

---

## The Relationship Between Psychological Capital, Learning Burnout and Employability Of College Students

---

Yang Xin<sup>1</sup>, Wei Hui Suan<sup>2\*</sup>

<sup>1&2</sup> Faculty of Education and Liberal Studies, City University Malaysia, Petaling Jaya, Selangor, 46100, Malaysia

\*Corresponding author

### Abstract

**Introduction:** Based on Luthans' psychological capital research, this paper explores the core of the psychological capital of college students, especially under the background of our country's emphasis on sports, the study and mental health of college students majoring in sports have received extensive attention. Under the background of our country's emphasis on sports, the study and mental health of college students majoring in sports have received extensive attention. In the face of fierce employment competition, the psychological capital of college students includes self-efficacy, optimism, resilience, and hope, which provides a solid foundation for them to gain a competitive advantage in the job market.

**Methodology:** This study focuses on the relationship between psychological capital and the employability of college students majoring in physical education and finds that learning burnout plays a mediating role between the two. In light of the key findings from the SPSS analyses through descriptive statistics, regression analysis, factor analysis and T-test, an appropriate approach would involve designing targeted interventions to enhance students' enthusiasm and engagement in technical courses, further develop focus during learning, and offer extra help for those battling with innovation-related difficulties.

**Discussion:** The Discussion section analyses the results of a survey which has been conducted by the researchers by collecting the responses of 43 survey participants. This comprehensive methodology plans to enhance the growth opportunities and results in technical education. The relationship between psychological capital, learning burnout, and employability among understudies is examined in this study.

**Conclusion:** Survey results show strong correlations, underscoring the value of psychological resources and the necessity of addressing burnout in order to improve students' overall well-being

Copyright © City University Press.

CUEJAR

Received: 17<sup>th</sup> January 2024

Revised: 15<sup>th</sup> February 2024

Accepted: 5<sup>th</sup> March 2024

*and future employability. These results provide teachers, universities, and students themselves with better assistance in addressing employability.*

**Keywords:** *psychological capital, physical education major, employability of college students, learning burnout.*

## **1. Introduction**

The number of fresh graduates from colleges and universities in my country continues to create new historical highs. The number of fresh graduates from colleges and universities in my country continues to create new historical highs. The number of college graduates from 2017 to 2021 is: 7.95 million, 8.2 million, 8.34 million, and 874 10,000, 9.09 million, the Ministry of Education announced the data of 2022 college graduates, reaching 10.76 million, an increase of 1.67 million from the 2021 class! The growth rate is as high as 18.4%! It can be seen that this year's "college graduation season" has evolved into "difficulty in college employment". Therefore, the author thinks about the difficulty of college students in China. College students only pay attention to the study of professional theoretical course knowledge while ignoring the importance of the education system. College students only pay attention to the study of professional theoretical course knowledge while ignoring the cultivation and improvement of comprehensive quality, which leads to the difficulty of college students only pay attention to the study of professional theoretical course knowledge while ignoring the cultivation and improvement of comprehensive quality, which leads to the difficulty of college students when they are facing job hunting. Explore the differences in the level of psychological capital and employability of college students, and adjust and strengthen the individual itself.

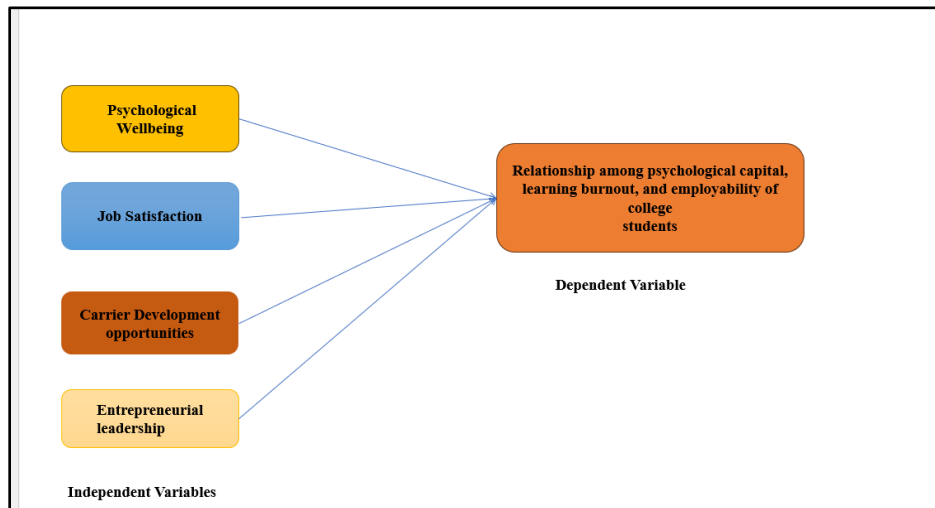
## **2. Literature Review**

Research on the Relationship between College Students' Psychological Capital and Employability. In recent years, psychological capital has become the focus of academia and industry, especially how it relates to the employability of college students. As per the view point of Joost Hoedemakers et al., (2023). In the domestic background, the research on psychological capital and college students' employability began to rise gradually. The research pointed out that psychological capital plays a vital role in the employment success of college students, and its level has a significant

