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EXAMINING THE RELATIONSHIP BETWEEN PSYCAP AND READINESS FOR CHANGE: IMPLEMENTATION OF E-LEARNING AMONG LECTURERS DURING COVID-19

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Abstract: The impact of Covid-19 disease pandemic made the official government ministry in education of Indonesia take a strategic step by conducting e-learning. In university context, for lecturers who are technology illiterate, the use of e-learning will be a burden and difficult to be learned quickly. It required readiness for change to adapt and learn e-learning. Antecedent that is considered to shape readiness for change from an individual perspective is Psychological Capital (PsyCap). Therefore, this study in addition to understanding the readiness for change based on PsyCap by Indonesian lecturers, as well as to provide an empirical evidence of the PsyCap dimensions on readiness for change. The results indicated that self-efficacy, optimism and resilience have significant effects on readiness for change; while hope has no significant effect on readiness for change.

Key words: PsyCap, Readiness for Change, e-Learning, Lecturers, Covid-19.

Introduction

Starting in 2020, almost all countries in the world are busy with their alarming situation and condition namely the presence of Coronavirus (Covid-19) disease pandemic. Covid-19 pandemic disease has dealt a blow to all sectors, including the education sector, which forces students to learn from their own home by attending online learning facilitated by their education institution. For the long term impact, it has the potential to impede the process of development and maturity of students especially in the future.

In Indonesia, the impact of the increasingly massive spread of Covid-19 disease made the official government ministry in education to take a strategic step by issuing a circular letter about the implementation of education in case of emergency period of Covid-19. One of its content stated the replacement of educational process from regular face-to-face learning into online learning. For higher education, this kind of policy is very dilemmatic which many kinds of preparation and adaptation are required by both lecturers and students to be able to catch up with the changes. However, many problems still come up beyond their understanding. Although, online learning is indeed not a new kind of learning model for most universities in Indonesia (Berliyanto & Santoso, 2018). Whereas in the previous years, it became an innovation that support universities' excellence in showing up their advancement,

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and as an anticipation regarding changes that might happen in the future (Pachura, 2017).

Many academics including lecturers and students have received training to handle online learning platforms either as the primary learning method or as an additional for the regular face-to-face learning method. However, it cannot be denied that there are still some universities that are not ready and do not have sufficient resources to apply the online learning model (e-learning system). The transition to e-learning model has raised questions for some universities about their ability to deal with existing technology (Shahmoradi et al., 2018). In the midst of the situation of the spread of Covid-19 disease which forced the academic communities to work or learn from home, the educators or lecturers had to have adequate technology infrastructure and internet networks for the guarantee of smooth running to doing their tasks. Reflecting by these constraints and difficulties, it could be concluded that the quality of e-learning education is one of the prominent issue that requires to solve seriously.

Principally, the application of e-learning is one of the efforts or strategies to continue the learning and education process as it should. However, if e-learning is not accompanied by sufficient capabilities and additional knowledge for its users, definitely it can cause serious problems. For example, as stated by Crossley & McNamara (2016) that with online system could provide up and down for lecturers who are classified as technology illiterate that related with the use of online learning platform which provided by their universities. For lecturers who are technology illiterate, the use of e-learning will be a burden and difficult to be followed and learned quickly.

At present time, the term of technology illiterate is not about the lack of understanding, but it is more about knowing how to use it but less understanding about the real function and its benefit. When a lecturer is introduced to e-learning from the institution, sufficient time is required to learn everything to support the learning and teaching process with students. Therefore, a readiness is required by the lecturer to change the learning concept and method into online.

Readiness for change is the thought of an individual within an organization about a change that is considered to have positive impact and provide a good thing for the individual and the organization (Karrane et al., 2017). Readiness for change can have a positive effect on an individual basis. When members of the organization have a high degree of readiness for change, they will be more likely to demonstrate change initiatives; increased support for change; take prosocial actions such as helping other members of the organization in making changes; and have a higher commitment (Shea et al., 2014).

