



Influence of Psychological Capital on Innovative Behaviour among the Faculty Teaching in Online Environment

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ABSTRACT :

Previous studies about Psychological Capital show that there is a positive relationship between the level of psychological capital and the performance of an individual on the job. Creativity and innovation are the basic features for achieving competitive advantage. This paper aims to find whether the dimensions of psychological capital have an impact on the innovative behaviour of faculty teaching in online environment.. The objective of the study is to examine the difference between variables concerning individual respondents and dimensions of psychological capital. Another objective is to study the influence of dimensions of psychological capital on innovative behaviour among the faculty teaching in online environment. In recent days the number of students opting for online courses has been increasing. Psychological capital is a concept in positive organizational behavior with numerous positive outcomes in various fields. The necessary element for running a successful educational institution depends upon eminent faculty members who can handle the issues related to education as well as to discipline. Measuring the level of psychological capital and innovative behaviour might be one of the ways to enhance the skills and efficiency of the faculty. Descriptive Research was adopted and random sampling technique was used to select a sample of 200 respondents of teaching faculty. ANOVA and multiple linear regression were used for data analysis. The results show that psychological capital has influence on innovative behavior of the faculty teaching in online environment.

Keywords: Psychological Capital. Competitive advantage, Online environment

1. INTRODUCTION:

The higher education system is one of the largest sectors in India. The development of a country depends upon the standard of skilled manpower available to the industries. The primary source of skilled labour is from the colleges and universities that offer technical courses to

the students (Rao, 2012). The University Grants Commission and the All India Council for Technical Education are the governing bodies in India that set the rules and regulations that has to be followed by the Universities and colleges in India. In the era of digital India, online learning is gaining popularity due reduction in data

charges, flexibility in time, comfortable environment and option to enroll in multiple courses. The government of India has launched a program named SWAYAM to enable students to benefit through online learning. Under this program each course has been assigned to separate coordinators:

NPTEL (engineering), UGC (post-graduation), CEC (under-graduation), NCERT & NIOS (school education), IGNOU (out of the school students and, management studies). However, when compared to American and European countries online education is at an early stage of development with increasing demand for post graduate courses like MBA and MCA. The quality of traditional educational institutions depends upon the infrastructural facilities, accessibility to the library, teaching capacity of professors and learning capability of students. But the role of faculty in online courses is indispensable and also challenging, because the nature of interaction between the faculty and student is completely different in online environment. The faculty are expected to adopt student centered approaches to stimulate and enhance students learning. (Baran, Correia, & Thompson, 2011).

Therefore apart from being a subject expert the faculty are in a need to exhibit their innovative behavior to increase the performance of students in online courses. Previous research shows that psychological capital has a positive impact on innovative behaviour. Hence by improving psychological capital the faculty can contribute towards betterment of the students and universities thereby uplifting the quality of online education system.

Very few studies have been carried out based on the dimensions of psychological capital and innovative behaviour among IT employees, manufacturing employees school teachers and college professors. There is a study referred to psychological capital among students enrolled in online business courses (Daspit, Mims & Zavattaro,

2015). At the outset, there is no attempt of research carried out to establish the relationship between psychological capital and innovative behaviour among the faculty teaching through online in universities.

2. LITERATURE REVIEW:

Psychological capital has created a new way to approach and to understand the emerging problems associated with managing the human resources in an organization. Psychological capital is defined as a higher-order construct and it is composed of Self-Efficacy (having confidence), Hope (preserving and redirecting towards goals), Optimism (positive attribution), and Resiliency (bouncing back from setbacks) (Luthans, Youssef & Avolio, 2007). People with higher levels of psychological capital exhibited higher performance in their jobs, generate multiple solutions to the problems, have positive expectations about results and respond positively to setbacks.

In the recent days, various research has been done on psychological capital and its impact on other variables such as organizational commitment, job satisfaction, emotional intelligence, organizational culture and organizational citizenship behaviour. But psychological capital is not a much-explored construct especially with respect to the emerging system of online teaching and learning.

Psychological capital is essential to integrate into the online learning environment as it gives an opportunity to learn about individual-level factors that lead to success. The dimensions of psychological capital: Hope, Self-efficacy, resiliency and optimism of the faculty can be measured and improved through simple training interventions (Luthans, Avey, Avolio, & Peterson, 2010).

A study conducted by Daspit et al (2015) has found that by improving the level of psychological capital among the students in the online learning program it is possible to motivate students so as to achieve good performance in their

courses. But before fostering psychological capital among students it is necessary to measure and improve the level of psychological capital of faculty and to create and implement innovative teaching practices.

Snyder et al. (2000) defined Hope by component factors such as agency (goal directed energy) and pathways (planning to meet goals). The determination of hope depends upon individual's drive to pursue and achieve goals.