impact on the employment success of college students (Tentama & Nur, 2021). The research pointed out that psychological capital plays a vital role in the employment success of college students, and its level has a significant impact on the employability and entrepreneurial ability of college students. The study found that the development of employability of college students is closely related to their psychological capital status. Researchers found that the development of employability of college students is closely related to their psychological capital status when exploring the connotation of psychological quality. A questionnaire study on 2,500 college students also confirmed the significant impact of psychological capital on college students' employability and pointed out that improving psychological capital is related to psychological quality. In addition, According to Tan & Guo, (2020), employability and pointed out that improving psychological capital can enhance college students' employability. that college students' employability is positively correlated with their psychological capital level (Cai, 2023). Previous research also shows that the development of positive psychological capital of college students' employability is a major concern. This research shows that college students' employability is positively correlated with their psychological capital level.

Based on the above studies, we can see that there is a significant positive correlation between the psychological capital of college students and their employability, and this field has also received more and more attention from scholars (Tentama & Nur, 2021). Based on the above studies, we can see that there is a significant positive correlation between the psychological capital of college students and their employability, and this field has also received more and more attention from scholars. It is also of practical significance to improve the employability of college students in the region.

## Conceptual Framework :



### Conceptual Framework

(Source: Self Developed)

Analyzing the above conceptual framework, it can be observed that the relationship between the learning burnouts, and psychological capital depends on the skills and knowledge of the students. Employability is used to build better characteristics that improve the learning capabilities of students at home and abroad (Fakunle, 2021). On the other hand, physiological capital use increases employment opportunities for the students who are fresh graduates. Employability provides opportunities to develop their careers which increases the satisfaction of those employees who are new graduate students. This study shows that improvement in employment is used to improve entrepreneurial ability among college students.

## 3. Methodology

### 3.1 Research Approach

The approach of deductive research has been chosen for the dissertation. This decision is appropriate for various reasons. First, the deductive strategy fits in impeccably with the theoretical underpinnings of the study. The research expands on previously perceived theories on psychological capital, learning burnout, and employability (Belle et al. 2022). Its primary goal is to methodically examine. Investigating the beneficial association between psychological capital and employability, the detrimental effects of learning burnout on employability, and the potential

mediating function of learning burnout in this relationship are some of the hypotheses that are included in this study. The investigation could start with existing hypotheses and move towards empirical proof by employing the deductive strategy. Second, the deductive technique is superior for testing hypotheses. The main goals of this study are to examine particular hypotheses and gauge how numerous factors relate to one another.

Survey questionnaires will be used in the study to gather information on employability, learning burnout, and psychological capital. For a thorough study of the data, statistical methods such mediation analysis, regression analysis, and correlation analysis will be used. The deductive strategy also promotes impartiality, which is important for a study that examines the psychological traits of undergrads and their employability (Sun *et al.* 2021). By using this methodology, the study stays immovably established in empirical data, which reduces subjectivity. The deductive approach is essential for aiming for conclusions that may be applied to larger populations. With this strategy, the study hopes to give understudies majoring in physical education insights into the connection between psychological capital, learning burnout, and employability that are applicable in various circumstances.

### **3.2 Data collection method**

In order to gather the majority of the data for this research, survey questionnaires were sent to a sample of Jiangxi Province, China, undergraduate physical education majors, especially from the 2020 grade cohort. 43 students in total will be chosen at random to take part in the survey. This approach is ideal for various strong causes. First, survey questionnaires are a well-established and effective way to gather information about individuals' opinions, attitudes, and self-reported behaviors. The purpose of this study is to evaluate the psychological capital, learning burnout, and employability of understudies, all of which are highly subjective constructs (Zhuang *et al.* 2020). Through the systematic collection of self-reported data from a sizable sample via surveys, researchers may learn more about the perceptions and experiences of participants in relation to these characteristics.