Antecedent that is considered important to shape readiness for change from an individual perspective is Psychological Capital (PsyCap). PsyCap can be defined as a condition of the psychological development of individual who has positive thought

through several indications of important characteristics such as self-confidence; think positive for success; have the determination to achieve goals successfully; and have a high “fighting spirit” to get back through “ups and downs” in order to achieve success (Youssef-Morgan & Luthans, 2015). Several studies have been conducted, and empirically proven that PsyCap which is owned individually can increase the readiness of the individual to change (Avey et al., 2008; Kirrane et al., 2017; Lizar et al., 2015). However, only few studies have been conducted partially on the impact affected from each of the PsyCap’s dimensions including self-efficacy, optimism, hope, and resilience to readiness for change, except the studies by Nwanzu & Babalola (2019) that use dimensions self-efficacy, optimism, and resilience as the antecedents of individual attitudes towards change in organizations; and Sweetman et al. (2011) that use the dimensions in their relation to creativity.

In the developing study of PsyCap, several studies have been conducted in Indonesia in several different contexts, which one of its role to improve readiness for change (Lizar et al., 2015). However, the entire study uses PsyCap as a unidimensional construct rather than as a multidimensional. Therefore, this study in addition to understanding the readiness for change based on PsyCap owned by universities’ lecturers in East Java, Indonesia, as well as to provide an empirical evidence of the PsyCap dimensions which include self-efficacy, optimism, hope, and resilience in their role to make an impact on readiness for change.

Psychological Capital (PsyCap)

The development of PsyCap concept has increased due to the need to learn and develop positive characteristic of human beings as a potential to grow better. The interest in learning these characteristics is growing rapidly especially in organizational behavior context (Luthans et al., 2007). The basis for this concept refers to the thought about the “broaden and build” theory whereas the experience of individual’s positive emotions could expand individual’s cognitive understanding which then has a positive impact as the outcomes such as creative thinking, better personal development, and increased competencies. This theoretical approach then becomes the rationale basis for the application of PsyCap, where individual’s psychology conditions could encourage a positive thinking and also proactively develop psychological capacity for positive thought (Kirrane et al., 2017).

PsyCap can be defined as a condition of the psychological development of individual who has positive thought through several indications of important characteristics such as self-efficacy, optimism, hope, and resilience (Luthans et al., 2007). Self-efficacy or simply can be called self-confidence, is a sense of trust in an individual’s ability to unite the motivation, knowledge, and action needed to achieve the desired goals (Luthans et al., 2007); optimism can be interpreted as an individual’s feeling of trust that the individual will experience more positive things than negative things about all action taken (Nwanzu & Babalola, 2019); while hope is a condition of positive motivation that comes from a strong will to set realistic goals and at the

same time find out how to achieve the success (Luthans et al., 2007); and finally resilience is the positive psychic ability of individuals about their efforts to rise again from difficulties, uncertainties, conflicts, or even failures during their process of achieving goals (Sweetman et al., 2011).

Readiness for change

Change is a part of basic human life that runs continuously, which also considered as one of the important factors in the knowledge development within organizational theory. According to Kirrane et al. (2017), readiness for change can be defined as the thoughts of an individual within an organization related to a change that is considered to have positive outcomes and is also a good thing for the individual and organization.

The elaboration concept in the context of readiness for change refers to Bouckennooghe et al. (2009) which explains the three elements that shape an individual's readiness for change, namely emotional; cognitive; and intentional. The emotional element refers to the individual's feelings about the changes that may be faced; the cognitive element leads to individual thought and belief in the results that can be obtain from these changes; while intentional element refers to the efforts and abilities of individual to carry out the process of change (Bouckennooghe et al., 2009; Kirrane et al., 2017).

