

The Influence of College Students' Psychological Capital on Entrepreneurial Intentions and Research on Psychological Capital Education

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Abstract: Psychological capital, as a core element of an individual's positive psychological state, has a significant impact on the formation of entrepreneurial intentions among college students. This article takes college students as the research object to explore the relationship and influencing mechanism between psychological capital and entrepreneurial intention. First, after defining the related concepts of psychological capital and entrepreneurial intention, this paper analyzes the current situation and differences of College Students' psychological capital. Next, through the analysis of direct effects, mediating effects, and moderating effects, the impact mechanism of psychological capital on entrepreneurial intention is revealed. On this basis, strategies for psychological capital education are proposed, including curriculum design, practical activities, school support, family and social collaboration, and personalized counseling. Psychological capital has a significant positive impact on college students' entrepreneurial intentions, and educational intervention can effectively enhance their psychological capital level, thereby strengthening their entrepreneurial intentions. This article provides theoretical basis and practical guidance for universities to carry out psychological capital education, which has important practical significance for promoting college students' entrepreneurship.

Keywords: College Student, Psychological Capital, Entrepreneurial Intention, Psychological Capital Education

1. Introduction

In the context of the era of "mass entrepreneurship and innovation", college students, as the main force of innovation and entrepreneurship, have attracted much attention for their entrepreneurial intentions and abilities. However, entrepreneurial activities are full of uncertainty and risks, and individual psychological resources play a crucial role in the entrepreneurial process. Psychological capital, as a positive psychological state, can help individuals cope with challenges, enhance confidence, and maintain a positive attitude, thereby promoting the formation of entrepreneurial intentions [1]. In recent years, scholars at home and abroad have conducted extensive research on the relationship between psychological capital and entrepreneurial intention, but systematic analysis of the college student population is still insufficient. This article will explore the impact mechanism of college students' psychological capital on entrepreneurial intention, and propose implementation strategies for psychological capital education, providing theoretical support and practical guidance for entrepreneurship education in universities.

2. Overview of Psychological Capital and Entrepreneurial Intentions

2.1 Concept and Dimensions of Psychological Capital

Psychological capital is a positive psychological state composed of four core dimensions that work together to help individuals maintain a positive attitude and achieve goals when facing challenges [2]. Self efficacy refers to an individual's belief in their ability to successfully complete specific tasks or achieve goals. Individuals with high self-efficacy tend to take positive actions when facing difficulties and believe they can overcome obstacles. Hope includes two key elements - willpower (the drive to set goals and work towards them) and pathfinding (finding ways to achieve those goals). Individuals with a strong sense of hope can set clear goals and actively explore ways to achieve them. Resilience refers to an individual's ability to quickly recover and maintain a positive state in the face of adversity, pressure,

or failure. Resilient individuals are able to learn from setbacks and continue moving forward. Optimism is a positive attribution style that refers to an individual's tendency to attribute positive events to internal, stable, and global reasons, while attributing negative events to external, temporary, and local reasons. Optimistic individuals are full of confidence in the future and believe that things will develop in a positive direction.

2.2 Concept and influencing factors of entrepreneurial intention

Entrepreneurial intention refers to an individual's willingness and plan to engage in entrepreneurial activities in the future, and is an important predictor of entrepreneurial behavior. The formation of entrepreneurial intention is influenced by various factors, mainly including personal factors and environmental factors. The definition of entrepreneurial intention is the precursor of entrepreneurial behavior, reflecting an individual's attitude, motivation, and plan towards entrepreneurial activities. It is not only the starting point of entrepreneurial behavior, but also an important foundation for entrepreneurial success. The personal factors that affect entrepreneurial intention include personality traits (such as adventurous spirit, innovation ability, and achievement motivation), self-efficacy (an individual's confidence in their own entrepreneurial ability), psychological capital (including positive psychological states such as self-efficacy, hope, resilience, and optimism), and educational background (individuals who have received entrepreneurial education or related training are more likely to develop entrepreneurial intention). The environmental factors that affect entrepreneurial intention include socio-cultural factors (social recognition and support for entrepreneurship), economic environment (such as market opportunities, financing channels, and policy support), family background (support from family members or entrepreneurial experience may have a significant impact on an individual's entrepreneurial intention), and educational resources (entrepreneurship courses, practical opportunities, and mentorship provided by universities, etc.). By analyzing the relationship between psychological capital and entrepreneurial intention, it can be found that psychological capital, as an inherent psychological resource within individuals, can significantly enhance entrepreneurial intention and provide important support for the realization of entrepreneurial behavior.

