

Research on the Application of Positive Psychological Capital in Human Resource Management Education Reform



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Abstract: In a rapidly changing professional environment, positive psychological capital is crucial for enhancing individual adaptability and overall performance. This paper discusses the application path of positive psychological capital in human resource management education reform, including the construction of a curriculum design framework, practice-oriented teaching methods, the transformation of teachers' roles and competence enhancement, and the assessment mechanism of positive psychological capital. By systematically cultivating students' self-positive psychological capital, the education reform can effectively enhance students' vocational ability and psychological quality, thus laying the foundation for their success in the future workplace. This educational practice not only improves students' performance but also helps to promote the development of the whole industry, making it more in line with the needs of modern society.

Keywords: positive psychological capital; human resource management; educational reform; curriculum design; vocational competence

Introduction

Traditional human resource management education focuses on the teaching of theoretical knowledge. It neglects the cultivation of students' psychological quality, which leads to students' weak adaptability and stress resistance in practical work. And positive psychological capital can effectively compensate for this deficiency by enhancing students' confidence, optimism, and resilience to challenges. In the context of human resource management education reform, the introduction of positive psychological capital is of great significance. Positive psychological capital includes four elements: self-efficacy, hope, optimism, and resilience, which can effectively improve students' career quality and mental health. The application of positive psychological capital can also introduce innovative teaching modes for human resource management courses, such as teamwork and scenario simulation, to further enhance students' practical ability and creative thinking. Therefore, positive psychological capital plays an indispensable role in promoting the reform of human resource management education and helps to cultivate composite talents who can adapt to the needs of the modern workplace.

1.The Meaning and Role of Positive Psychological Capital

1.1 The four elements of positive mental capital

Positive psychological capital consists of four core elements, which are self-efficacy, hope, optimism, and resilience. Self-efficacy refers to an individual's confidence in himself/herself to accomplish tasks, which can enhance students' initiative and self-confidence in learning and work, thus improving their problem-solving ability. Hope, on the other hand, reflects an individual's positive outlook on future goals, prompting students not to give up easily in the face of difficulties and maintaining the motivation to pursue success. Optimism refers to an individual's ability to respond positively in the face of setbacks and to believe that things will develop in a good direction, which helps to reduce negative emotions and maintain a positive mindset. Resilience represents an individual's ability to recover quickly and keep moving forward when experiencing stress or adversity, which makes students more resilient and adaptable in the workplace and their studies. These four elements work together to help students achieve sustained mental growth and demonstrate greater coping skills and creative potential.

1.2 The role of positive psychological capital in individual development

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Positive psychological capital plays a crucial role in the development of individuals, and it can effectively promote their psychological health, professional growth, and social adaptability. At the psychological level, positive psychological capital helps individuals maintain a positive mindset, reduces the impact of negative emotions such as anxiety and stress, and improves psychological resilience, enabling them to adjust quickly and respond positively when facing setbacks. In terms of career growth, self-efficacy and hope in positive psychological capital enable individuals to be more confident at work, dare to face challenges, and continuously pursue higher career goals (Wang & Xiao, 2023). In addition, optimism can help employees stay motivated in the complex and changing workplace environment and enhance job satisfaction and performance. The enhancement of social adaptability is reflected in the combination of resilience and optimism, which enables individuals to better integrate into the team, establish harmonious interpersonal relationships with colleagues and leaders, and enhance teamwork and innovation. Therefore, positive psychological capital is not only an important driving force for an individual's internal development but also plays an active role in career success and social interactions, helping individuals to realize comprehensive growth in diverse environments.

2.The Relevance of Positive Mental Capital to Human Resource Management Teaching and Rehabilitation

2.1 The contribution of positive psychological capital to the development of students' vocational competence

Positive psychological capital plays an important role in the cultivation of students' vocational ability, especially in enhancing students' adaptability, innovation, and stress resistance. First of all, self-efficacy in positive psychological capital can enhance students' confidence in their abilities and make them dare to take responsibility and solve problems effectively when facing complex tasks and challenges. This not only helps to improve students' career competence but also develops their initiative and executive power. Second, optimism and hope, as key elements of positive psychological capital, help students maintain positive expectations and coping attitudes towards the future, be able to set long-term goals in their career planning and maintain motivation and perseverance in the face of setbacks. Especially in the modern workplace environment of intense competition and rapid change, optimism helps to enhance students' ability to resist stress, which in turn improves work efficiency and career performance (Du, 2024). Once again, the element of resilience helps students recover quickly from stress

or failure and learn from it, resulting in greater adaptive capacity. This increased resilience and adaptability is crucial for students' future career development. Overall, positive psychological capital provides strong support for the development of students' career competencies by shaping their psychological qualities and helping them to excel in changing work environments.