Self-efficacy and readiness for change

Luthans et al. (2007) stated that self-efficacy is defined as trust in the ability of individual to gather motivation, knowledge, and action required to achieve desired goals. In this case efficacy is related to the individual's perception of the ability possessed to perform a task. When an individual has high self-efficacy that able to undergo changes, the more prepared the individual to make changes. Self-confidence can influence the perception to feel confident enough of successfully making changes and getting the results that wanted through the changes (Nwanzu & Babalola, 2019). Empirically, the result from Emsza et al. (2016) and also Nwanzu & Babalola (2019) prove that self-efficacy has a significant effect on readiness for change.

H₁: self-efficacy has a significant effect on readiness for change

Optimism and readiness for change

Optimism is an individual's perception related to the belief that the individual will experience positive things more than negative things (Luthans et al., 2007). Optimistic individuals tend not to experience stress quickly, especially during facing difficulties compared to pessimistic individuals (Aspinwall et al., 2004). Hence, when the individual is confronted with a change process that must be through, the individual can have the confidence required to be able to successfully make the

change process, regarded the difficulties. Individual will also tend to cope with the stress caused easier, which also tends to be more prepared with changes (Nwanzu & Babalola, 2019). The result of the previous empirical studies show that optimism significantly affects readiness for change (Nwanzu & Babalola, 2019).

H₂: optimism has a significant effect on readiness for change

Hope and readiness for change

Hope is a state of mind that is based on the interactive feeling of two beliefs that how personal goals can be achieved and the planning path that enables the achievement of these goals. Hope could be said as the ability to expect something with a high level of confidence. These abilities can ultimately form a positive motivation to achieve its expected goals or success (Luthans et al., 2007). In other words, hope is very closely related to hard work or persistence to achieve goals. When an individual has high expectations, not only has the determination and motivation but also the ability to achieve the expected success. Thus, this ability enables the individual to adapt by changing the way how to achieve success (Sweetman et al., 2011). Based on these rationales, it could be said that the higher hope could lead to more readiness for change.

H₃: hope has a significant effect on readiness for change

Resilience and readiness for change

Resilience can be defined as the individual's positive psychic ability in its efforts to rise again from difficulty, uncertainty, conflict, or even failure (Sweetman et al., 2011). This ability enables individual to survive and makes adjustment to changes. Resilience could make individual feels more comfortable during "outside comfort zone". Thus, individual will feel more prepared to deal with any kind of consequences during the change process (Sweetman et al., 2011). Previous empirical studies also prove that resilience significantly affect readiness for change (Nwanzu & Babalola, 2019).

H₄: resilience has a significant effect on readiness for change.

Methodology

This study is purposed to look for causal relationships between the variables studied. Thus, this is an explanatory quantitative study. The independent variables in this study are self-efficacy (X_1); optimism (X_2); hope (X_3); and resilience (X_4); while the dependent variable is readiness for change (Y). the measurement of the four PsyCap variables uses 24 indicators adopted from Luthans et al. (2007) which was contextually adjusted to the problems regarding the use of e-learning in lecture activities by lecturers. The measurement of readiness for change, it was adopted from

Bouckennooghe et al. (2009) which consisting of thirteen-item indicators. All of the responses were measured using Likert scale ranging from 1 as “strongly disagree” to 5 as “strongly agree”.

The data collection process was carried out form early April to June 2020 (three months) with the target population of all lecturers in East Java province Indonesia, whose scope of educational institution is at the university level. The total number of lecturers referred within the population is unknown. Therefore, the minimum number of samples used refers to “10-times rules” which stated that the minimum sample size required to process the data using Partial Least Square is ten times the maximum number of paths between latent variables. In this study there are four pathways that lead to the dependent variable. Thus, the minimum sample required is 40 respondents. The questionnaires were distributed through Google form format by sharing the link through Whatsapp group and email to lecturer colleagues. From total of 79 respondents who filled out the questionnaires, 18 responses were eliminated due to haphazardly filled. Thus, the total data that can be further processed is 61 respondents (77.2%).

