The International Journal of Indian Psychology
ISSN 2348-5396 (Online) | ISSN: 2349-3429 (Print)
Volume 13, Issue 1, January- March, 2025
DIP: 18.01.021.20251301, DOI: 10.25215/1301.021
https://www.ijip.in

Research Paper

Unveiling the influence of Psychological Capital in Enhancing Career Readiness and its dimensions among Information Technology Graduates

Dr. C M Thyagaraja[1], Bharathi Polisgowdar[2]*

ABSTRACT

Being prepared for a profession has become increasingly crucial in today's labor market, especially in the information technology (IT) sector. Career readiness encompasses a broad range of skills and competencies. This research works the influence of Psychological Capital (PsyCap) in shaping career readiness and its dimensions among Information technology (IT) graduates. PsyCap, comprising self-efficacy, optimism, hope, and resilience, is hypothesized to enhance various dimensions of career readiness, including technical competence, professional behavior, adaptability, lifelong learning orientation, career planning, and stress management. The research design adopted is quantitative in nature and surveys to collect data from 105 final-year IT students. The research findings disclose a strong positive relationship between PsyCap and career readiness, with significant correlations between PsyCap dimensions and key career readiness indicators. Specifically, self-efficacy was positively associated with technical competence and professional behavior, optimism with adaptability and lifelong learning, hope with career planning, and resilience with stress management. findings suggest that enhancing Self-Efficacy, Hope, and Resilience should be prioritized in interventions to improve Career Readiness, while Optimism may play a less critical role in this context. These results underscore the importance of PsyCap in preparing IT graduates for the workforce and highlight the need for targeted interventions to enhance PsyCap to bridge career readiness gaps.

Keywords: *Psychological Capital (PsyCap), Career Readiness, IT Graduates, Higher Education, Career Development*

The importance of being prepared for a profession has substantially increased in today's labour market, particularly in the information technology (IT) business. A spectrum of competencies is included in the concept of career readiness. These competencies include technical competence, professional behaviour, and also the ability to acclimatize to a variety of setting and positions within the career field (NACE, 2019). As a result of the rapid development of the information technology industry, which is being driven by technological advancements and globalisation has led to increase in demand for workers who are technically strong and psychologically good enough to deal with challenges

[1]Senior Professor(R), Rani Channamma University, Belagavi
[2]Research Scholar, Rani Channamma University, SDMCET
*Corresponding Author

Received: January 08, 2025; Revision Received: January 16, 2025; Accepted: January 19, 2025

that arise in the workplace (Schwab, 2016). It is important to investigate the factors that contribute to the preparation of graduates in the field of information technology for their jobs, with a particular emphasis on psychological capital (PsyCap) (Luthans et al., 2007). This context underscores the necessity of this investigation.

Psychological capital, or PsyCap, is a positive psychology concept that consists of four key components: self-efficacy, optimism, hope, and resilience. These psychological resources, when combined, have a cumulative influence on an individual's ability to succeed at work by improving motivation, perseverance, and adaptability. Research has shown that PsyCap improves a variety of work-related outcomes, including job performance, job happiness, and organisational commitment. Although the relevance of PsyCap in general organisational behaviour is recognised, there has been little study into its specific influence on predicting career preparedness among IT graduates.

The IT industry is known for being fast-paced and always changing. The field is always changing because of new technologies like AI, machine learning, and cloud computing. This means that IT workers have to keep learning and be flexible (Schwab, 2016). Also, the stressful work environment with tight deadlines, difficult problems to solve, and frequent system failures takes not only technical skills but also a lot of mental toughness. When new IT graduates start working, they face a lot of problems that test their mental strength in this high-stress environment. Managing these problems well could have a big effect on their ability to move up in their careers and their general job satisfaction (Fredrickson, 2001).

Because of this, understanding how PsyCap affects job readiness can help teachers, companies, and lawmakers give IT graduates the skills they need for successful careers (Luthans et al., 2007).