3. Analysis of the Current Situation of College Students' Psychological Capital

3.1 Measurement and Evaluation of Psychological Capital

The measurement of psychological capital usually uses standardized scales, such as the Psychological Capital Questionnaire (PCQ) developed by Luthans et al. This scale includes four dimensions: self-efficacy, hope, resilience, and optimism, and evaluates an individual's level of psychological capital through the Likert scale. In addition, researchers need to use methods such as interviews and observations to comprehensively understand the psychological capital status of college students. Research has shown that the overall level of psychological capital among college students is above average, but there are significant differences between individuals. Most college students perform well in self-efficacy and hope dimensions, but there is still room for improvement in resilience and optimism. The level of psychological capital is closely related to an individual's mental health, academic performance, and career development [3]. Therefore, scientifically evaluating the psychological capital of college students is of great significance for formulating targeted educational strategies.

3.2 Analysis of Differences in Psychological Capital

Psychological capital shows significant differences across different demographic variables. For example, in terms of gender, research has found that female college students score higher in the dimensions of hope and resilience, while male college students perform better in self-efficacy and optimism. In terms of grade, the psychological capital level of older students is generally higher than that of younger students, which may be related to their accumulation of more learning and social experience. In terms of majors, science and engineering students have a strong sense of self-efficacy and hope, while humanities students demonstrate more resilience and optimism. In addition, family background and educational experience also have a significant impact on psychological capital. College students from families with better economic conditions and parents with higher education levels usually have higher levels of psychological capital. Students who have received entrepreneurship education or participated in social practice also exhibit better psychological capital performance. These

differential analyses provide important basis for universities to carry out personalized psychological capital education.

4. The impact mechanism of psychological capital on entrepreneurial intention

4.1 Direct Effect Analysis

The four core dimensions of psychological capital - self-efficacy, hope, resilience, and optimism - all have a significant direct impact on entrepreneurial intention. Individuals with high self-efficacy are more confident in their ability to successfully tackle the challenges in entrepreneurship, thus demonstrating stronger entrepreneurial intentions. Individuals with a strong sense of hope can set clear entrepreneurial goals and actively seek ways to achieve them, which directly enhances their entrepreneurial willingness. Resilience helps individuals quickly recover from setbacks and failures in the entrepreneurial process, maintain a positive attitude, and thus maintain or enhance entrepreneurial intentions. Optimistic individuals are full of confidence in the future and tend to view entrepreneurship as an activity full of opportunities, which further strengthens their entrepreneurial intentions. Research has shown that the comprehensive effect of various dimensions of psychological capital can significantly enhance an individual's entrepreneurial intention level.

4.2 Analysis of Mediating Effects

Psychological capital not only directly affects entrepreneurial intention, but also plays an indirect role through mediating variables. Among them, entrepreneurial self-efficacy is one of the most important mediating variables. Psychological capital indirectly promotes the formation of entrepreneurial intentions by enhancing individuals' self-efficacy and confidence in their entrepreneurial abilities. In addition, risk perception is also a key mediating variable. Individuals with high levels of psychological capital tend to view entrepreneurial risks as controllable challenges rather than insurmountable obstacles, and this positive risk perception further strengthens their entrepreneurial intentions. Other mediating variables include entrepreneurial attitude and subjective norms, and psychological capital indirectly affects entrepreneurial intention by influencing individuals' attitudes towards entrepreneurship and perceived social support. The existence of these mediating effects reveals the complexity and multi-level nature of the impact of psychological capital on entrepreneurial intention.