Second, conducting surveys is economical and time-effective, the two of which are advantageous for a dissertation study. A major sample of students' face-to-face interviews or observations would require a great deal of resources and logistical work. On the other hand, surveys may be printed or sent online, enabling a comprehensive data-collecting methodology. Thirdly, the sample is

representative of the greater community of undergraduate physical education students in Jiangxi Province due to the random selection of 43 students from the 2020 grade cohort. Random sample improves the findings' capacity to be applied to a larger student population, raising the study's external validity.

Additionally, surveys lend themselves well to quantitative data analysis techniques, which are crucial for achieving the study goals of analyzing the connections between psychological capital, learning fatigue, and employability (Barratt, & Duran, 2021). To systematically examine the hypotheses and reach relevant conclusions, the survey data may be subjected to statistical techniques including mediation analysis, regression analysis, and correlation analysis. Finally, this form of data collection respects the participants' autonomy and privacy. Because of the anonymity offered by a self-administered survey style, understudies may be more ready to answer frank questions regarding their psychological health and employability.

### **3.3 Data Analysis**

For various convincing reasons, the data analysis strategy used for this dissertation — using SPSS is quite appropriate. First, SPSS is a well-known and reliable statistical software program that is regularly used for data analysis in social sciences, such as psychology and education. Its vast selection of statistical tools and user-friendly interface are credited with its popularity. SPSS offers a total platform for carrying out the essential statistical tests since the dissertation wants to study the links between psychological capital, learning burnout, and employability among undergrads (Zhao, 2023). Second, the majority of the information gathered for this study through survey questionnaires is quantitative in nature. SPSS is the best option because it was created primarily for the analysis of quantitative data. The program enables the computation of several statistical measures, including mediation analyses, regression analyses, correlation analyses, and descriptive statistics, all of which are essential for realizing the goals of the study.

Thirdly, SPSS makes it possible to analyze data thoroughly and methodically, guaranteeing the validity and dependability of the results. The program enables the analysis of correlations among several variables, which is crucial to our investigation. For instance, it will make it easier to investigate the relationships between psychological capital traits (such as self-efficacy, optimism, resilience, and trust) and learning burnout traits (such as emotional weariness, cynicism, and academic inefficacy), as well as how these traits all in all affect employability (Yu *et al.* 2021).

The tools expected to undertake advanced studies that can reveal intricate correlations between the variables are given by SPSS. Additionally, SPSS makes it simple to visualize data using tables, charts, and graphs, which can improve the results' readability and clarity. The software's result offers thorough information on statistical tests and enables the presentation of results in a way that is understandable to readers and researchers alike.

## 4. Results

### 4.1 SPSS Analysis Descriptive statistics

Refer to Appendix 1 to 4, The descriptive statistics obtained from the SPSS analysis provide valuable insights into the variables related to psychological capital, learning burnout, and employability of college students in the context of physical education professionals. These insights shed light on different parts of the studied understudies' demographics, attitudes, and self-perceptions. Most importantly, it's essential to take note that the sample size for this study is relatively small, with only 43 randomly chosen college understudies participating. While this example size can give significant data, it might restrict the generalization of the discoveries to a more extensive population.

	Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Error	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
1. Your gender:	43	1	2	1.42	.076	.499
2. Your grade:	43	1	3	2.21	.118	.773
3. Your major:	43	1	2	1.09	.045	.294
4. Your domicile:	43	1	2	1.67	.072	.474
5. Are you an only child:	43	1	2	1.86	.053	.351
6. Education level of your parents:	43	2	5	4.33	.151	.993
7. Occupation of your parents:	43	1	6	2.65	.339	2.224
8. Your family's financial situation:	43	1	3	1.77	.087	.571
9. Have you served as a student cadre during your university:	43	1	4	3.40	.116	.760
10. Your political affiliation:	43	2	3	2.51	.077	.506
11. Your comprehensive grade ranking in the class:	43	1	3	1.81	.076	.500
12. Your major project is:	43	1	9	2.07	.359	2.354
13. Have you obtained the physical education professional teacher qualification certificate:	43	2	2	2.00	.000	.000
14. The sports performance grades you have obtained in participating in sports competitions during college are: (not obtained)	43	0	1	.44	.077	.502
14 (school level)	43	0	1	.47	.077	.505
14 (city level)	43	0	1	.02	.023	.152
14 (Provincial)	43	0	1	.14	.053	.351

**Figure no 1: Descriptive Analysis**

(Source: self-created)

First and foremost, concerning orientation dissemination, the data reveals a primarily balanced representation with a mean of 1.42, demonstrating that the example comprises both male and female respondents. The standard deviation of 0.499 proposes moderately low changeability in orientation, underscoring an impartial gender appropriation among the members.