Components of PsyCap

1. **Self-Efficacy:** Individuals with high levels of self-efficacy believe in their ability to accomplish tasks and achieve goals in the IT domain. This confidence influences their perception of their technical skills and their readiness to take on new challenges.
2. **Optimism:** Optimistic IT graduates maintain a positive outlook on their future careers and the evolving landscape of the IT industry. Their optimistic perspective fosters resilience in the face of setbacks and instills a proactive attitude toward learning and growth.
3. **Hope:** Hopeful IT graduates possess clear career goals and exhibit the determination to pursue them despite obstacles. Their sense of agency empowers them to navigate through various pathways toward their career aspirations, while their pathways thinking enables them to adapt and innovate in response to changing circumstances.
4. **Resilience:** Resilient IT graduates demonstrate the ability to bounce back from setbacks and setbacks in their academic and professional journeys. They exhibit adaptability, emotional regulation, and problem-solving skills, which are crucial for navigating the complexities of the IT industry.

Relevance of career readiness in the IT sector

Career readiness involves several aspects, such as technical proficiency, professional conduct, flexibility, and a commitment to lifelong learning. PsyCap has the ability to greatly

impact these aspects by promoting a positive mental framework that improves graduates' ability to navigate the challenges of the IT profession (Luthans et al., 2007).

Technical Competence: Although having technical skills is essential for being prepared for a job, it is equally necessary to have the confidence (self-efficacy) to use these abilities and the drive (hope) to consistently update them. PsyCap enhances the ability of IT graduates to utilise their technical expertise efficiently and remain up-to-date with industry changes (Luthans et al., 2007).

Professional Behaviour: Attributes such as dependability, moral behaviour, and collaboration are essential in professional environments. PsyCap, by leveraging its components of optimism and resilience, can bolster these behaviours by fostering a favourable perspective and the capacity to collaborate effectively even under high-stress situations (Carver & Scheier, 2002; Luthans et al., 2007).

Adaptability: Adaptability refers to the ability to adjust to new technologies, job roles, and work environments in response to changing circumstances and requirements. IT professionals with high adaptability can quickly learn and apply new skills, embrace innovation, and thrive in dynamic and evolving work settings. They demonstrate flexibility, resilience, and openness to change, enabling them to effectively navigate transitions and capitalize on emerging opportunities in the IT industry (Pulakos et al., 2000).

Lifelong Learning Orientation: A dedication to continuous learning is crucial in the IT industry. PsyCap cultivates a mentality that appreciates progress and ongoing development. Self-efficacy motivates graduates to embrace new learning challenges, while hope and optimism fuel their desire to pursue additional education and professional growth (Bandura, 1997; Snyder et al., 1991).

Career Planning and Goal-Setting: Career planning and goal-setting involve establishing clear career goals and developing strategies to achieve them. This dimension includes identifying career aspirations, evaluating personal strengths and interests, conducting self-assessments, exploring various career paths, and creating actionable plans to pursue desired career trajectories. IT professionals with effective career planning and goal-setting skills can align their educational and professional experiences with their career objectives, track their progress, and make informed decisions to advance their careers (Greenhaus et al., 2009).

Stress Management: Stress management refers to the capacity to handle job-related stress effectively and maintain psychological well-being in high-pressure work environments. IT professionals often face demanding deadlines, complex projects, and challenging technical issues that can contribute to stress and burnout. Professionals with strong stress management skills can employ coping strategies such as time management, prioritization, delegation, mindfulness, and seeking social support to mitigate stressors, maintain productivity, and sustain resilience in the face of adversity (Lazarus & Folkman, 1984).

LITERATURE REVIEW

In today's competitive job market, career readiness plays a crucial role in determining the success of graduates, particularly in high-demand fields such as Information Technology (IT). Psychological Capital (PsyCap), with its components of Hope, Efficacy, Resilience, and Optimism, has emerged as a promising framework for understanding individual

differences in career readiness and predicting career outcomes. This literature review explores the intersection of PsyCap and career readiness in the context of IT graduates, examining existing research, identifying gaps, and suggesting directions for future inquiry.

Psychological Capital (PsyCap) represents an individual's positive psychological state characterized by beliefs in their ability to succeed (Hope), confidence in their ability to perform tasks (Efficacy), resilience in the face of challenges (Resilience), and an optimistic outlook on the future (Optimism) (Luthans et al., 2007). The concept of PsyCap originated from Positive Organizational Behavior (POB) and Positive Psychology and has gained significant attention in organizational research due to its potential to enhance individual and organizational outcomes (Avey et al., 2011).

Early research by Luthans and colleagues (2007) demonstrated the positive impact of PsyCap on employee performance, job satisfaction, and organizational commitment. Subsequent studies have expanded on this work, exploring the antecedents and consequences of PsyCap across various industries and job roles (Avey et al., 2011). For example, Avey, Reichard, and Luthans (2011) found that PsyCap mediated the relationship between authentic leadership and employee performance, highlighting the importance of PsyCap as a mechanism for translating leadership behaviors into positive outcomes.