4.3 Analysis of regulatory effects

The relationship between psychological capital and entrepreneurial intention is also moderated by external factors. Environmental support is an important moderating variable, including family support, school support, and social support. In situations with high environmental support, the promoting effect of psychological capital on entrepreneurial intention is more significant. For example, students from families or schools with a strong entrepreneurial atmosphere are more likely to convert their psychological capital into actual entrepreneurial intentions. Social culture is also a key regulatory factor. In the social and cultural context that encourages innovation and entrepreneurship, the impact of psychological capital on entrepreneurial intention is more pronounced. In addition, macroeconomic factors such as economic environment and policy support can also regulate the relationship between psychological capital and entrepreneurial intention. For example, in countries or regions with rapid economic development and well-developed entrepreneurial policies, the promotion effect of psychological capital on entrepreneurial intentions is more significant. The existence of these moderating effects indicates that the influence of psychological capital on entrepreneurial intention does not exist in isolation, but rather as a result of its interaction with the external environment.

5. Strategies for Psychological Capital Education

The education of psychological capital for college students aims to enhance their self-efficacy, hope, resilience, and optimism through systematic education and intervention, thereby strengthening their mental health, academic performance, and career development abilities.

5.1 Curriculum Design and Teaching Methods

In the curriculum design of psychological capital education, it is necessary to first develop specialized psychological capital education courses that organically integrate the four core dimensions of self-efficacy, hope, resilience, and optimism into the teaching content. The course adopts a modular design, with each module focusing on a dimension, combined with practical cases and interactive activities to enhance students' learning experience. For example, in the self-efficacy module, case studies of successful entrepreneurs are used to help students understand the importance of self-efficacy in entrepreneurship, and through role-playing and scenario simulations, students are allowed to experience how to enhance self-efficacy in practical situations. In the Hope module, teachers can use the SMART principle (Specific, Measurable, Achievable, Relevant, Time-bound) to guide students in breaking down long-term entrepreneurial visions into phased goals. The module also introduced the "Hope Diary" tool, which requires students to record their progress toward goals, adjust strategies, and document success stories weekly. This process improves their dynamic ability to maintain hope through continuous feedback. In the resilience module, case studies on coping with setbacks are used to help students understand the importance of resilience, and through team collaboration projects, students' ability to withstand pressure is enhanced. In the optimism module, the theoretical explanation and practical application of positive psychology are used to help students establish an optimistic attribution style, and interactive activities are conducted to enhance students' optimistic attitude.

In terms of teaching methods, diversified teaching methods such as case analysis, role-playing, group discussions, and scenario simulations are adopted to help students combine theoretical knowledge with practical applications. For example:

In the process of case analysis, we select successful entrepreneur cases, aiming to analyze how successful entrepreneurs use psychological capital to overcome difficulties in the entrepreneurial process, and also strive to guide students to learn from them. For instance, Elon Musk's early SpaceX case can be introduced, with a focus on how he adjusted his technical solutions through high self-efficacy after multiple rocket launch failures, and how he transformed setbacks into team motivation through an optimistic attribution style.

In the activity of role - playing, teachers simulate entrepreneurial scenarios to enable students to experience the challenges and opportunities in the entrepreneurial process, and help improve their psychological capital level through reflection and discussion. Teachers can design role - playing activities as "entrepreneurial crisis simulation". In this simulation, teachers divide students into groups and have them play the roles of CEO, investors, core employees, etc. of a startup company. When faced with sudden crises (such as broken funding chains or core member resignations), students in each group solve problems through negotiation and decision - making. Teachers should add a "dual - loop reflection" section after the event: in the first loop, students focus on the problem - solving process, and in the second loop, students analyze the role of psychological capital (such as resilience and hope) in it, thereby deepening cognitive transfer.

In group discussions, students are guided to delve into specific entrepreneurial themes, share their perspectives and experiences, and find multiple ways to solve problems through collective wisdom.

