

## ANALYSING THE ROLE OF PSYCHOLOGICAL CAPITAL ON THE CHALLENGES OF WORK FROM HOME

**Sarath.M\*; Dr.M.Dhanabhakya\*\***

\*Junior Research Fellow,  
Department of Commerce, Bharathiar University,  
INDIA

Email id: sarathm948@gmail.com

\*\*Professor and Dean,  
Department of Commerce, Bharathiar University,  
INDIA

Email id: dhanabhakya@buc.edu.in

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### ABSTRACT

*Beyond intellectual capital, psychological capital refers to employees' positive mental states in gaining and maintaining a competitive advantage. It is composed of four distinct components: self-efficacy, optimism, hope, and resilience. This study attempts to identify various challenges of work from home and also investigate the influence of psychological capital on the challenges of work from home among the teachers of self-finance colleges in Kozhikode district. The study employs a structured questionnaire for the collection of primary data. Random sampling method is used to select sample of 153 teachers from different self-financing colleges in Kozhikode district, Kerala. Statistical tools such as correlation and regression have used for analysis. The Mean score analysis shows that Mental absenteeism, network issues and Inability to assess student performance are the major challenges faced by the teachers during work from home. The regression analysis shows that Psychological Capital has high positive impact of on Challenges of Work from Home, and the teachers possessing high psychological capital can easily cope up with challenges of work from home.*

**KEYWORDS:** *Psychological Capital, Challenges of Work from Home*

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### 1. INTRODUCTION:

Psychological capital is evolving into a positive, improvable notion that can be used to boost and redirect organisational and individual performance. Psychological capital refers to a positive mental state that occurs throughout a person's phases of growth and development, as well as a collection of resources that a person may employ to assist enhance their work performance and success. It is composed of four distinct components: self-efficacy, optimism, hope, and resilience. (Peterson, S.J, et.al, 2011)

One theory for preventing the Covid-19 from spreading and inflicting additional economic harm is to work from home (Dingel & Neiman, 2020; Mustajab et al., 2020). The acceptance of WFH worries experts in management, organisational studies, and organisational psychology. During this crisis, public companies, like other businesses, are experiencing considerable uncertainty

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(Ansell et al., 2020). Many governments around the world are struggling to adopt tough regulations while still preventing greater economic loss. As a result, even for public organisations WFH becomes the most effective alternative. Recently this practice is widely used by almost all organisations because of the Covid-19 outbreak. The educational institutions in our country also want to adapt the work from home to oppress academics. When suddenly the Covid-19 outbreak is happened then work from home is the only way to do the work. This also leads to change offline classes to online classes and teachers do their work from home. However, this system has some challenges.

This study is to identify various challenges of work from home and, how the teachers at self-finance institutions in Kozhikode use psychological capital to deal with the challenges of working from home.

**2. Review of literature:**

ESEN Et.al (2021) conducted a quantitative study among 141 employees in the energy sector, and they found that the personal psychological state is also connected to his work life. The study reveals that, psychological capital is positively correlated to job satisfaction and the person with psychological well-being can have higher job satisfaction in their workplace.

Dhahyar Daraba, Hillman Wirawan, Rudi Salman, and Muhammad Faizal (2021) perform a quantitative study with full-time employees in an Indonesian ministry of home affairs institution. According to the study, employees' opinions of leaders' sincerity can directly or indirectly affect their performance when working from home by way of their PsyCap.

**3. Objectives of the study:**

1. To identify the various challenges of work from home.
2. To study the impact of psychological capital on challenges of work from home

**4. Research Methodology:**

In this study, a descriptive research design was employed. With the aid of a standardised questionnaire, the core data for the study was gathered from professors working in various self-financing colleges in Kerala's Kozhikode District. Simple random Sampling method was used by the researcher to select a sample of 153 respondents. The 24-item psychological capital questionnaire (PCQ), developed by Luthans, Youssef, and Avolio, was used to measure PsyCap (2007). With the aid of SPSS, statistical procedures like Mean Score Analysis, Correlation, and Regression are used to analyse the acquired data.

**5.1 Mean Score Analysis**

**TABLE 1: MEAN SCORE OF CHALLENGES FROM WORK FROM HOME**

Sl.no	Statements	mean
1	Lack of Management Support	3
2	Network Issues	<b>3.92</b>
3	Lack of Interaction	3.52
4	Mental absenteeism	<b>4.2</b>
5	Insufficient Time	3.2
6	Inability to Assess	<b>3.84</b>
7	Home Environment	3.32

8	Curtailment of Teaching Quality	3.2
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Source: Primary data

The table shows the various challenges faced by the teachers during work from home. Among these, mental absenteeism is most important challenge faced by the teachers during work from home, followed by Network issues and Inability to assess student performance

### 5.2 correlation analysis

H0: There is no significant relationship between Psychological Capital and Work from Home

**TABLE 2: THE RELATIONSHIP BETWEEN PSYCHOLOGICAL CAPITAL AND CHALLENGES OF WORK FROM HOME**

<b>Psychological Capital</b>	Pearson Correlation	<b>Psychological Capital</b> 1	<b>Challenges of Work from Home</b> 0.817*
	Sig. (2-tailed) N		0.000 153
*- Correlation is significant at the 0.05 level (2-tailed)			

Source: Primary data

The above table shows that the Pearson Correlation(r) value between Psychological Capital and Challenges of Work from Home is 0.817 and the significant p- value is 0.000 (less than 0.05). Hence, we reject the null hypothesis and conclude that there is positive significant relationship between Psychological Capital and Challenges of Work from Home.

### 5.3 Regression Analysis

Null Hypothesis: Psychological Capital has no impact on the Challenges of Work from Home

**TABLE 3: IMPACT OF PSYCHOLOGICAL CAPITAL FACTORS ON CHALLENGES OF WORK FROM HOME**

Measurement	R <sup>2</sup>	Adjusted R <sup>2</sup>
Impact of Psychological Capital Factors on Challenges of Work from Home	.668	.661
a. <b>Predictors:</b> (Constant), Psychological Capital b. <b>Dependent</b> Variable: Work from Home		

Source: Primary data

The above table shows the regression analysis of impact of Psychological Capital on Challenges of Work from Home. The R-square value in the table is 0.668 and the adjusted R-square value is 0.661. This means that 61.8% of variation in the Challenges of Work from Home is explained by the Psychological Capital Factors.

## 7.CONCLUSION AND DISCUSSIONS

The Mean score analysis shows that Mental absenteeism, network issues and Inability to assess student performance are the major challenges faced by the teachers during work from home. The

regression analysis shows that Psychological Capital has high positive impact of on Challenges of Work from Home, and the teachers possessing high psychological capital can easily cope up with challenges of work from home.

In the management of the unexpected and unforeseen social and economic environment, which includes work surroundings, psychological capital can be regarded a crucial resource. The purpose of this study is to demonstrate the importance of psychological capital in dealing with the problems of working from home, particularly in the case of self-finance college lecturers. As per our analysis a high degree of positive correlation is exist between psychological capital and challenges of work from home. This study proves that the psychological capital has positive impact on managing challenges of work from home.

The teachers possessing high psychological capital can easily cope up with challenges of work from home. So efforts should be made to improve psychological capital in order to overcome the challenges of work from home faced by teachers of self-finance colleges. Institution should take efforts to improve psychological capital in order to overcome the challenges of work from home faced by teachers of self-finance colleges. The institutions can provide training to improve psychological capital through they can provide quality of education

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