The relationship between PsyCap and career outcomes has been a subject of considerable research interest, with findings indicating that PsyCap plays a crucial role in predicting career success and satisfaction. A study by Luthans, Youssef, and Avolio (2008) found that employees with higher levels of PsyCap reported greater career satisfaction and commitment, highlighting the role of PsyCap in fostering positive attitudes towards one's career.

Moreover, PsyCap has been shown to predict objective career outcomes, such as promotions and salary increases. Luthans, Youssef, and Avolio (2010) conducted a longitudinal study and found that managers with higher levels of PsyCap were more likely to achieve career success, as measured by advancements in their careers and salary increments. This suggests that PsyCap not only influences subjective perceptions of career success but also translates into tangible career outcomes.

In addition to its impact on individual career success, PsyCap has implications for organizational outcomes such as innovation and performance. Luthans, Avey, and Patera (2008) found that teams high in PsyCap demonstrated greater creativity and innovation, suggesting that PsyCap fosters a positive organizational climate conducive to innovation and performance.

The IT industry is known for its high-pressure work environment, tight deadlines, and frequent technological disruptions. These challenges necessitate mental toughness and adaptive coping mechanisms. Studies have shown that individuals with high PsyCap are better equipped to manage workplace stress, navigate challenges, and maintain high levels of performance in demanding IT roles (Youssef & Luthans, 2007). This literature proposes the below hypothesis.

H1: Higher levels of overall Psychological Capital are positively associated with greater career readiness among IT graduate students.

Career Readiness Framework in the IT Industry

Career readiness is a multidimensional construct that includes technical proficiency, adaptability, professional behavior, and lifelong learning orientation (NACE, 2019). In the IT industry, career readiness requires a balance between hard skills (e.g., coding, system design) and soft skills (e.g., communication, teamwork, and emotional intelligence). PsyCap has been identified as a crucial factor in enhancing career readiness among IT professionals by promoting a positive mindset, goal-oriented behavior, and the ability to thrive in complex and dynamic environments (Avey et al., 2011).

The National Association of Colleges and Employers (NACE) has identified eight core competencies for career readiness, including critical thinking/problem solving, teamwork/collaboration, and professionalism/work ethic (NACE, n.d.). While these competencies are relevant across industries, the IT industry requires additional technical competencies related to coding, programming, and information security.

Career readiness encompasses the skills, behaviors, and attitudes needed for effective career development. Psychological Capital (PsyCap), comprising **hope**, **efficacy**, **resilience**, and **optimism** (Luthans et al., 2007), is pivotal for enhancing these dimensions. By understanding the interplay between career readiness and PsyCap, organizations can better prepare employees for dynamic work environments.

Technical Competence: Technical competence involves domain-specific knowledge, problem-solving skills, and proficiency in relevant technologies. High PsyCap enhances technical competence through **efficacy**, fostering confidence in one's ability to acquire and apply technical skills (Bandura, 1997). Optimism drives a positive outlook toward learning and applying technical expertise. Research shows that self-efficacy strongly correlates with job-specific technical skills (Stajkovic & Luthans, 1998).

Professional Behaviors: Professional behaviors include workplace etiquette, ethical practices, and interpersonal skills critical for building trust and collaboration. Self efficacy supports maintaining professionalism facilitating ability of persistence in ethical behavior and interpersonal challenges. (Goleman, 1995). Based on the literature, it is proposed that:

H2: Higher levels of self-efficacy are positively associated with greater technical competence and professional behaviors among IT graduate students.

Adaptability: Adaptability is the ability to manage change, uncertainty, and ambiguity in dynamic work environments. Optimism is central to adaptability, enabling individuals to recover and thrive amidst change. Optimism reinforces a proactive approach to uncertainty. Luthans et al. (2005) found a significant relationship between resilience and adaptability in organizational contexts. This literature leads to:

Lifelong Learning Orientation: This dimension emphasizes continuous skill enhancement, curiosity, and proactive engagement in learning opportunities. Optimism fuels goal-setting and motivation for learning. Lifelong learning is driven by intrinsic motivation, which correlates with PsyCap dimension optimism (Deci & Ryan, 1985). Based on the literature, it is proposed that:

H3: Higher levels of optimism are positively associated with greater adaptability to new technologies and stronger lifelong learning among IT graduate students.

