

Research on Career Planning Education for College Students Based on the Cultivation of Psychological Capital

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Abstract: As a positive psychological trait, psychological capital is highly correlated with college students' career planning, self-efficacy, academic achievement, and employability. It influences the adaptation and developmental extent of college students' future careers, as well as the overall teaching quality and competitiveness of higher education institutions. Therefore, the importance of cultivating psychological capital in career planning education for college students continues to be emphasized. By studying the effects of psychological capital on career planning and its cultivation methods, this research aims to provide scientific guidance for college students' career planning, helping them clarify career goals and enhance employability.

Key words: Psychological Capital; Career Planning; Perceived Self-Efficacy; Employability

1. Introduction

College represents a critical period for career planning, where effective planning is crucial for unlocking students' inner potential and drive, profoundly influencing their career direction and development. However, challenges such as job scarcity and academic pressure often result in unclear career plans among college students, insufficient accumulation of psychological capital, inadequate career maturity, and weak perceived self-efficacy in career decision-making. Enhancing psychological capital among college students significantly promotes their employability and competitive edge. Therefore, universities should guide students to engage in career planning early, considering the cultivation of psychological capital as a pivotal component of talent development.

2. Personal Challenges in College Students'

Career Planning

2.1 Diminished Planning Awareness and Low Perceived Self-Efficacy

The mentality of students who have just entered the university campus has not completely changed, most students think that employment is still very far away from themselves, and they have not begun to think about career problems, which seriously affects the employment orientation and preparation of college students. Students without clear goals and lack of planning fall into confusion, anxiety, lack of learning motivation, few positive behaviors in study and work, and low satisfaction with campus life. As a result, college students have lower confidence in personal employment, reduce their sense of self-efficacy, and are more likely to encounter job adversities in the fierce social competition.

2.2 Lack of Vocational Experiences and Insufficient Self-Awareness

There are limited platforms and opportunities for college students to participate in practice, and individuals who lack professional experience and practical experience cannot make a correct response to the future, and are vague about the series of questions of "who am I", "where am I going" and "how to get there". Lacking a clear understanding of themselves, college students can not determine their career direction and development path, some self-evaluation is too high, ambitious, and the employment choice is blindly pursuing "lofty", which is easy to anticlimax; Some self-evaluation is too low, self-deprecation, employment choice is always afraid, difficult to find a good job.

2.3 Absence of Effective Planning Methods and Irrational Designs

Scientific career planning should be combined with personal interests, personality, ability and

other personal factors, but also need to consider a variety of external factors, in order to give full play to personal advantages and maximize the realization of self-value. However, many college students do not fully consider the actual situation of themselves and the society when carrying out career planning, the practice is not targeted, blindly following the crowd and the pursuit of stable employment, so that some students do not make an objective analysis and evaluation of personal interests, personality, ability and other factors, blindly following the phenomenon of "public entrance examination fever" and "entrance examination fever". the career planning that fits the shoes restricts the development path of individual career.

3. Dimensions and Positive Effects of Psychological Capital

3.1 Dimensions of Psychological Capital

Luthans et al. put forward the theory of psychological capital, which believes that psychological capital is a positive psychological state shown by an individual in the process of growth and development, including self-efficacy (confidence in performing and making necessary efforts to successfully complete challenging tasks), optimism (positive attribution of current and future success), and resilience (when encountering problems and difficulties, psychological capital can be easily achieved. Being able to persist, recover quickly and take alternate ways to achieve success) and hope (sticking to the goal and being able to re-choose the path to achieve the goal, when necessary, in order to achieve success). [1] [2]

3.2 Positive Effects of Psychological Capital

Psychological capital is a psychological resource that promotes personal growth and ability improvement. It has a positive impact on one's life attitude, cognition and behavior habits, work attitude and satisfaction, and can produce a significant easing effect on frustration, pressure and change in life stressors and greatly improve one's competitive advantage.

3.2.1 Enhancement of planning proficiency

Psychological capital is positively correlated with self-efficacy of career decision making. Positive psychological capital can improve self-efficacy, improve confidence, reduce anxiety, and maintain self-confidence and enthusiasm in employment challenges. the result of its choice

is more beneficial to its own potential development. People with high sense of competence collect career information through many ways for career orientation, and their career planning is more accurate, their career goals are higher, and they are more confident to persist and meet challenges and strive to achieve their goals. Therefore, the career planning level of college students will be higher.

3.2.2 Promotion of proactive behaviors

Psychological capital is conducive to enhancing the hope of achieving employment goals. When students are full of hope, their career goals will be more determined, the intrinsic motivation of learning will be stronger, and their behaviors will be more specific to the career goals. [3] College students with high psychological capital tend to choose challenging goals, and they will improve their initiative. [4] They will take the initiative to learn in order to master knowledge, skills or get good grades, enhance their ability to withstand pressure and improve their social adaptability.

3.2.3 Cultivation of job qualities

Psychological capital can enhance students' toughness and make college students develop the character of perseverance. Even in the face of employment challenges, they can maintain an optimistic attitude to actively solve these problems. Psychological capital has a significant predictive effect on college students' career decision-making difficulties, stimulates the spirit of struggle and hard work, and is more conducive to achieving sustained and progressive achievements.