Result

The data processing in this study begins with the validity and reliability testing of the model with the help of SmartPLS 3.0 software which is also used to test the research hypothesis. The first stage data processing, whereas the requirement to be considered as valid is the value of loading factor which greater than 0.5, as the result indicated that in total of 10 indicators are not meet the requirement namely op2; ho1; ho2; re5; rc8; rc9; rc10; rc11; rc12; rc13. Thus, these indicators are dropped and will not be included in the next process.

Table 1. Loading factor second stage

| Self-efficacy | | Optimism | | Hope | | Resilience | |
|----------------------|-------|----------|-------|------|-------|------------|-------|
| se1 | .8043 | op1 | .7031 | ho3 | .8108 | re1 | .7226 |
| se2 | .8341 | op3 | .5952 | ho4 | .8303 | re2 | .7008 |
| se3 | .8284 | op4 | .8219 | ho5 | .7378 | re3 | .7881 |
| se4 | .6798 | op5 | .6800 | ho6 | .7129 | re4 | .7678 |
| se5 | .7489 | op6 | .7819 | | | re6 | .7091 |
| se6 | .7441 | | | | | | |
| Readiness for change | | | | | | | |
| rc1 | .6819 | rc4 | .8397 | rc7 | .7954 | | |
| rc2 | .7171 | rc5 | .7276 | | | | |
| rc3 | .8596 | rc6 | .7699 | | | | |

The result shows that all indicators have met the validity test requirement with the value of loading factor greater than 0.5. It is found that indicators with the highest

loading factor value in the self-efficacy variable is se2 (feel confident representing e-learning with students); the highest loading factor value for optimism variable are op4 (optimistic about what will happened to me in the future regarding e-learning); for the hope variable, the highest loading factor value are ho3 (there are lots of ways to solve my lack of understanding of e-learning); the highest loading factor value are re3 (speak when I needed about e-learning); finally, the highest loading factor for readiness for change variable are rc3 (the change is invigorating).

The next test is to see the convergent validity and discriminant validity by comparing the AVE value with its cut-off value of 0.5 and also comparing the AVE root value with its cut-off value which greater than 0.7. From the Table 2, it is found that the results meet the requirement of convergent validity and discriminant validity. As for the reliability test, to be considered as reliable the cut-off value of both composite and Cronbach Alpha should be greater than 0.7 whereas based on Table 2, it is indicated that the values are both higher than its cut-off value. Hence, all are considered as reliable.

Table 2. Validity and reliability test

| | AVE | $\sqrt{\text{AVE}}$ | Composite Reliability | Cronbach Alpha |
|----------------------|-------|---------------------|-----------------------|----------------|
| Self-efficacy | .6009 | .7752 | .8999 | .8663 |
| Optimism | .5196 | .7208 | .8423 | .7729 |
| Hope | .5998 | .7745 | .8566 | .7781 |
| Resilience | .5454 | .7385 | .8568 | .7990 |
| Readiness for change | .5969 | .7726 | .9115 | .8859 |

The final stage is to test the hypothesis with the cut-off value for an effect to be considered as significant if the T-statistic value indicates a value greater than 1.96. In contrary if the value is lower than 1.96 it can be concluded that the effect is not significant. Based on the result of the hypothesis test in Table 3, it can be concluded that of the four proposed hypotheses, three of them were supported (hypothesis 1, 2, and 4) while the other hypothesis was not supported (hypothesis 3).