2.2 The role of positive psychological capital in teaching innovation

Positive psychological capital plays a key role in promoting teaching innovation and bringing new teaching methods and concepts to traditional human resource management education. Positive psychological capital emphasizes students' self-efficacy, hope, optimism, and resilience, and teachers can guide students to actively participate in classroom interactions and practical activities through the cultivation of these psychological traits, thus changing the traditional teacher-centered teaching mode. For example, teaching methods such as situational simulation, teamwork, and project-oriented learning can lead students to actively solve problems by setting up real-life problem situations, and enhance their self-confidence and cooperation skills in the process. The integration of positive psychological capital also leads to innovation in teaching evaluation methods. Through the design of multiple evaluation mechanisms, not only to assess students' knowledge mastery but also to pay attention to the improvement of their psychological quality and teamwork ability. This all-around evaluation method can effectively promote the overall development of students. In addition, the cultivation of positive psychological capital also promotes the change of teachers' roles from traditional knowledge transmitters to guides and supporters of students' psychological development, encouraging students' self-reflection and continuous learning (Liu & Zhang, 2024). By integrating positive psychological capital into the teaching process, human resource management education can better cultivate comprehensive talents with innovation ability, stress resistance, and teamwork spirit.

2.3 Optimization of positive mental capital on human resource management talent training model

The traditional education model of human resource management often focuses on the teaching of theoretical knowledge and skills training and pays less attention to the development of students' psychological quality and potential ability, which leads to a lack of sufficient adaptability and stress-resistance in the actual workplace. With the introduction of positive psychological capital, the cultivation model pays more attention to the exploration of students' psychological potential and

helps students better cope with challenges in the workplace by enhancing their sense of self-efficacy, hope, optimism, and resilience. Positive psychological capital strengthens students' sense of self-efficacy, enabling them to cope confidently with complex tasks, thus improving decision-making and problem-solving abilities (Gu & Wang, 2024). The hopeful traits in positive psychological capital motivate students to set clear goals in their career planning and maintain continuous learning motivation. In addition, resilience, as an important element, enhances students' resilience in the face of setbacks and stress, enabling them to quickly adapt to changes in the workplace. Through the integration of positive psychological capital, the cultivation mode is transformed from pure knowledge transfer to comprehensive enhancement of psychological and vocational qualities, which further promotes the comprehensive development of students' vocational ability and lays a solid foundation for cultivating more competitive and complex human resource management talents.

3.The Path of Positive Psychological Capital in Human Resource Management Education and Reform

3.1 Constructing a curriculum design framework centered on positive psychological capital

In the human resource management education reform, it is necessary to build a curriculum design framework centered on positive psychological capital and establish the four elements of positive psychological capital as the basic goal of curriculum design. First of all, the course content needs to be integrated and optimized around the elements of positive psychological capital. For example, in the course of human resource management, a special module can be set up to explore the application of these elements of psychological capital in practical work, such as through case study teaching to show how positive psychological attitudes affect team building, leadership development, and employee performance. And, the course should include self-assessment tools and activities to help students identify and enhance their psychological capital (Sun, 2022). Second, teaching methods should be updated to be more interactive and student-centered. Using methods such as group discussions, role-playing, and simulation exercises, students can practice these psychological capitals in real or simulated work environments. Once again, the course design should also include a reflection and self-development component. Through regular self-reflection reports and development plans, students are guided to think about how they can effectively use and enhance their positive psychological capital in the learning process. Teachers can provide feedback to help students adjust and optimize their strategies for applying their

psychological capital. By designing the program in this way, not only do students enhance their psychological capital while learning about human resource management, but also enable them to learn how to continue to develop and apply these key psychological resources in their future careers, to stand out in a competitive work environment.

3.2 Adoption of situational simulation and practice-oriented teaching methods

The use of situational simulation and practice-oriented teaching methods is an effective way to realize the application of positive psychological capital. This approach allows students to naturally apply and reinforce positive psychological capital elements such as self-efficacy, hope, optimism, and resilience through the process of exploring and solving problems by simulating real workplace situations. Educators can design a series of situational simulation activities based on real work challenges. For example, in a human resource management course, a simulated company can be created in which students play different job roles, including HR manager, recruiter, trainer, and so on. In this way, students need to face real-world problems such as conflict resolution, team building, and employee motivation (Zheng & Li, 2024). In these simulations, students can practice how to stay optimistic under pressure or adversity, how to use self-efficacy to enhance individual and team performance, and how to overcome challenges through hope and resilience.

Practice-oriented teaching also includes cooperation with the industry and direct involvement of students in real human resource management work through internships and project cooperation. For example, it is possible to partner with local businesses to involve students in real employee recruitment, training, and development programs. This direct industry experience not only allows students to apply what they have learned in the classroom but also to test and develop their positive mental capital in a real-world setting. Through regular feedback and reflection sessions, faculty can help students identify successes and room for improvement in using positive mental capital in practice. This reflective process encourages students to develop a deeper understanding of the role of various psychological capitals and learn how to apply these skills more effectively in their future careers. Through these specific practices, the use of situational simulation and practice-oriented teaching methods not only enhances students' career skills but also systematically develops their positive psychological capital, laying a solid foundation for their future success in the field of human resources.