Regarding grade levels, the mean grade of 2.21 and a standard deviation of 0.773 indicate moderate variability in academic performance. This suggests a moderately different scope of scholarly accomplishments inside the example, for certain understudies succeeding while others struggle. The statistics related to the significant project (question 11) present a mean of 2.51 and a standard deviation of 0.506, recommending that understudies change in their inclinations for significant tasks, with some leaning toward explicit kinds more than others. Strangely, the information connected with the respondents' self-perceived character qualities and mentalities uncovers a for the most part uplifting perspective. For example, statements such as "I am confident in my abilities" (mean 4.33) and "I always complete tasks well" (mean 3.40) show that the majority of participants exhibit high self-esteem and a sense of accomplishment. Besides, the outcomes connected with respondents' capacity to deal with pressure and challenges (questions 16, 17, 18, and 19) recommend that numerous understudies have an uplifting perspective and trust in their capacity to adjust to change and beat difficulty.

First and foremost, concerning orientation dissemination, the data reveals a primarily balanced representation with a mean of 1.42, demonstrating that the example comprises both male and female respondents. The standard deviation of 0.499 proposes moderately low changeability in orientation, underscoring an impartial gender appropriation among the members. Regarding grade levels, the mean grade of 2.21 and a standard deviation of 0.773 indicate moderate variability in academic performance. This suggests a moderately different scope of scholarly accomplishments inside the example, for certain understudies succeeding while others struggle. The statistics related to the major project (question 11) show a mean of 2.51 and a standard deviation of 0.506, recommending that understudies change in their inclinations for significant tasks, with some leaning toward explicit kinds more than others.

As far as academic motivation and engagement with technical subjects, the data paints a mixed picture. While some students express strong interest and competency (questions 10 and 12), others demonstrate a lack of engagement or hardships in focusing on technical subjects (questions 11 and 14). The information reveals that respondents have a relatively diverse range of interactions with peers from different backgrounds and interests, as indicated by the statistics for questions 33, 34, and 35. The mean values for these inquiries recommend that understudies frequently draw in people with fluctuating majors, schools, hobbies, and specialities.



All in all, the descriptive statistics portray a heterogeneous student population. While some exhibit high self-esteem, motivation (e.g., mean grade of 2.21), and flexibility (e.g., mean of 4.33 for trust in capacities), others grapple with challenges in academic engagement (e.g., mean of 3.40 for finishing responsibilities well) and specialized subjects. These bits of knowledge highlight the significance of fitting educational strategies and support mechanisms to cater to the diverse needs and characteristics of the student body.

#### **4.2 Regression Analysis**

Refer to Appendix 5 and 6, the regression analysis conducted using SPSS provides valuable insights into the factors influencing students' choice of major. The model outline shows that the indicators altogether represent 34.1% of the fluctuation in the reliant variable, which is the decision of the major. The changed R-square worth of 0.210 proposes that the model has moderate informative power. The standard error of the estimate (0.261) addresses the typical distance between the noticed and anticipated values, demonstrating the model's overall accuracy in predicting major choices. The ANOVA table further supports the model's significance, with an F-statistic of 2.593 and a corresponding p-value of 0.029. This recommends that the indicators, which incorporate sports performance grades, sports qualification certificates, and athletic achievements, collectively have a significant impact on students' choice of major.

Looking at the coefficients, it's obvious that several variables play a role in major selection. Notably, students who have obtained higher sports performance grades in college (Provincial level) tend to have a greater likelihood of choosing a specific major. Moreover, having a professional sports qualification certificate, such as being a referee or coach, is associated with a higher probability of selecting a major. The histogram of regression standardized residuals for the dependent variable "Choice of Major" reveals a roughly symmetrical distribution centred on zero, with the mean almost indistinguishable from zero (7.68E-16). This proposes that the residuals follow a typical conveyance, demonstrating that the relapse model's presumptions are sensibly met. The standard deviation of 0.913 demonstrates that most residuals fall inside one standard deviation of the mean, implying a moderately solid match. There are no clear exceptions, reinforcing the model's reliability in explaining the variance in students' major choices among the surveyed population of 43 individuals.

Taking everything into account, the regression analysis features the impact of sports-related factors on understudies' decision to major. While this model makes sense of a moderate piece of the difference, it highlights the meaning of sports execution grades and expert capabilities in forming academic inclinations. Educational institutions and policymakers can utilize these bits of knowledge to foster customized procedures and emotionally supportive networks for understudies with sports foundations, at last improving their academic experiences and career prospects. Further research may explore additional variables to improve the model's explanatory power.