Self-efficacy is one's confidence about his or her abilities to perform a job effectively (Bandura, 1982). Self-efficacious people set challenging goals, get over obstacles and are highly self-motivated.

Masten, Reed, Snyder & Lopez (2002) defined resiliency as a "class of phenomena characterized by patterns of positive adaptation in the context of significant adversity or risk". The characteristics of the individuals such as cognitive abilities, emotional stability, self-regulation, positive self-perception and sense of humour contributes towards resiliency.

Seligman (2011) defined optimism as an explanatory style that attributes positive events to personal, permanent, and pervasive causes and interprets negative events in terms of external, temporary, and situation specific factors. Optimists positively view and internalize the good aspects of their past, present and future. Innovative behaviour is considered as a process that involves employees identifying a problem, creating solutions to a problem and creating support for the solutions (Carmeli, Meitar, & Weisberg, 2006) Innovative behaviour at work means using new ideas and enhanced methods to perform specific tasks efficiently. Employees need to apply extra effort for performing innovatively in their organization apart from doing the usual activities that are expected by the employers. Researchers have established that there is a positive relationship between the dimensions of psychological capital and the performance on the job.

But a very few studies have been done on the relationship between psychological capital and innovative behaviour with respect to teaching faculty.

According to Luthans, Youssef & Rawski (2011) mastery-oriented learning goals and challenge-seeking behaviour are vital for problem-solving and innovation. Psychological capital plays an essential role in learning goal, innovation and problem-solving. The problem-solving effectiveness and innovation help organizations while facing hurdles.

Psychological capital has a significant association with employee's innovative behavior (Jafri, 2012). An employee with higher Psychological capital will exhibit more innovativeness in their work, endorse and realize new ideas and try to improve his / her performance. This study established that except resiliency all the other dimensions of psychological capital such as hope, optimism and self-efficacy have positive relationship with innovative behavior.

The study on the effect of psychological capital on innovation in Information Technology was carried out by Ziyae & Mobaraki (2015). They have demonstrated that there exists a positive and significant relationship between hope and innovation, self-efficacy and innovation and optimism and innovation.

Abbas & Raja (2015) in their research found that high psychological capital individuals tend to exhibit innovative behaviour, take initiatives, promote and realise new ideas in their workplace.

A study conducted by Yu & Liu (2016) on strategic emerging industry validated the effects of psychological capital and organizational support on employee's innovative behaviour. The results revealed that individuals with good psychological capital are more likely to face the problem, arrive at an innovative solution to a new problem and they are able to introduce their innovative ideas to other people in the organizations.

Maymand, Moghadam, Farangi &

Rouholamini (2016) investigated the effect of positive organizational behaviour on innovation. The results indicated that there is a positive relationship between the dimensions of positive organizational behaviour and innovation. They have specified that there is a positive relationship between the dimensions self-efficacy, optimism and resiliency with innovation.

Another study conducted by Zhu & Mu (2016) shows that follower's psychological capital has a moderating role in the relationship between transformational leadership and follower's innovative behaviour. Their study revealed that transformational leadership is positively related to innovative behaviour and this relationship is strengthened when follower's level of psychological capital is high.

3. OBJECTIVES:

- To examine the difference between variables concerning individual respondents and dimensions of psychological capital.
- To study the influence of dimensions of psychological capital on innovative behaviour among the faculty teaching in online environment.

4. METHODOLOGY:

The sample size has been calculated based on the analytical tools and the number of predictors. Multiple regression has been used in this study. Voorhis & Morgan (2001) has mentioned that the ideal sample size is 50-300 for carrying out multiple regressions. The ideal sample size is 15-20 per predictor. The general rule for determining the sample size is to have 5 to 10 observations per items (Hair et al, 2006).

Hence a sample of 200 faculty members teaching in online environment was chosen by using random sampling method. The questionnaire used in this study is based on the tool developed by Luthans, Youssef & Avolio (2007). The tool developed by them has four dimensions of

psychological capital including hope, self-efficacy, resiliency and optimism. All the four dimensions has been included in this study. The data has been collected from the faculty through email. To examine the difference between variables concerning individual respondents and dimensions of psychological capital, the ANOVA (Analysis of Variance) test was applied. To study the influence of dimensions of psychological capital on innovative behaviour among the faculty teaching in online environment, the multiple linear regression was used.

5. RESULTS AND DISCUSSION

5.1 *Dimensions of Psychological Capital of Faculty Teaching in Online Environment.*

The dimensions of Psychological Capital (Hope, Self-Efficacy, Resiliency and Optimism) of the faculty teaching in online environment were analyzed and the results are presented hereunder.

5.1.1 *Hope*

The level of hope of the faculty teaching in online environment was analyzed and the results are presented in Table-1.

