteem, age, job tenure and marital status significantly explained 58% of the variance in OC.

Consistent with the study hypothesis, the regression Beta coefficients reflecting the independent contribution of self-efficacy (α = .38, t = 3.92; p < .01), self-esteem (α = .34, t = 2.37; p < .01), age (α = .28, t = 2.48; p < .01), job tenure (α = .18, t = 2.18; p < .01) to the prediction of OC were all significant and positive. There was no significant influence of marital status on OC (β = .08, t = 1.02; p > .05). With a Beta value of .38, self-efficacy reaches statistical significance at the 0.01 level, and was the best predictor of OC. Self-esteem, age and job tenure are statistically significant at the 0.01 level and were hence significant predictors of OC. These results imply that those teachers with high levels of self-esteem and self-efficacy were more committed. Also, older teachers and those who had spent longer years on the job were more committed than those who had spent shorter years. Hence, the hypothesis which stated that there will be a significant joint influence of self-efficacy, self-esteem, age, job tenure, and marital status on OC of teachers was accepted.

The last hypothesis stated that male teachers would report significantly higher level of organisational commitment than female teachers was tested using t-test for independent sample. The result is presented in Table 3.

Table 3: t-test analysis showing the difference on organisational commitment between male and female teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male (n = 175)</th>
<th>Female (n = 125)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>33.36</td>
<td>7.96</td>
<td>33.39</td>
</tr>
<tr>
<td>0.81</td>
<td>&gt; .05</td>
<td></td>
</tr>
</tbody>
</table>

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The result revealed that no significant difference in OC between male and female teachers (t = 0.81, df = 208; p > 0.05). This implies that male (x̄ = 33.36) and female (x̄ = 33.39) teachers reported comparable levels of OC. Therefore, the hypothesis which expected female teachers to be more committed than male teachers was rejected.

**Discussion**

The study hypothesised that self-efficacy will influence organisational commitment of teachers. The findings indicated that self-efficacy has a significant influence on OC and did support the research hypothesis. It suggests that high self-efficacious teachers seem to have high expectations for teaching outcomes, strategies for achieving objectives, positive attitude about teaching, believe they can influence student learning, and high expectations to perform effectively and successfully in school. A possible justification for this finding is that people with high levels of self-efficacy set challenging goals for themselves and maintain strong commitment to them (Bandura, 1994). Individuals who feel more competent also feel that their behaviour is more effective, and they have a sense of satisfaction when they engage in activities (Deci & Ryan, 2000a). This sense of satisfaction enhances internalisation and thus increases self-determination (Deci & Ryan, 2000b) to work harder and be more committed. The finding of studies (Chan et al., 2008; Neves, 2009; Sinha et al., 2002) in Singapore, Portugal and India affirm that self-efficacy positively influences OC. Therefore, schools should enhance OC by providing the teachers who have low self-efficacy with trainings, workshop, job assignments that will help them develop competence in exercising control over their thinking, behaviour and emotions.

The study hypothesised that self-esteem will influence OC of teachers. The findings indicate a significant influence of self-esteem on OC. The findings supported the research hypothesis. According to Rosenberg (1965), high self-esteem allows individuals to have confidence in their own abilities, seek personal growth, development and improvement by pushing themselves to the limits to exercise their capabilities, and are good at planning and setting goals in a methodical way and achieving the goals. Hulin (2002) and Kammeyer-Mueller, Judge and Piccolo (2008) pointed to the importance of organisation as a source of self-esteem, suggesting that individuals whose self-identities were powered by membership in an organisation are more likely to exhibit positive attitude, emotion and behaviour toward the organisation. According to Korman (1970), individuals seek consistency between their performance and their self-image, thus individuals will tend to choose and find most satisfying those jobs and task roles which are consistent with their self-cognitions. Our findings support this assertion, as OC increased with a corresponding increase in the level of self-esteem. The findings indicate that high self-esteem is one of the factors that drive OC of teachers, hence building self-confidence, providing positive feedback along with frequent praise are essential tools to improve self-esteem. Therefore, public school managers and other stakeholders should organise training and workshop programmes to foster positive self-evaluation in teachers with low self-esteem.