### 4.3 Factor Analysis

Refer to Appendix 7 to 9, the factor analysis conducted using Principal Component Analysis (PCA) on the survey data has yielded insightful results, revealing insight into the basic builds of respondents' beliefs and attitudes. The examination starts with communalities, which demonstrate the extent of variance in each variable that can be explained by the extracted factors. Amazingly, the vast majority of the factors display high communalities, ranging from approximately 0.587 to 0.877 during the extraction process. This proposes that the picked factors are appropriate for factor analysis, as they on the whole offer significant normal fluctuation.

Communalities		
	Initial	Extraction
19. I usually set specific goals and work towards them.	1.000	.738
20. I maintain my inner stability even as my surroundings change.	1.000	.704
21. I study and work actively to realize my ideals.	1.000	.877
22. When the situation is uncertain, I always expect good results.	1.000	.750
23. I am working hard to achieve my goals.	1.000	.774
24. I always see the bright side of things.	1.000	.799
25. I pursue my goals with confidence.	1.000	.830
26. I think good people still account for the vast majority in society.	1.000	.587
27. I have certain plans for my study and life.	1.000	.715
28. Most of the time, I am in high spirits.	1.000	.726
29. I know exactly what I want in life.	1.000	.633
30. I think life is good.	1.000	.617
31. I don't know what my purpose in life is.	1.000	.761
32. I feel hopeful about the future.	1.000	.799
33. I believe in my ability to adapt to future changes and challenges.	1.000	.702

**Figure no 2: Factor analysis**

(Source: Self-created)

The cumulative variance explained by the four extracted components is approximately 73.97%, demonstrating that these components really catch a critical piece of the general change in the first factors. This is a critical finding, as it shows that the separated elements are significant and important in figuring out the respondents' perspectives. Refer to Appendix 8, the scree plot shows

that the initial four eigenvalues are fundamentally bigger than the rest. This proposes that there are four factors that can make sense of the difference in the information. The first factor, which represents 52.48% of the difference, is connected with optimism and hopefulness. The second factor, which represents 8.74% of the change, is connected with self-adequacy and flexibility. The third factor, which represents 6.87% of the fluctuation, is connected with objective setting and arranging. The fourth component, which represents 5.86% of the fluctuation, is related to social support.

The component matrix analysis provides valuable insights into the relationships between variables and the four extracted components. Looking at the loadings, it becomes obvious that particular factors play a crucial part in characterizing these builds. For instance, Component 1 exhibits strong loadings for variables associated with optimism (loading = 0.801), positive attitudes (loading = 0.875), and future expectations (loading = 0.807). In contrast, Component 2 is characterized by variables related to goal-setting (loading = 0.807), confidence (loading = 0.834), and active pursuit of goals (loading = 0.731). These powerful loadings highlight the meaning of these factors in forming their particular parts, upgrading the legitimacy of the factor analysis.

Overall, the results suggest that the four extracted components represent distinct but related aspects of respondents' beliefs and attitudes. Component 1 reflects optimism and a positive outlook, Component 2 connects with objective arranged ways of behaving, Component 3 catches flexibility and navigation, while Component 4 seems to pertain to inner stability and resilience. These discoveries offer a nuanced comprehension of the multi-layered nature of respondents' points of view. All in all, the factor analysis provides valuable insights into the underlying constructs of respondents' beliefs and attitudes, supported by high communalities, significant combined differences made sense of, and clear scree plot results. These discoveries can act as an establishment for additional exploration or functional applications, empowering a more profound comprehension of the variables impacting people's viewpoints and conduct.

#### **4.4 T-Test Analysis**

Refer to Appendix 10 and 11, The T-test examination directed in SPSS gives important experiences into different parts of students' perceptions and behaviors related to technical courses. Remarkably, the mean scores for every assertion were contrasted with a test worth of 0, which implies an impartial position. The outcomes demonstrate critical deviations from a lack of bias

across all assertions. First, students strongly believe in having their own learning strategies and plans for specialized courses, as confirmed by a significant mean distinction of 3.651 ( $t=25.945$ ,  $p<0.001$ ). On the other hand, they express worries about the apparent pointlessness of learned innovation, with a mean contrast of 2.651 ( $t=13.489$ ,  $p<0.001$ ).