Table 1
Level of Hope

Hope	Mean	SD
I energetically pursue my work goals	4.22	0.74
I can think of lot ways to accomplish work goals	4.19	0.71
I am pretty successful in my life	3.78	0.84
I meet the goals that I set for myself	3.77	0.72

The results show that the faculty teaching in online environment are agreed with that they energetically pursue their work goals, they can think of lot ways to accomplish work goals, they are pretty successful in their life and they meet the goals that they set for themselves.

5.1.2 *Variables Concerning Individual Respondents and Hope*

To examine the difference between variables concerning individual respondents and hope, the ANOVA test

was applied and the results are presented in Table-2.

Table 2
Summary of ANOVA-Hope

Particulars	F-Value	Sig
Gender and Hope	0.024	0.88
Age Group and Hope	1.739	0.13
Educational Qualification and Hope	22.034**	0
Designation and Hope	8.350**	0
Teaching Experience and Hope	2.335*	0.04
Branch and Hope	2.373*	0.02

** Significant at one % level

* Significant at five % level

The results indicate that the F-values are significant, indicating that there is a significant difference between variables concerning individual respondents and hope except for gender and hope and age group and hope as demonstrated by Caze et al (2010). Hence, the null hypothesis of there is no significant difference between variables concerning individual respondents of faculty teaching in online environment and hope is rejected.

5.1.3 Self Efficacy

The level of self-efficacy of the faculty teaching in online environment was analyzed and the results are presented in Table-3.

Table 3
Level of Self- Efficacy

Self-Efficacy Dimension	Mean	SD
I can analyze a long term problem to find a solution for it	3.84	0.82
I am confident that I can perform effectively on many different tasks	4.14	0.70
Compared to other people, I can do most tasks very well	3.78	0.90
Even when things are tough, I can perform quite well	3.90	0.76

The results indicate that the faculty teaching in online environment are agreed with that they can analyze a long-term problem to find a solution for it, they are confident that they can perform effectively on many different tasks, compared to other people, they can do most tasks very well and even when things are tough, they can perform quite well.

5.1.4 Variables Concerning Individual Respondents and Self-Efficacy

To examine the difference between

variables concerning individual respondents and self-efficacy, the ANOVA test was applied and the results are presented in Table-4.

Table 4
Summary of ANOVA-Self-Efficacy

Particulars	F-Value	Sig
Gender and Self Efficacy	1.723	.191
Age Group and Self Efficacy	2.628*	.025
Educational Qualification and Self Efficacy	3.557	.061
Designation and Self Efficacy	4.396**	.014
Teaching Experience and Self Efficacy	0.776	.568
Branch and Self Efficacy	1.952	.064

** Significant at one % level

* Significant at five % level

The results show that the F-values are significant, indicating that there is a significant difference between variables concerning individual respondents and self-efficacy except for gender and self-efficacy, educational qualification and self-efficacy, teaching experience and self-efficacy and branch and self-efficacy. Hence, the null hypothesis of there is no significant difference between variables concerning individual respondents and self-efficacy is rejected.

5.1.5 Resiliency

The level of resiliency of the faculty teaching in online environment was analyzed and the results are presented in Table-5

The results reveal that the faculty teaching in online environment are agreed with they are determined and they manage their stress levels well, while, they are moderate with they wouldn't describe themselves as an anxious person and they are calm in a crisis.

Table 5
Level of resiliency

Resiliency Dimension	Mean	SD
I am determined	3.92	0.84
I wouldn't describe myself as an anxious person	3.41	0.89
I am calm in a crisis	3.43	1.07
I manage my stress levels well	3.78	0.94

5.1.6 Variables Concerning Individual Respondents and Resiliency

To examine the difference between variables concerning individual respondents and resiliency, the ANOVA

test was applied and the results are presented in table-6.

Table 6
Summary of ANOVA- Resiliency

Particulars	F-Value	Sig
Gender and Resiliency	2.325	.129
Age Group and Resiliency	4.410**	.001
Educational Qualification and Resiliency	1.313	.253
Designation and Resiliency	2.214	.122
Teaching Experience and Resiliency	1.042	.394
Branch and Resiliency	4.724**	.000

** Significant at one % level

The results imply that the F-values are significant, indicating that there is a significant difference between variables concerning individual respondents and resiliency except for gender and resiliency, educational qualification and resiliency, designation and resiliency and teaching experience and resiliency. Though resiliency develops at young age, Masten (2001) has found that it can be developed in life, thus there is a difference between age and resiliency. Hence, the null hypothesis of there is no significant difference between variables concerning individual respondents and resiliency is rejected.

5.1.7 Optimism

The level of optimism of the faculty teaching in online environment was analyzed and the results are presented in Table-7.