Career Planning and Goal-Setting: Effective career planning involves setting realistic goals, creating actionable plans, and aligning them with long-term aspirations. Hope, characterized by goal-directed energy and pathways thinking, is integral to career planning. It reinforces belief in achieving career goals despite obstacles. Studies demonstrate that hope predicts goal-setting and attainment (Snyder et al., 2002). Based on the literature, it is proposed that:

H4: Higher levels of hope are positively associated with greater career planning and goal-setting behaviors among IT graduate students.

Stress Management: Stress management refers to the ability to cope with workplace pressures and maintain mental well-being. Resilience directly contributes to stress recovery and buffers negative effects of stress by focusing on positive outcomes. PsyCap has been shown to reduce stress and burnout, improving overall well-being (Avey et al., 2011). Based on the literature, it is proposed that:

H5: Higher levels of resilience are positively associated with the ability to handle job-related stress among IT graduate students.

RESEARCH METHODOLOGY

The study is conducted to assess the current level of Psychological Capital among IT graduates. To determine the relationship between Psychological Capital and career readiness and to identify the career readiness indicators most impacted by Psychological Capital.

A quantitative research design is employed to comprehensively explore the relationship between Psychological Capital (PsyCap) and career readiness (CR) among IT graduate students. This approach allows for the integration of both quantitative and qualitative data, providing a more holistic understanding of the phenomenon.

Surveys/Questionnaires: Quantitative data is collected through self-administered surveys or questionnaires to assess participants' levels of Psychological Capital and Career Readiness. These surveys are distributed electronically through google forms to the sample.

Instruments Used to Measure PsyCap and Career Readiness

PsyCap Measurement: The Psychological Capital Questionnaire (PCQ) developed by Luthans, Youssef, and Avolio (2007) is utilized to measure self-efficacy, optimism, hope, and resilience. This validated instrument consists of 12 items, with 3 items for each component of PsyCap.

Career Readiness Measurement: The Career Readiness Scale developed by Researcher is used to assess participants' readiness for the IT industry. This scale includes dimensions such as technical competence, professional behaviors, adaptability, and lifelong learning orientation, career planning & goal setting, stress management.

The population consist of final-year IT students from specific universities or institutions offering IT-related programs. A purposive sampling technique is used to select participants who are willing to participate and have the necessary background in IT studies.

Quantitative Analysis: Descriptive statistics are used to summarize the demographic characteristics of the sample. Inferential statistical techniques, such as correlation analysis and regression analysis, are employed to examine the relationships between PsyCap components and career readiness dimensions. A Structural Equation Modeling (SEM) approach is designed to investigate the relationships between these constructs.

ANALYSIS AND DISCUSSION

Table No.1 Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.975	**35**

A Cronbach's Alpha of 0.975 suggests that the items effectively capture the dimensions of Psychological Capital (Hope, Optimism, Resilience, and Self-Efficacy) and Career Readiness. This high reliability ensures the tool provides consistent results across different IT graduate samples. This strong reliability score enhances the study's overall validity, paving the way for deeper exploration into how PsyCap influences career readiness and the potential development of strategies to bridge readiness gaps.

Table No. 2 Descriptive Statistics

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
CR	105	1.06	5.00	3.7852	.82672
PsyCap	105	1.00	5.00	3.8032	.82723
Self-Efficacy	105	1.00	5.00	3.8413	.87473
Optimism	105	1.00	5.00	3.8381	.93953
Hope	105	1.00	5.00	3.7524	.87465
Resilience	105	1.00	5.00	3.7810	.86705
Technical competence	105	1.00	5.00	3.6952	.87354
Professional behavior	105	1.00	5.00	3.9079	.94224
Adaptability	105	1.00	5.00	3.8095	.94378
Lifelong orientation	105	1.00	5.00	3.8476	.92222
Career planning	105	1.00	5.00	3.6381	.84746
Stress management	105	1.00	5.00	3.8127	.82291

The descriptive statistics highlight the moderate to high levels of Psychological Capital (PsyCap) and Career Readiness (CR) among IT graduates, with all mean scores ranging between 3.63 and 3.90 on a 5-point scale. Among PsyCap dimensions, self-efficacy (3.84) and optimism (3.83) scored slightly higher, reflecting graduates' confidence and positive outlook, while hope (3.75) and resilience (3.78) indicate moderate goal-directed energy and adaptability to setbacks. In terms of Career Readiness, professional behavior (3.91) and lifelong learning orientation (3.85) emerged as strengths, suggesting strong workplace ethics and a commitment to continuous learning. However, career planning (3.63) and technical competence (3.69) scored the lowest, indicating a need for clearer career goals and enhanced

technical skills. Moderate variability in responses across dimensions (SDs ~0.82–0.94) suggests diverse levels of preparedness, emphasizing the need for targeted interventions to address gaps and ensure a uniformly high level of career readiness.