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
16. I only practice technique for exams	43	2.91	1.109	.169
17. I want to learn technology, but it is boring	43	2.91	1.065	.162
18. I have more energy when learning technology	43	3.60	.849	.129
19. I rarely plan my technical learning time	43	3.00	1.091	.166
20. Exams always bore me	43	3.07	1.009	.154

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1. I have my own learning methods and plans for technical courses, and I can put them into practice	25.945	42	.000	3.651	3.37	3.94
2. I feel that the technology I have learned is useless	13.489	42	.000	2.651	2.25	3.05
3. It is easy for me to master the professional technology	26.046	42	.000	3.326	3.07	3.58
4. When I wake up early in the morning, I feel very tired when I think about facing a day of study	17.315	42	.000	3.047	2.69	3.40
5. It is difficult for me to maintain long-term enthusiasm for learning a certain technology	17.995	42	.000	3.023	2.68	3.36
6. I can calmly deal with my emotional problems while learning technology	27.848	42	.000	3.674	3.41	3.94
7. After studying all day, I feel exhausted	21.787	42	.000	3.419	3.10	3.74
8. So far, my technical study in university has fully demonstrated my ability	24.404	42	.000	3.302	3.03	3.58
9. I am constantly bored with learning technology	17.805	42	.000	2.837	2.52	3.16

**Figure no 3: T-Test analysis**

(Source: Self-created)

Besides, understudies for the most part find it simple to dominate proficient innovation (mean distinction = 3.326,  $t=26.046$ ,  $p<0.001$ ). Notwithstanding, they face difficulties in keeping up with long-haul energy for learning (mean distinction = 3.023,  $t=17.315$ ,  $p<0.001$ ) and managing emotional problems during technical learning (mean difference = 3.674,  $t=27.848$ ,  $p<0.001$ ). As, understudies express trust in their capacity to succeed in specialized courses (mean distinction = 3.535,  $t=28.042$ ,  $p<0.001$ ). In any case, focus issues during innovation learning are a worry (mean distinction = 2.698,  $t=16.366$ ,  $p<0.001$ ).

As far as interest, understudies display elevated degrees of excitement for their major (mean distinction = 3.884,  $t=36.525$ ,  $p<0.001$ ). However, they admit to struggling with persistence (mean contrast = 2.744,  $t=17.955$ ,  $p<0.001$ ) and find specialized tests rather exhausting (mean distinction = 3.372,  $t=21.592$ ,  $p<0.001$ ). These outcomes mirror the complex interplay of attitudes, motivation, and challenges faced by students in technical education, shedding light on areas that may require additional support and intervention.

#### 4.5 Data Interpretation of Survey Data

While researching the connection between psychological capital, learning fatigue, and employability among undergraduates, it may be particularly important to interpret survey data. The survey also gathered demographic data on the respondents, such as age, orientation, academic majors, and educational backgrounds, in addition to the key factors. These demographics' analysis shows interesting tendencies. Younger people, for instance, often report larger amounts of psychological capital, indicating that a student's age may affect their psychological resources. Also noted are orientation inequalities, with male students often reporting higher optimism levels and female students typically scoring better on self-efficacy tests. The survey's main areas were the psychological capital of undergraduates. Elements like self-efficacy, optimism, trust, and resilience are all included in psychological capital. The survey findings show a notable pattern in which a sizable percentage of students reported having a ton of psychological capital. This is positive because increased psychological capital is regularly associated with increased drive, resiliency, and overall well-being (Tang, & He, 2022).

The research also reveals that students with more psychological capital had a better probability of having a positive attitude toward their academic endeavors. They displayed more confidence in their capacity to defeat obstacles and succeed academically. Emotional tiredness, cynicism, and a decreased sense of personal success are all aspects of learning burnout. According to the findings, a sizable percentage of students said they had burnout symptoms. Learning burnout may have a negative impact on students' academic performance and general well-being, therefore this is a cause for worry.

The relationship between psychological capital and it is also noteworthy to learn fatigue. Higher psychological capital is associated with fewer cases of burnout among students (Xue *et al.* 2023). This implies that increasing psychological capital could operate as a safeguard against burnout. The detrimental impacts of burnout on students' learning experiences may be lessened by strategies designed to increase students' psychological well-being and resilience. One vital result variable in this study is the employability of undergraduates. According to the survey results, students who experienced less learning burnout were more likely to express confidence in their abilities to find business. This shows that decreasing burnout and increasing psychological capital may have a favorable impact on how employable students feel they are.

In order to assist students' academic and professional achievement, strategies for boosting psychological capital, can be incorporated into the educational program (Sulistiobudi, & Kadiyono, 2023). The detrimental effects of learning burnout on students' academic performance and future employability can also be lessened by identifying its early warning signals and offering tailored support measures.