In scenario simulation, educators designing complex entrepreneurial scenarios enables (or this design enables) students to cope with various challenges in the simulated environment and helps improve their psychological capital level through practice. When educators construct multi - dimensional challenge scenarios during scenario simulation, taking the "cross - border entrepreneurship sandbox" as an example, students need to simultaneously cope with multiple variables such as technological iteration, policy changes, and competitive pressure in the virtual market. After the simulation is completed, educators use the "three - dimensional evaluation method" - self - evaluation, peer evaluation, and teacher evaluation - to help students comprehensively recognize their own strengths and weaknesses.

In addition, the introduction of flipped classrooms and online learning platforms can enhance student engagement and learning outcomes. For example, in flipped classrooms, students learn theoretical knowledge through online platforms before class, and deepen their understanding and application through interactive activities and practical projects in class. Online learning platforms can provide rich learning resources, such as video lectures, online tests, and interactive discussions, to help students learn psychological capital knowledge anytime and anywhere, and adjust learning strategies in a timely manner through online feedback. Through these specific strategies and methods, it is possible to effectively enhance the psychological capital level of college students, strengthen their mental

health, academic performance, and career development abilities.

5.2 Practical Activities and Case Analysis

In psychological capital education, practical activities and case analysis are important means to help students transform theoretical knowledge into practical abilities. Firstly, by organizing diverse practical activities such as entrepreneurship simulations, social practices, and team collaboration projects, students can experience the entrepreneurial process in real or simulated contexts, thereby enhancing their psychological capital level. For example, through the organization of business plan competition, students' team cooperation ability is strengthened, from market research, business plan writing to project promotion, so that students can fully participate in all aspects of entrepreneurial activities. This can not only enhance students' self-efficacy and sense of hope, but also cultivate their resilience and optimistic attitude. In addition, arrange enterprise visits to allow students to personally experience the operation mode and management culture of enterprises. Teachers organize students to visit Baogang Group's rare earth steel sheet factory. Through on-site observation of modern production lines, students can understand how Baosteel achieves industrial upgrading through technological innovation and lean management. During the visit, teachers arrange for students to communicate with front-line technical experts and let students learn about the resilience and optimistic attitude demonstrated by the experts in optimizing production processes. Through communication with entrepreneurs and employees, they can understand the practical challenges and successful experiences of entrepreneurship, thereby stimulating their entrepreneurial intentions and confidence. At the same time, the organizing committee invites senior mentors from Baotou Rare Earth High-tech Zone Entrepreneurship Incubation Base to provide personalized entrepreneurial advice and support to students, helping them continuously adjust and optimize their entrepreneurial plans in practice, improve their psychological capital level, and establish a "Entrepreneurship Clinic" mechanism. When students encounter financing or market expansion difficulties in project promotion, they can make appointments with mentors for targeted guidance at any time, thus cultivating their sense of hope and resilience in flexibly responding to problems. Secondly, by analyzing successful entrepreneurial cases, especially those individuals who demonstrate high levels of psychological capital during the entrepreneurial process, it can help students better understand the importance of psychological capital in entrepreneurship. For example, teachers take Li Shengli, the founder of Knight Dairy in Baotou City, as a case study. Teachers require students to extract the corresponding relationship between Knight Dairy's key decisions and psychological capital dimensions, and have students analyze in detail how it (Knight Dairy) uses psychological capital dimensions such as self-efficacy, hope, resilience, and optimism to overcome difficulties and achieve success in the entrepreneurial process. At the same time, teachers design a simulated decision-making process called 'If I were Li Shengli' to enhance students' ability to transfer strategies. Through case teaching, students learn specific strategies for applying psychological capital and internalize them into their own behavioral patterns. In addition, students are encouraged to share their entrepreneurial experiences and insights, enhance their learning ability and psychological capital level through self-reflection and collective discussion. For example, by organizing entrepreneurial experience sharing meetings, students can be provided with a platform to share the challenges and gains encountered in the process of entrepreneurship, and the self-efficacy of students can be enhanced through peer feedback and support. Through these specific strategies and methods, students can not only enhance their level of psychological capital in practice, but also deepen their understanding and application of psychological capital through case analysis and experience sharing, thereby laying a solid foundation for future entrepreneurship and career development.

