

COVID-19 Online Teaching: The Role of Psychological Capital

Rahmah Alshamrani

University of Exeter

Ra504@exeter.ac.uk

Abstract:

The factors that may affect teaching practices in an online setting are not completely clear. Badia et al. (2017) listed four factors that can affect the teacher's adoption of certain approaches or methods, which are academic background, online teaching dedication, role, and age. However, other factors such as the COVID-19 pandemic could affect the adoption of such practices. Due to the pandemic, many teachers are forced to teach online. Moreover, it has negatively affected people's lives.

This study aims to examine the impact of Psychological capital on teaching practice in terms of effective communication and individualized learning in online setting. Many studies affirm their effect on the quality of life of people (such as Youssef & Luthans, 2017). However, no study has explored the impact of psychological capital in the teachers' online teaching performance in terms of effective communication and individualised learning.

This study utilised surveys, which were distributed through Qualtrics, to collect data. The respondents consist of 390 English language teachers who are teaching online during the pandemic. The findings support the hypothesis that psychological capital affects the teachers' online teaching practices in terms of effective communication and individualised learning.

This study can contribute knowledge to the area of online teaching. First, it identifies the elements that can affect the teachers' adoption of online teaching practices. Second, this examination can shed light on how effective communication and individualised learning can be achieved in an online classroom. Third, it highlights the role of positive psychological capital in the area of second language teachers.

Keywords: Psychological Capital; Effective Communication; individual learning; online teaching; Covid-19