Table 3. Hypothesis testing

| | Original Sample (O) | T Statistics (O/S/TERRI) | Hypothesis |
|---------------------------------------|---------------------|---------------------------|---------------|
| Self-efficacy -> Readiness for change | .3222 | 2.7805 | Supported |
| Optimism -> Readiness for change | .2526 | 4.1673 | Supported |
| Hope -> Readiness for change | .1027 | 1.4285 | Not supported |
| Resilience -> Readiness for change | .3958 | 4.2565 | Supported |

Discussion

Partially, three out of four dimensions of PsyCap affect the enhancement of readiness for change. Firstly, the higher self-efficacy will increase the readiness for change. This result supports the previous study by Nwanzu & Babalola (2019) and Emsza et al. (2016), whom argued that an individual's self-confidence could influence the perception to feel confident regarding the change initiatives successfully and achieve the planned goals. In this study context, self-efficacy is reflected by the indicator "I feel confident in representing e-learning with students". When lecturers feel that they have high self-confidence, the level of confidence will arise to feel ready to initiate changes, following the current condition which is conducting lectures through e-learning. Hence, self-confidence is considered one of the important things to be prepared to make changes.

Secondly, it is concluded that the higher optimism will increase the readiness for change. The result supports the previous study by Nwanzu & Babalola (2019). Optimistic individuals tend not to experience stress quickly, especially when facing difficulties, and when those individuals are faced with a change process that must be gone through. These individuals should have this kind of confidence to be able successfully challenge the change process in order to better prepared to change (Aspinwall et al., 2004). In this study context, optimism is reflected through the indicator "I'm optimistic about what will happen to me in the future regarding e-learning". Optimistic lecturers will tend to believe that their efforts to learn e-learning will produce positive results to make feel more prepared to change.

Thirdly, it is concluded that the higher resilience effort will lead to higher readiness for change. The result also supports the previous studies by Nwanzu & Babalola (2019). Individual with higher resilience will feel more prepared during the presence outside of the "comfort zone", while in order to implement change initiatives, it will affect the feeling of prepared to deal with all the consequences that might be experienced (Sweetman et al., 2011). In the context of lecturers, resilience is reflected through the indicator "I can be myself to speak when I needed about e-learning". Thus, as long as the lecturers always be themselves to learn more about their problems especially in e-learning and see from the positive perspective of what being done, they will be able to further enhance their resilience to make more prepared to initiate changes.

Furthermore, as explained earlier, one of four hypotheses proposed is not supported, namely the role of hope on readiness for change. Although it has a positive impact, nonetheless it has not been able to explain its role in enhancing readiness for change. Thus, this result is not in line with the previous study as Sweetman et al. (2011). Hope is one of the PsyCap's dimension that is the least researched by academics, and even nearly neglected (Cohen, 2015). Apart from its lack of empirical evidence that focuses on hope factors, the argument that could be proposed that hope is more likely to have a prominent impact related to things that

are personal and often associated with so called “life and death” situation (Cohen, 2015). In the context of this research, readiness for change within university environment, it is not related regardless of being ready or not ready to initiate changes. The condition is far simpler and not complicated one for lecturers. The role of hope in present study’s context might be different when it is associated with “religious factors” as a form of calling through education (Marques et al., 2013). Finding that is considered interesting in the context of lecturers’ readiness for change to do e-learning is the indicator “I find the change invigorating” as dominantly reflected readiness for change. Within lecturer context, it is considered that change for lecturers is actually a positive thing and also gives enthusiasm for change. Teaching is also considered as a “calling to serve” (Bullough & Hall-Kenyon, 2012). Hence, the challenges that might come should not be avoided instead of to be faced. This kind of “calling” also implies as a deep conviction that teaching is considered as a real implication of action to representing awareness to serve.

Conclusion

This study emphasizes on the role of PsyCap’s dimensions on readiness for change in the context of university’s lecturers in Indonesia especially in East Java province. It is concluded that self-efficacy has a significant effect on readiness for change; optimism has a significant effect on readiness for change; while hope has no significant effect on readiness for change; and resilience has a significant effect on readiness for change.

Suggestion for further study are firstly, it is suggested to conduct additional study focusing on the impact on readiness for change, especially related with the antecedent factors of PsyCap which need to be further developed in Indonesian context, specifically in education context. Secondly, it is suggested to conduct additional empirical study to support empirically related to the role of hope in supporting readiness for change with the intervention to “religious factors” for example such as morality or faith.

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