The study hypothesised a significant joint influence of self-efficacy, self-esteem, age, job tenure and marital status on OC of teachers. The findings reveal that self-efficacy, self-esteem, age, job tenure, and marital status have a significant joint influence on OC. The findings support the research hypothesis. Person-situation theorists (Ekehamers, 1974; Lewin 1936) posited that behaviours and organisational attitudes are functions of the interaction between personality variables and demographic characteristics. The finding is consistent with Salami (2008), which stated that emotional intelligence, work-role salience, achievement motivation, job satisfaction, age, marital status, education level, and job tenure jointly contributed to OC. This means that the joint...
contribution of person and situation variables should not be overlooked in building a holistic theory of OC among teachers.

Additionally, the findings indicate that OC is more likely to increase with age. This is consistent with international research (Naff & Crum, 1999; Allen & Meyer, 1993) who found that OC is positively related with age. The side-bet theory explains that older employees compared to younger ones are committed because they have made greater investments in their organisation over time. Another possible explanation is that the prospect of finding an alternative employment decreases as people become older; hence the current job becomes more important. The finding may also be due to high unemployment rate in Nigeria. Further, the findings reveal that job tenure contributed significantly to OC. This may be because employees who have been in an organisation for a long time become emotionally attached to the organisation. This conforms to the findings of Naff and Crum (1999), Natarajan and Nagar (2011) and Gupta (2009) that job tenure influences OC. The findings also indicate that marital status had no significant influence on OC. Marital status was expected to significantly influence OC because marriage imposes responsibilities that may make employment with an organisation more valuable and important; fulfilling social and family responsibilities require secured source of income. Probably the high level of unemployment in Nigeria may explain why married and single individuals are concerned about having a steady source of income and consequently they are committed to their organisation. There are limited studies to draw any conclusion about the influence of marital status on OC but Ritzer and Trice (1969) using the side-bet theory tested the relationship between commitment and various background factors (age, marital status, salary, number of children, level of education), which they considered indicators of the number of side-bets. Their findings failed to support Becker’s theory.

The study hypothesised that female teachers will be more committed than male teachers. Contrary to prediction, the findings indicated that gender had no significant effect on OC. The findings suggest that male and female teachers reported similar levels of OC. Other authors have found mixed results. Gupta (2009) and Petty and Lee (1975) found that female employees displayed greater satisfaction and commitment to their job than male employees, while Ahmad and Abubakar (2003) reported no relationship between gender and OC. These different findings may imply that the effect of gender on OC might depend on other situational variables, such as the settings and cultural factors.

Conclusion
The study examined the influence of positive psychological needs (self-esteem and self-efficacy) on OC of teachers. To understand the relationship and important factors of OC, the study tested a linear model linking self-esteem, self-efficacy, age, tenure, and marital status to OC. Except for the influence of marital status, all other variables were found to have a significant influence on OC. It was further established that a combination of these variables can predict the OC of teachers. It was also found that male and female teachers reported comparable levels of OC.

From a theoretical perspective, the findings contribute to the OC literature and, in particular, to the positive psychology field and OC, where there is a dearth of studies. We improved the possibility of predicting OC from a multi-dimensional perspective using SDT, self-efficacy, and self-consistency theories in addition to the existing social psychology theories.

In practice, our findings serve as a useful guide for managers. If organisations set out to have a committed work force in a situation of limited external motivation, such managers need to rely on employees’ self-motivation. As findings show, in such a situation, increasing feelings of self-efficacy and self-esteem may enhance the internalisation of organisational values and thus increase self-determination to work harder.
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and be more committed. Accordingly, if organisations can learn how to improve their employees' level of self-esteem and self-efficacy (judgments about their abilities), this may lead to increased commitment.

Nevertheless, this study has some limitations. The five schools from which we drew our sample were public schools and not representation of all secondary schools in Ogun state or Nigeria; the findings may not be generalised to other schools in Nigeria. Further studies are needed to ascertain whether or not the findings apply to private schools. The cross-sectional design is a limitation. The data on all variables were collected simultaneously. Therefore, a time-lag effect is probable. Testing the correlations among the variables with a longitudinal design is necessary in future studies. The data on the independent and dependent variables were obtained from the same source. Although the analysis indicated that there was no significant common method variance, future studies could collect data through various channels. If this study can be replicated throughout entire school systems in Nigeria, we may be at the beginning of a revolution that will build a better educational system for Nigeria.

Competing interests

The authors declare that they have no financial or personal relationship(s) that may have inappropriately influenced them in writing this article.

References


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