Table No. 3 H1: Higher levels of overall Psychological Capital are positively associated with greater career readiness among IT graduate students.

		CR	**PsyCap**
CR	Pearson Correlation	1	.873**
	Sig. (2-tailed)		.000
	N	105	105
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation analysis reveals a strong positive relationship between Psychological Capital (PsyCap) and Career Readiness (CR) among IT graduates, with a Pearson correlation of 0.873 ($p < 0.01$). This indicates that higher PsyCap levels are significantly associated with greater career readiness, emphasizing the importance of PsyCap dimensions—hope, optimism, resilience, and self-efficacy—in preparing graduates for the workforce. These findings support the hypothesis and highlight the value of interventions to enhance PsyCap for improved career readiness.

Table No.4 H2: Higher levels of self-efficacy are positively associated with greater technical competence and professional behaviors among IT graduate students.

		Self Efficacy	**Technical competence**	**Professional behavior**
Self Efficacy	Pearson Correlation	1	.779**	.816**
	Sig. (2-tailed)		.000	.000
	N	105	105	105
**. Correlation is significant at the 0.01 level (2-tailed).				

The correlation analysis shows strong positive relationships between self-efficacy and both technical competence ($r = 0.779$, $p < 0.01$) and professional behavior ($r = 0.816$, $p < 0.01$) among IT graduates. These significant correlations support the hypothesis (H2), indicating that higher self-efficacy is associated with greater confidence in technical skills and stronger adherence to professional behavior. This underscores the importance of fostering self-efficacy to enhance these critical aspects of career readiness.

Table No. 5 H3: Higher levels of optimism are positively associated with greater adaptability to new technologies and stronger lifelong learning among IT graduate students.

		Optimism	**Adaptability**	**Lifelong orientation**
Optimism	Pearson Correlation	1	.752**	.755**
	Sig. (2-tailed)		.000	.000
	N	105	105	105
**. Correlation is significant at the 0.01 level (2-tailed).				

The correlation analysis indicates strong positive relationships between optimism and adaptability to new technologies ($r = 0.752$, $p < 0.01$) as well as lifelong learning orientation

($r = 0.755$, $p < 0.01$) among IT graduates. These significant correlations support the hypothesis (H3), demonstrating that higher levels of optimism are associated with greater adaptability and a stronger commitment to continuous learning, both essential for success in the dynamic IT industry.

Table No. 6 H4: Higher levels of hope are positively associated with greater career planning and goal-setting behaviors among IT graduate students.

		Hope	**Career planning**
Hope	Pearson Correlation	1	.772**
	Sig. (1-tailed)		.000
	N	105	105
Career planning	Pearson Correlation	.772**	1
	Sig. (1-tailed)	.000	
	N	105	105
**. Correlation is significant at the 0.01 level (1-tailed).			

The correlation analysis shows a strong positive relationship between hope and career planning ($r = 0.772$, $p < 0.01$) among IT graduates. This significant correlation supports the hypothesis (H4), indicating that higher levels of hope are associated with stronger career planning and goal-setting behaviors. This highlights the importance of fostering hope to help students develop clear career goals and strategies.

***Table No. 7 H5: Higher levels of resilience are positively associated with the ability to handle job-related stress among IT graduate students*.**

		Resilience	**Stress Management**
Resilience	Pearson Correlation	1	.764**
	Sig. (1-tailed)		.000
	N	105	105
Stress Management	Pearson Correlation	.764**	1
	Sig. (1-tailed)	.000	
	N	105	105
**. Correlation is significant at the 0.01 level (1-tailed).			

The correlation analysis reveals a strong positive relationship between resilience and stress management (**$r = 0.764$, $p < 0.01$**) among IT graduates. This significant correlation supports the hypothesis (H5), indicating that higher resilience is associated with a greater ability to handle job-related stress. It highlights the critical role of resilience in equipping graduates to cope with workplace challenges effectively.