Table 7
Level of optimism

Optimism	Mean	SD
I always look on the bright side of things regarding my job	3.95	0.80
I'm optimistic about what will happen to me in the future as it pertains to work	3.84	0.84
In uncertain times, I usually expect the best	3.78	0.80
Overall, I expect more good things to happen to me than bad	3.92	0.83

The results show that the faculty teaching in online environment are agreed with they always look on the bright side of things regarding their jobs, they are optimistic about what will happen to them in the future as it pertains to work, in uncertain times, they usually expect the best and overall, they expect more good

things to happen to them than bad.

5.1.8 Variables Concerning Individual Respondents and Optimism

To examine the difference between variables concerning individual respondents and optimism, the ANOVA (Analysis of Variance) test was applied and the results are presented in Table-8.

Table 8
Summary of ANOVA-Optimism

Particulars	F-Value	Sig
Gender and Optimism	0.068	.794
Age Group and Optimism	1.057	.385
Educational Qualification and Optimism	2.778	.097
Designation and Optimism	7.591**	.001
Teaching Experience and Optimism	2.070	.071
Branch and Optimism	1.444	.190

** Significant at one % level

The results indicate that the F-values are not statistically significant indicating that there is no significant difference between variables concerning individual respondents and optimism except designation and optimism. This difference might have arisen due to the fact that designation is associated with power. The sense of power increases optimism as mentioned by Anderson, Cameron & Galinsk (2001) thus optimism varies with designation. Hence, the null hypothesis of there is no significant difference between variables concerning individual respondents and optimism is rejected.

5.2 Influence of Dimensions of Psychological Capital on Innovative Behaviour among the Faculty of Colleges

To study the influence of dimensions of psychological capital on innovative behaviour among the faculty teaching in online environment, the multiple linear regression was used and the results are presented in Table-9.

The coefficient of multiple determination (R^2) is 0.46 and adjusted R^2 is 0.45 indicating the regression model is a good fit. It reveals that about 45.00 % of the variation in the dependent variable is explained by the independent variables. The F-value of 41.563 is statistically significant at one % level indicating that

the regression model is significant.

Table 9
Influence of Dimensions of Psychological Capital on Innovative Behaviour

Dimensions of Psychological Capital	Regression Coefficients	t-value	Sig
Intercept	26.997**	7.901	.000
Hope (X ₁)	.195	.799	.425
Self-Efficacy (X ₂)	.743**	3.003	.003
Resiliency (X ₃)	.995**	4.469	.000
Optimism (X ₄)	1.581**	7.922	.000
R ²	0.46		
Adjusted R ²	0.45		
F	41.563		.000

** Significance at one % level

The results imply that optimism, resiliency and self-efficacy are significantly and positively influencing the innovative behaviour among the faculty teaching in online environment at one % level. This is in accordance with the study conducted by Maymand et al (2016) in which all the dimensions except hope was found be influencing innovation. Thus, the null hypothesis of there is no significant influence of dimensions of psychological capital on innovative behaviour among the teaching faculty teaching in online environment is rejected.

6. RECOMMENDATIONS

The dimensions optimism, resiliency and self-efficacy, are significantly and positively influencing the innovative behaviour among the faculty teaching in online environment (Sharma & Mishra, 2015). The faculty’s confidence beliefs and optimism in the innovation process improve when they feel the management values their work and provides technology-related assistance needed to work in the online environment. The management can recognize the innovative tasks performed by the faculty, provide necessary environment, equipment, resources and offer creativity training that encourages the faculty to exhibit innovative behaviour. The support extended by the management might influence the faculty and they will feel confident in handling uncertainties and it will motivate them to implement innovative teaching ideas which in turn

can benefit the student’s learning process.

7. IMPLICATIONS

This study focuses on psychological capital and innovative behaviour. In future, research can be carried out to find the relationship of psychological with other variables like job satisfaction, work-life balance, organizational commitment and organizational citizenship behaviour. The impact of dimensions of psychological capital on innovative behaviour can also be tested in other sectors such as banking, retail, government organizations and many other sectors. Psychological capital and innovative behaviour are the key factors for achieving competitive advantage. Hence organizations can conduct research focussing on psychological capital and innovative behaviour of the employees to sustain and excel in the competitive environment.

8. CONCLUSION

The results imply that there is a difference between variables concerning individual respondents (gender, age, educational qualification, teaching experience and branch) and the dimensions of psychological capital (hope, self-efficacy, optimism and resiliency). The results imply that except hope all the other dimensions optimism, resiliency and self-efficacy are significantly and positively influencing the innovative behaviour among the faculty teaching in online environment.

Innovation is the state of art to suit the industry demand. The stakeholders of the education are institutions, students, parents, teachers, government policy framework and employable industries. The emergence of online courses has created opportunity to students to study from anywhere. The efficiency of the skills gained by the students is majorly from the contribution and commitment of the faculty who interacts and teaches them throughout

coursework. Necessarily psychological capital and innovative behavior are the contributing quotients by the faculty to the students.

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