## **5. Discussion**

Analyzing the responses to the survey which has a sample size of 43 helps to recognize the opinion and presence of the participants regarding the importance of improving employment by adopting learning burnouts. Most of the people who were the participants of the survey considered that students who are employed can improve their self-efficiency and boost their confidence to ensure their professional skills and build an identity (Santisi et al., 2020). The results of the survey show that physiological characteristics are used to increase their mental and as well as physical fitness. The survey participants concluded that physical education is a vital part of education which helps to foster better physical health, which can increase the efficiency of the work (Wahid Hasyim & Mangundjaya, 2019). Adopting the knowledge used to develop psychological capital works as an asset that can be used to improve the leadership capabilities of students who are job seekers.

Psychological capital works as an asset for students so that they can secure a good position in their professional field (Paliga et al., 2022). On the other hand, physical education helps students to be physically strong so that they can provide their best effort to develop their careers. In China, universities are promoting physiological development programs that can be used to increase the mental well-being and physiological capital of the students (Wahid Hasyim & Mangundjaya, 2019). This study also provides enough attention to discuss the suitable factors that are playing a vital role in boosting the confidence among the students who are looking for jobs.

The relevant psychological elements developed the learning and reading capital of the teachers who are working to develop the learning capacity of university and college students. University councilors by increasing psychological skills recognize the potential of the students and fresh graduates. Students who have better psychological capabilities can perform well in their educational and professional fields (Ali et al., 2021). The role of the teachers and education are very significant and used to shape the life of a student to be adjusted with the continuous development in employability. Identifying the dynamic of learning burnout works as the social

factor that can ensure a smooth transition from the educational field to the professional field (Ali et al., 2021). Students who are working as a fresher in any organization can gain more confidence to gain knowledge about their psychological needs which help pave the path of their careers as per their potential and needs.

## **6. Conclusion**

This study will provide the necessary information to the raiders and future researchers to gather the right information about employability, learning burnouts and psychological capital. This knowledge helps future researchers who are interested in researching a similar topic (Brown, 2018). Finding the factors that are used to dance the employability and learning burnout can help the research team to provide more accurate information in their studies which can be relevant to recent times. The present did not provide internal information about the empathy practice in the different universities, so future scholars can research this to recognize the different approaches to adopting the concept of empathy in their education which can build entrepreneurial skills among university students (Cai, 2023). Understand the level of employability of college students to improve the actual situation of college students in various dimensions. It can help them better improve their employability.

## **7. Reference list**

### **Journals**

- Ali, I., Khan, M. M., Shakeel, S., & Mujtaba, B. G. (2021). Impact of Psychological Capital on Performance of Public Hospital Nurses: The Mediated Role of Job Embeddedness. *Public Organization Review*. <https://doi.org/10.1007/s11115-021-00521-9>
- Barratt, J. M., & Duran, F. (2021). Does psychological capital and social support impact engagement and burnout in online distance learning students?. *The Internet and Higher Education*, 51, 100821. DOI: <https://doi.org/10.1016/j.iheduc.2021.100821>
- Belle, M. A., Antwi, C. O., Ntim, S. Y., Affum-Osei, E., & Ren, J. (2022). Am I gonna get a job? Graduating students' psychological capital, coping styles, and employment anxiety. *Journal*



of Career Development, 49(5), 1122-1136. DOI:  
<https://doi.org/10.1177/08948453211020124>

Brown, G. T. L. (2018). Doctoral Education in Quantitative Research Methods: Some Thoughts about Preparing Future Scholars. *Frontiers in Applied Mathematics and Statistics*, 3. <https://doi.org/10.3389/fams.2017.00025>

Cai, Y. (2023). Institutionalisation of Employability Capital in Employment Markets. *Springer eBooks*, 161–180. [https://doi.org/10.1007/978-3-031-20653-5\\_8](https://doi.org/10.1007/978-3-031-20653-5_8)

Drăghici, G.-L., & Cazan, A.-M. (2022). Burnout and Maladjustment Among Employed Students. *Frontiers in Psychology*, 13(1). <https://doi.org/10.3389/fpsyg.2022.825588>

Fakunle, O. (2021). International students' perspective on developing employability during study abroad. *Higher Education Quarterly*, 75(4). <https://doi.org/10.1111/hequ.12308>

Froehlich, D., Aasma, S., & Beausaert, S. (2020). Achieving Employability as We Age: The Role of Age and Achievement Goal Orientations on Learning and Employability. *Administrative Sciences*, 10(3), 49. <https://doi.org/10.3390/admsci10030049>

Giancaspro, M. L., Callea, A., & Manuti, A. (2022). "I Like It like That": A Study on the Relationship between Psychological Capital, Work Engagement and Extra-Role Behavior. *Sustainability*, 14(4), 2022. <https://doi.org/10.3390/su14042022>