Table No. 8 Regression

Variables Entered/Removed[a]

Model	**Variables Entered**	**Variables Removed**	**Method**
1	Resilience, Self Efficacy, Optimism, Hope[b]	.	Enter
a. Dependent Variable: CR			
b. All requested variables entered.			
Model Summary			

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.875[a]	.766	.757	.40790

a. Predictors: (Constant), Resilience, Self Efficacy, Optimism, Hope

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	54.442	4	13.611	81.801	.000[b]
	Residual	16.639	100	.166		
	Total	71.081	104			

a. Dependent Variable: CR

b. Predictors: (Constant), Resilience, Self Efficacy, Optimism, Hope

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.446	.192		2.323	.022
	Self Efficacy	.318	.108	.336	2.957	.004
	Optimism	.116	.098	.131	1.176	.242
	Hope	.264	.107	.280	2.466	.015
	Resilience	.181	.086	.189	2.104	.038

a. Dependent Variable: CR

The regression analysis examines the impact of Resilience, Self-Efficacy, Optimism, and Hope on the dependent variable Career Readiness. The model demonstrates a strong fit, with an R2R^2R2 value of 0.766, indicating that 76.6% of the variance in Career Readiness is explained by the predictors. The ANOVA result confirms the model's significance (F(4, 100) = 81.801,p<0.001F(4,100) = 81.801, p < 0.001F(4,100)=81.801,p<0.001), showing that the predictors collectively contribute to explaining CR. Among the variables, Self-Efficacy (B=0.318,p=0.004B = 0.318, p=0.004B=0.318,p=0.004), Hope (B=0.264,p=0.015B = 0.264, p=0.015B=0.264,p=0.015), and Resilience (B=0.181,p=0.038B=0.181, p = 0.038B =0.181, p=0.038) have significant positive effects on CR, with Self-Efficacy being the strongest predictor (β=0.336\beta = 0.336β=0.336). Optimism, while positively associated, does not significantly predict CR (B=0.116, p=0.242B = 0.116, p = 0.242B=0.116, p=0.242) in the presence of other variables. These findings suggest that interventions aiming to enhance Career Readiness should focus on boosting Self-Efficacy, Hope, and Resilience, as they play a critical role in determining outcomes, while the role of Optimism may be less influential in this context.

FINDINGS

1. **Overall Psychological Capital and Career Readiness**: A strong positive correlation ($r = 0.873$, $p < 0.01$) was found between overall PsyCap and career readiness, suggesting that higher levels of PsyCap are significantly associated with greater career preparedness.
2. **Self-Efficacy and Career Readiness**: Higher self-efficacy was positively correlated with both technical competence ($r = 0.779$, $p < 0.01$) and professional behavior ($r = 0.816$, $p < 0.01$), emphasizing the role of confidence in technical skills and professional conduct.

3. **Optimism and Adaptability/Lifelong Learning**: Optimism showed strong positive relationships with both adaptability to new technologies ($r = 0.752$, $p < 0.01$) and lifelong learning orientation ($r = 0.755$, $p < 0.01$), highlighting the significance of a positive outlook in coping with change and promoting continuous education.
4. **Hope and Career Planning**: Hope was strongly correlated with career planning and goal-setting ($r = 0.772$, $p < 0.01$), reinforcing the role of goal-directed energy in fostering career planning behaviors.
5. **Resilience and Stress Management**: Resilience was positively correlated with stress management ($r = 0.764$, $p < 0.01$), suggesting that greater resilience enhances the ability to manage job-related stress, which is crucial in the high-pressure IT industry.
6. The regression model explains 76.6% of the variance in Career Readiness (CR), indicating a strong fit (R2=0.766R^2 = 0.766R2=0.766). The overall model is statistically significant (F(4,100)=81.801, p<0.001F(4,100)=81.801, p<0.001F (4,100) =81.801, p<0.001), confirming that the predictors collectively influence CR.
7. **Self-Efficacy** has the strongest positive effect on CR (B=0.318, β=0.336, p=0.004B=0.318, \beta = 0.336, p = 0.004B=0.318, β=0.336, p=0.004). **Hope** also significantly predicts CR (B=0.264, β=0.280, p=0.015B = 0.264, \beta = 0.280, p = 0.015B=0.264, β=0.280, p=0.015). **Resilience** has a significant positive effect on CR (B=0.181, β=0.189, p=0.038B = 0.181, \beta = 0.189, p = 0.038B=0.181, β=0.189, p=0.038). **Optimism**, while positively associated with CR, does not significantly predict it in the presence of the other variables (B=0.116, p=0.242B = 0.116, p=0.242B=0.116, p=0.242). These findings suggest that enhancing Self-Efficacy, Hope, and Resilience should be prioritized in interventions to improve Career Readiness, while Optimism may play a less critical role in this context.