3.2.4 Improvement of employability

Psychological capital has a good positive forecasting effect on employability, which is helpful for college students to do a good job in career development planning and win competitive advantages in development. Individuals with higher level of psychological capital have higher efficiency in work, strong career adaptability and better prospects for development. the improvement of psychological capital will be conducive to the improvement of self-control, which means the improvement of employability.

4. Research on Psychological Capital Cultivation

Psychological capital is a positive psychological trait. [5] In the career planning education of college students, we should pay attention to the

cultivation of students' psychological capital, so as to enhance their employability, meet the needs of social employment and the realization of personal self-value.

4.1 Boosting Confidence and Enhancing Self-Efficacy

Experience success is a favorable way to improve the level of self-efficacy. By describing the factors, characteristics and beliefs that achieve success, students can recognize themselves and enhance their confidence in coping with difficulties and setbacks in the future work, and they can master the experience of improving self-efficacy. Guide college students to obtain results by participating in internships and competitions, and enhance their self-identification and self-confidence in coping with challenges. This is conducive to college students' clear self-positioning. the clearer they are about their abilities, the more accurate and confident they will be in their career planning, positioning and development, and the higher their self-efficacy in career decision-making. In addition, the typical deeds of outstanding alumni have a demonstration effect on the career exploration of college students, so that college students can have a fresh successful experience, provide guidance for the growth of college students, and let college students be influenced and influenced subtly. Timely invite senior outstanding students for experience exchange and sharing, expand college students' horizon and vision, arouse resonance, motivate students' will to struggle, internalize college students' actions, stimulate their pride and sense of achievement, and enhance their self-confidence in dealing with different problems.

4.2 Optimistic Attribution and Fostering a Positive Mindset

Guide college students to face the severe employment situation and pressure with optimism, carry out "optimistic attribution" training, and guide students to develop an optimistic attitude towards life. First of all, guide students to face up to success and failure, analyze and master the elements of success, accept failure calmly, enhance pressure tolerance, find a balance between self and social factors, and sum up experience and lessons to get the best choice. Secondly, guide college students to pay attention to and constantly enrich college life, with a positive attitude to deal with

academic pressure, interpersonal relations, professional skills and other issues, continue to strengthen learning motivation and improve the sense of achievement, to form an optimistic and positive attitude. Finally, guide college students to make career planning scientifically. Activities such as career planning competitions are held to stimulate students' motivation for early career orientation and career planning, set reasonable goals, learn to decompose macro long-term goals into specific small goals, and set multiple paths for the realization of goals. In the practice process, timely adjust the plan, think about possible obstacles in advance, and plan solutions. Form a positive motivation state.

4.3 Expanding Social Practices and Nurturing Hope

College students are full of expectations for college life but are confused and wandering. Due to the severe employment situation, low self-cognition and other reasons, they lose confidence in themselves and take an evasive attitude. Therefore, it is necessary to expand their social practice. On the one hand, enrich campus life, can participate in student organizations, associations and other ways to exercise work skills, interpersonal communication, teamwork and other abilities, improve willpower and adaptability, employment quality and ability. On the other hand, participate in the internship practice, adapt to the society in advance, contact with different jobs, and then help them form a correct self-cognition, establish work expectations consistent with reality, so that they can work more easily, improve their satisfaction with their own work, reduce negative behaviors such as resignation. All these are conducive to improving college students' ability of self-leadership, psychological capital and career planning, and preparing for college students to change their roles and enter the society.

Colleges and universities should closely combine classroom teaching, campus activities and practice of career planning, combine theory with practice, expand students' practice platform, and increase life experience and social knowledge. Through university-enterprise cooperation, outstanding alumni lecture hall, career simulation contest, shadow internship, career interviews, employment information sharing, campus recruitment and other activities, students can fully understand the employment

situation and job-hunting skills of their major, improve job-hunting skills, improve their ability to solve practical problems, enhance self-recognition, and improve the recruitment rate of exam-oriented skills interview. Expand the career development space, so as to be confident in the future employment.

4.4 Emphasizing Mental Health Education and Fostering Resilience

In the severe employment situation, the employability of college students is not only related to professional knowledge and practical skills, but also closely related to resilience. Resilience mainly reflects the ability of college students to resolve difficulties, break through adversity and achieve success in the face of setbacks. the study and life of college students mainly rely on self-management, and students with active thinking are easily affected by the surrounding environment, lack of self-control and anti-frustration, and will produce anxiety and other negative emotions under the pressure of study and employment, which affects their action. Colleges and universities should incorporate college students' mental health education into the key link of college students' career education, increase psychological tests, quality development, etc., consider students' characteristics and background factors, and further improve the curriculum system. First of all, integrate mental health education into classroom teaching, encourage students to develop interests, master pressure release skills, improve heart business, so that if they are subjected to employment discrimination or repeatedly hit the wall, they can have a strong resilience, timely adjust the mentality. Secondly, carry out group counseling, actively pay attention to the psychological advantages of college students, help students break through psychological barriers, accept and evaluate themselves correctly, cultivate college students' team consciousness and tough character, and

make full preparation for entering social work. Finally, to carry out frustration education, let college students experience the sense of frustration, help college students to look at setbacks correctly, and analyze setbacks and difficulties, to find out the way and method to overcome obstacles. Enhance the resistance to frustration tolerance, and constantly improve self-toughness.

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