Joost Hoedemakers, Arne Vanderstukken, & Stoffers, J. (2023). The influence of leadership on employees' employability: a bibliometric analysis, systematic literature review, and research agenda. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1092865>

Liang, L., Xiao, Q., & Yang, Y. (2018). The Psychological Capital of Left-Behind University Students: A Description and Intervention Study From China. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.02438>

Martínez, I. M., Youssef-Morgan, C. M., Chambel, M. J., & Marques-Pinto, A. (2019). Antecedents of academic performance of university students: Academic engagement and



- psychological capital resources. *Educational Psychology*, 39(8), 1047-1067. DOI: <https://doi.org/10.1080/01443410.2019.1623382>
- Mason, C. M., Burns, S. M., & Bester, E. A. (2022). Supporting students' employability through structured, event-based engagement with employers. *Education + Training*. <https://doi.org/10.1108/et-04-2021-0145>.
- Paliga, M., Kożusznik, B., Pollak, A., & Sanecka, E. (2022). The relationships of psychological capital and influence regulation with job satisfaction and job performance. *PLOS ONE*, 17(8), e0272412. <https://doi.org/10.1371/journal.pone.0272412>
- Santisi, G., Lodi, E., Magnano, P., Zarbo, R., & Zammitti, A. (2020). Relationship between Psychological Capital and Quality of Life: The Role of Courage. *Sustainability*, 12(13), 5238. <https://doi.org/10.3390/su12135238>
- Sisavath, S. (2020). Benefits of Studying Abroad for Graduate Employability: Perspectives of Exchange Students from Lao Universities. *Journal of International Students*, 11(3). <https://doi.org/10.32674/jis.v11i3.2779>
- Sulistiobudi, R. A., & Kadiyono, A. L. (2023). Employability of students in vocational secondary school: Role of psychological capital and student-parent career congruences. *Heliyon*, 9(2). DOI: <https://doi.org/10.1016/j.heliyon.2023.e13214>
- Sun, W., Wang, N., & Shen, L. (2021). The relationship between employment pressure and occupational delay of gratification among college students: positive psychological capital as a mediator. *Current Psychology*, 40, 2814-2819. DOI: <https://doi.org/10.1007/s12144-019-00209-w>
- Tang, Y., & He, W. (2022). Emotion regulation and psychological Capital of Chinese University Students during the Covid-19 pandemic: the serial mediation effect of learning satisfaction and learning engagement. *International Journal of Environmental Research and Public Health*, 19(20), 13661. DOI: <https://doi.org/10.3390/ijerph192013661>

- Wahid Hasyim, & Mangundjaya, W. L. (2019). *The Mediating Role of Psychological Capital in the Organizational Climate and Work Engagement Relationship*. <https://doi.org/10.2991/iciap-18.2019.81>
- Xu, J., & Choi, M. C. (2023). Can Emotional Intelligence Increase the Positive Psychological Capital and Life Satisfaction of Chinese University Students?. *Behavioral Sciences*, 13(7), 614. DOI: <https://doi.org/10.3390/bs13070614>
- Xue, D., Sun, B., Li, W., Zhou, H., Ding, F., & Xiao, W. (2023). The Symptom Network Structure of Teachers' Burnout and Its Connection to Psychological Capital. *Psychology Research and Behavior Management*, 3503-3518. DOI: <https://doi.org/10.2147/PRBM.S421932>
- Yang, Y., & Yang, P. (2022). Effect of college students' academic stress on anxiety under the background of the normalization of COVID-19 pandemic: The mediating and moderating effects of psychological capital. *Frontiers in psychology*, 13, 880179. DOI: <https://doi.org/10.3389/fpsyg.2022.880179>
- Yu, J., Wang, Y., Tang, X., Wu, Y., Tang, X., & Huang, J. (2021). Impact of family cohesion and adaptability on academic burnout of Chinese college students: Serial mediation of peer support and positive psychological capital. *Frontiers in Psychology*, 12, 767616. DOI: <https://doi.org/10.3389/fpsyg.2021.767616>
- Zhao, A. (2023). The impact of career expectation on employment anxiety of art students in higher vocational colleges during the COVID-19: A chain mediating role of social support and psychological capital. *Frontiers in Psychology*, 14, 1141472. DOI: <https://doi.org/10.3389/fpsyg.2023.1141472>
- Zhuang, M. Q., Chen, H. F., & Li, H. Z. (2020). Correlation between positive psychological capital and professional commitment and learning burnout in undergraduate nursing students. *Int J Clin Exp Med*, 4(4), 167-174. DOI: 10.26855/ijcemr.2020.10.008