CONCLUSION

The findings confirm that Psychological Capital plays a pivotal role in shaping career readiness among IT graduates. By fostering key PsyCap dimensions—self-efficacy, optimism, hope, and resilience—graduates are better prepared to succeed in the dynamic and challenging IT environment. Specifically, PsyCap enhances graduates' technical competence, professional behavior, adaptability, and lifelong learning orientation, while also aiding in career planning and stress management. The study highlights the importance of integrating PsyCap development into higher education and career preparation programs, emphasizing its potential to improve career outcomes for IT graduates. Further research is needed to explore interventions aimed at enhancing PsyCap and its impact on career success in the IT industry.

REFERENCES

Avey, J. B., Reichard, R. J., & Luthans, F. (2011). *The Psychological Capital of Leaders: The Role of Hope, Efficacy, Resilience, and Optimism*. Leadership & Organization Development Journal, 32(1), 56-70. https://doi.org/10.1108/01409171111068062

Avey, J. B., Youssef, C. M., & Luthans, F. (2011). *The additive value of positive psychological capital in predicting work attitudes and behaviors*. Journal of Management, 37(2), 433-451. https://doi.org/10.1177/0149206311412406

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.

Carver, C. S., & Scheier, M. F. (2002). *Optimism, pessimism, and the study of personality*. In C. R. Snyder & S. L. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 107-118). Oxford University Press.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer Science & Business Media.

Fredrickson, B. L. (2001). *The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions*. American Psychologist, 56(3), 218-226. https://doi.org/10.1037/0003-066X.56.3.218

Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M. (2009). *Career management* (4th ed.). Cengage Learning.

Goleman, D. (1995). *Emotional intelligence*. Bantam Books.

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer Publishing.

Luthans, F., Avey, J. B., & Patera, J. L. (2008). *Impact of positive psychological capital on employee attitudes, behaviors, and performance*. Journal of Leadership & Organizational Studies, 15(1), 17-39. https://doi.org/10.1177/1548051808325001

Luthans, F., Avolio, B. J., & Avey, J. B. (2010). *The Psychological Capital of Employees: A Review of Positive Organizational Behavior and Implications for HRM*. In J. J. Martocchio (Ed.), *Research in Personnel and Human Resources Management* (pp. 177-225). Emerald Group Publishing Limited.

Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). *Psychological capital: Developing the human competitive edge*. Oxford University Press.

Pulakos, E. D., Arad, S., Donovan, M. A., & Plamondon, K. E. (2000). *Adaptability in the workplace: Development of a taxonomy of adaptive performance*. Journal of Applied Psychology, 85(4), 612-624. https://doi.org/10.1037/0021-9010.85.4.612

Schwab, K. (2016). *The Fourth Industrial Revolution*. Crown Business.

Stajkovic, A. D., & Luthans, F. (1998). *Self-efficacy and work-related performance: A meta-analysis*. Psychological Bulletin, 124(2), 240-261. https://doi.org/10.1037/0033-2909.124.2.240

Snyder, C. R., Rand, K. L., & Sigmon, D. R. (2002). *Hope for the future: A solution-focused approach to stress and coping*. In C. R. Snyder (Ed.), *Coping: The psychology of what works* (pp. 305-335). Oxford University Press.

Youssef, C. M., & Luthans, F. (2007). *Positive organizational behavior in the workplace: The impact of hope, optimism, and resilience*. Journal of Management, 33(5), 774-800. https://doi.org/10.1177/0149206307305562

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Thyagaraja, C.M. & Polisgowdar, B. (2025). Unveiling the influence of Psychological Capital in Enhancing Career Readiness and its dimensions among Information Technology Graduates. *International Journal of Indian Psychology*, *13*(1), 224-235. DIP:18.01.021.20251301, DOI:10.25215/1301.021