3.3 Promoting the transformation of teachers' roles and competencies

In human resource management education,

promoting the transformation of teachers' roles, and improving their abilities is a key part of realizing the application of positive psychological capital. Teachers, as knowledge transmitters and facilitators of psychological development, need to be equipped with appropriate psychological capital to effectively cultivate and stimulate students' positive psychological potential. First, educational institutions should provide teachers with specialized training to enhance their understanding and application of positive psychological capital. Such training should include basic theories of positive psychology, teaching strategies, and psychological capital assessment methods. Through case studies, role-playing, and simulations, teachers can learn how to identify and develop students' self-efficacy, hope, optimism, and resilience during the teaching process (Wang, 2024). Second, there is a need to create a supportive teacher community in which teachers can share experiences, discuss challenges, and work together to find solutions. This community support not only enhances teachers' professional satisfaction and sense of belonging but also promotes collaboration and knowledge sharing among teachers, helping them to better apply positive psychological capital in their teaching practice. Again, schools should encourage teachers to adopt innovative methods in teaching, such as project-oriented learning and collaborative learning, to promote the development of students' positive psychological capital. Teachers play the roles of mentors and motivators in this process, rather than just transmitters of information. Through this teaching method, teachers can observe students' behavioral responses and psychological changes more directly, and thus provide personalized guidance and support more effectively. Finally, the establishment of assessment and incentive mechanisms is also key. Schools should assess teachers' performance in promoting students' positive psychological capital through regular evaluations and provide appropriate professional development opportunities and incentives based on these performances. This not only motivates teachers to continuously improve their abilities but also ensures the quality of teaching and the achievement of educational goals. Through these measures, teachers can effectively change their roles from traditional knowledge transmitters to cultivators of positive psychological capital, creating more value for the holistic development of students.

3.4 Establishment of an assessment mechanism for positive psychological capital

Establishing an assessment mechanism for positive psychological capital in human resources management education is key to ensuring the effectiveness and sustainability of pedagogical reforms. To this end, it is necessary to develop and implement a comprehensive assessment system that

not only measures students' knowledge and skills but also focuses on assessing and enhancing their positive psychological capital. First, positive psychological capital scales including self-efficacy, hope, optimism, and resilience should be designed. These scales should be based on existing psychological research and adapted to the educational context to ensure their validity and applicability in educational settings. The scales can be implemented in a variety of ways, such as through questionnaires, self-reports, or observations, to assess the state of students' psychological capital at different points in time. Second, regular assessment using these tools can help teachers monitor the changes (Jia, 2024) in students' psychological capital during the learning process and adjust teaching strategies based on the results. For example, if a student scores low on self-efficacy, teachers can enhance this by adding more supportive feedback and adaptive challenges. Again, assessment results should be integrated with students' academic performance and career development goals to more fully understand the role of positive psychological capital in overall student performance. By integrating assessment results with career guidance and development programs, educational institutions can help students identify and utilize their psychological capital for their professional and personal growth. Finally, the establishment of a long-term feedback mechanism will allow students, teachers, and educational administrators to access assessment information and make appropriate adjustments based on that information. This open and transparent communication will enhance the acceptance and implementation of the assessment mechanism while encouraging students to actively participate in the self-development process. Through this comprehensive assessment mechanism, educational institutions will not only be able to track the effectiveness of education reforms but also to continuously optimize teaching practices, ultimately maximizing the application of positive psychological capital and the full development of students' potential.

Conclusion:

The use of positive psychological capital in human resource management education reform provides a new direction for future education models. By introducing elements of psychological capital such as self-efficacy, hope, optimism, and resilience, educational reforms have helped students better adapt to career challenges and improved their motivation and career performance. This educational practice also signals a greater role for positive psychological capital in future education. Future HRM education reforms should continue to strengthen the teaching content of positive psychological capital, expand its

weight in the curriculum, and further innovate teaching methods and assessment mechanisms to develop students' overall competence. At the same time, it is recommended that teachers' training and professional development in this area be strengthened to ensure that they can effectively guide students to develop their positive psychological capital. The development of positive psychological capital not only has a profound impact on the field of education but also brings positive changes to the development of the entire industry. In the workplace, employees with strong psychological capital are better able to cope with stress and demonstrate higher levels of creativity and teamwork, thus promoting the development of the industry as a whole in a healthier and more efficient direction. Therefore, incorporating positive psychological capital into the core of human resource management education is a key strategy for adapting to future education and industry development.

Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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