5.3 Support and Guarantee at the School Level

At the school level, in order to effectively implement psychological capital education, comprehensive support and guarantees need to be provided from three aspects: policy support, teacher training, and resource integration.

Firstly, formulating relevant policies is the foundation for promoting psychological capital education. Schools should incorporate psychological capital education into their curriculum and talent development plans, clarify educational objectives and implementation pathways. For example, the school makes psychological capital education a compulsory course, with 16 class hours per semester and corresponding credits (2 credits), to ensure that students can systematically learn the theory and application of psychological capital during the academic year. Through financial support, the school conducts research on psychological capital education, develops educational resources and tools, and

organizes practical activities to provide students with more learning opportunities and practical platforms.

Secondly, teacher training is the key to ensuring the quality of psychological capital education. Schools should strengthen the training of teachers and enhance their professional abilities in psychological capital education. By organizing workshops, seminars, and training courses, we aim to assist teachers in mastering the theories and methods of psychological capital education. For example, the school establishes a "Psychological Capital Education Teacher Special Fund" with an annual allocation of 2 million yuan for teacher training. The school regularly organizes teachers to attend the "Positive Psychology and Psychological Capital" training course at Beijing Normal University, so that teachers can systematically learn course design and intervention methods. In addition, teachers are encouraged to participate in research and practical activities related to psychological capital education, accumulate experience through practice, and improve their teaching level. Through systematic teacher training, teachers can better understand and impart knowledge of psychological capital, thereby effectively enhancing students' level of psychological capital.

Thirdly, resource integration is an important guarantee for the implementation of psychological capital education. Schools should integrate educational resources both on and off campus, establish a psychological capital education platform, and provide abundant learning resources and practical opportunities. For example, the management department of the Rare Earth High - tech Zone Entrepreneurship Park collaborates with universities to provide dual support of "psychological capital + business skills" for start - up teams. The park management invites psychological counselors to be stationed, and these counselors provide stress relief and team conflict mediation services for entrepreneurs. Through school enterprise cooperation, students can participate in practical projects, experience the entrepreneurial process, and enhance their psychological capital level. At the same time, utilizing online platforms and resources, we provide students with video lectures, online tests, and interactive discussions on psychological capital education, helping them learn psychological capital knowledge anytime and anywhere. In addition, the school should establish an evaluation and feedback mechanism for psychological capital education, regularly assess the effectiveness of the education, and continuously optimize the content and form of the education based on feedback. The school should develop a quantitative assessment system based on the four dimensions of psychological capital (self - efficacy, hope, resilience, optimism), and evaluate students at the beginning and end of each semester. For example, the school can use a Likert 5 - point rating (1 = "completely disagree" to 5 = "completely agree") and ask questions such as "I believe I can solve unexpected problems in entrepreneurship" (self - efficacy), etc. Through feedback integration, the school can provide comprehensive psychological capital education support for students, helping them improve their mental health, academic performance, and career development abilities.

Through these specific strategies and methods, schools can provide solid support and guarantees for psychological capital education, ensuring the effective implementation and sustainable development of education, thereby laying a solid foundation for students' comprehensive development and future success.

5.4 Synergy between Family and Society

The synergy between family and society is crucial in psychological capital education. Firstly, family support is an important way to enhance students' psychological capital level. Parents should actively participate in psychological capital education and help students establish confidence and optimistic attitudes through family education. For example, parents actively communicate to understand their students' psychological state and needs, and provide timely encouragement and support. In daily life, parents help students establish a positive attitude and values towards life through positive guidance and role models. In addition, parents should also participate in school's psychological capital education activities, such as parent teacher conferences, parent-child workshops, etc., to discuss with teachers how to better support students' psychological capital development. Through the support and guidance of their families, students can grow up in a warm and encouraging environment, enhancing their self-efficacy, hope, resilience, and optimism. Secondly, social collaboration is an important guarantee for psychological capital education. Schools should strengthen cooperation with various sectors of society and create a favorable environment that supports entrepreneurship. For example, collaborating with social organizations, businesses, and government departments to provide entrepreneurship training, financial support, and policy guidance to students. Through school enterprise cooperation, students participate in practical projects, experience the entrepreneurial process, and enhance their psychological capital level. At the same time, successful entrepreneurs and industry

experts are invited to give special lectures and guidance to students, sharing entrepreneurial experiences and psychological capital application strategies, enhancing students' entrepreneurial confidence and ability. In addition, the educational institution should utilize media and online platforms to promote the importance and successful cases of psychological capital education, and expand its social influence. For example, the institution released a 15-second TikTok video to promote the slogan "Failure is not the end, it is the starting point for the next experiment!" It combines popular topics to attract more social resources and support. Through the collaborative effect of society, schools can provide students with broader development platforms and resources, help them improve their psychological capital level, and lay a solid foundation for future entrepreneurship and career development. Through the synergistic effect of family and society, psychological capital education can receive more comprehensive support and guarantee, effectively improving students' mental health, academic performance, and career development abilities, providing solid support for their comprehensive development and future success.

5.5 Personalized Tutoring and Support

In psychological capital education, personalized counseling and support are important means to help students improve their level of psychological capital. Firstly, psychological counseling services can provide targeted assistance to students, solve their psychological problems, and enhance their psychological capital. For example, schools establish psychological counseling centers equipped with professional counselors to provide one-on-one psychological counseling services for students. Through psychological counseling, students can delve into their psychological state and needs, receive professional advice and support, and enhance their self-efficacy and resilience. In addition, group counseling is also an effective form of psychological counseling. By organizing group activities, students can share their experiences and feelings with each other, support and encourage each other, and enhance their psychological capital level within the group. At the same time, regular lectures on mental health are held, inviting psychology experts to explain mental health knowledge and strategies for applying psychological capital to students, helping them master methods and skills to enhance their psychological capital. Through psychological counseling services, students can solve psychological problems under professional guidance, improve their mental health and psychological capital level. Secondly, the mentorship system is an important way to provide personalized support. The school establishes a mentorship system to provide one-on-one guidance and support for students. For example, the school introduces professional psychologists to provide on-campus services, the school opens 10 free consultation sessions per week, and students are allowed to make appointments through the online system. These psychologists provide personalized guidance and advice based on students' personal situations and needs, helping them clarify career goals and implementation paths, thereby enhancing their hope and optimism. Mentors help students develop personal development plans, clarify their career goals and implementation paths, thereby enhancing their hope and optimism. At the same time, mentors can also provide career advice and entrepreneurial guidance, helping students understand industry trends and career development opportunities, and enhancing their entrepreneurial confidence and abilities. In addition, mentors regularly communicate and provide feedback to understand students' progress and needs, adjust guidance strategies in a timely manner, and ensure that students can continue to grow and improve with the support of mentors. Through the mentorship system, students can receive personalized guidance and support, enhance their psychological capital level, and lay a solid foundation for their future career and entrepreneurial development. Through personalized counseling and support, schools can provide targeted assistance and guidance to students, help them solve psychological problems, enhance their psychological capital level, and thus provide solid support for their comprehensive development and future success.

6. Conclusion

The importance of psychological capital as a key factor influencing college students' entrepreneurial intentions cannot be ignored. This article analyzes the relationship between college students' psychological capital and entrepreneurial intention, revealing the direct impact of psychological capital on entrepreneurial intention and its underlying mechanism. College students with higher levels of psychological capital are more inclined to show positive entrepreneurial intentions, and their psychological capital levels can be effectively improved through educational interventions. Based on this, this article proposes strategies for psychological capital education, providing practical guidance for universities to carry out psychological capital education.

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