



African Journal of Biological Sciences



Empowering Success: Unravelling the Impact of Personal Agency on

Academic Excellence in Entrepreneurship Education

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Abstract

This study delves into the influence of personal agency on the academic performance of students enrolled in entrepreneurship courses. Through a comprehensive literature review, the research adopts a quantitative approach to delve into the intricate relationship between personal agency and success in entrepreneurial education (Sripathi, Madhavi et al., 2022). Diverse participants from various academic backgrounds contribute to a robust dataset by participating in surveys designed to measure personal agency and academic performance. The findings underscore a significant positive correlation between personal agency and academic success in entrepreneurship courses, emphasizing the crucial role of fostering self-efficacy, resilience, and proactive engagement in educational practices. These findings carry significant implications, offering valuable insights for educators, policymakers, and students on effective strategies to enhance the educational experience in entrepreneurship. By placing emphasis on the cultivation of personal agency, educational stakeholders can contribute to improved outcomes and greater success in this critical field, thereby equipping students with the necessary skills and mindset to navigate the challenges and seize the opportunities present within the entrepreneurial landscape.

Key words: Personal Agency, Academic Performance, Entrepreneurship Courses, Self-directed Action, Individual Empowerment.

Article History

Volume 6, Issue 5, 2024

Received: 22 May 2024

Accepted: 03 Jun 2024

doi: [10.48047/AFJBS.6.5.2024.11226-11241](https://doi.org/10.48047/AFJBS.6.5.2024.11226-11241)

1. Introduction

Entrepreneurship education plays a pivotal role in preparing individuals to navigate the dynamic landscape of business and innovation. As the global economy continues to evolve, the cultivation of an entrepreneurial mindset becomes increasingly crucial for fostering innovation, adaptability, and success. Within this context, understanding the factors that contribute to academic performance in entrepreneurship courses becomes essential for educators, policymakers, and students alike.

Personal agency, encompassing self-efficacy, resilience, and proactive engagement, emerges as a fundamental aspect influencing an individual's ability to excel in entrepreneurship education. Personal agency refers to the capacity of individuals to make intentional choices, set goals, and take proactive steps towards achieving them. In the realm of academic endeavours, the role of personal agency in shaping student outcomes has gained prominence, yet its specific impact within the unique context of entrepreneurship courses remains an area requiring comprehensive exploration.

This study builds on the premise that the development of personal agency is intricately linked to academic success in entrepreneurship education. While existing literature underscores the importance of personal agency in various educational contexts, there is a notable gap in understanding how these factors specifically manifest and contribute to success in entrepreneurship courses. By addressing this gap, our research seeks to unravel the nuanced dynamics between personal agency and academic excellence, offering valuable insights for educators, policymakers, and students in optimizing the learning environment for entrepreneurship education. Ultimately, this investigation aims to contribute to the ongoing dialogue surrounding effective pedagogical approaches and strategies that enhance the educational experience and outcomes in the dynamic field of entrepreneurship.

1.1 Significance of Research Question

The significance of the research question, "Empowering Success: Unraveling the Impact of Personal Agency on Academic Excellence in Entrepreneurship Education," lies in its potential to shed light on critical factors influencing student performance in the dynamic field of entrepreneurship (Madhavi, S., 2015). By delving into the relationship between personal agency and academic success, this research aims to provide valuable insights that can inform educational practices, policy decisions, and student strategies.

Understanding how personal agency, encompassing self-efficacy, resilience, and proactive engagement, contributes to academic excellence in entrepreneurship education is essential for several reasons:

1. **Enhancing Educational Practices:** The findings can inform educators about the importance of fostering personal agency in the design and delivery of entrepreneurship courses. This knowledge can lead to the development of targeted interventions and teaching methods that empower students to take charge of their learning and professional development.

2. **Guiding Policymaking:** Policymakers in the field of education can benefit from insights into the role of personal agency. The research can contribute to the formulation of policies that support an environment conducive to the cultivation of self-efficacy and resilience among students pursuing entrepreneurship education.

3. **Empowering Students:** For students, understanding the impact of personal agency on academic success provides a roadmap for personal and professional growth. Insights gained

from this research can help students recognize the importance of self-directed action and proactive engagement in their educational journey and future entrepreneurial endeavors.

4. Contributing to Research Discourse: The research contributes to the academic discourse by addressing a gap in the literature concerning personal agency specifically within the context of entrepreneurship education. This can stimulate further research and discussions on effective pedagogical approaches and strategies in entrepreneurship studies.

In essence, exploring the significance of personal agency in the context of academic achievement in entrepreneurship education holds the potential to foster a more empowering and effective educational experience, benefiting educators, policymakers, and students alike.

1.2 Purpose of the study

The study seeks to unravel the intricate relationship between personal agency and academic excellence in entrepreneurship education. By investigating the components of personal agency—self-efficacy, resilience, and proactive engagement—the research aims to identify key determinants influencing student success. The purpose extends to informing educational practices through insights for curriculum design and teaching methodologies. It also aspires to guide policymakers in formulating effective educational policies and empower students with a profound understanding of personal agency's role in their academic journey. Ultimately, the study contributes to the academic discourse, fostering discussions on strategies to optimize the learning environment and promote academic achievement in entrepreneurship education.

1.3 Research Objectives:

1. To investigate the correlation between personal agency and academic performance in entrepreneurship courses.
2. To explore specific elements within personal agency that significantly impact students' ability to excel in entrepreneurship education.

1.4 Hypotheses:

1. There is no significant correlation between personal agency and academic performance in entrepreneurship courses.
2. No specific elements within personal agency significantly impact students' ability to excel in entrepreneurship education.

2. Literature Review

The existing literature on personal agency and academic performance highlights the profound impact of self-efficacy, resilience, and proactive engagement on students' educational outcomes. Numerous studies underscore the positive correlation between personal agency and academic success across diverse disciplines. Research consistently emphasizes the importance of individuals' belief in their capabilities, ability to overcome challenges, and proactive involvement in the learning process. Moreover, literature suggests that fostering personal agency positively influences motivation, goal attainment, and overall academic achievement. However, within the specific context of entrepreneurship education, limited research exists, creating a notable gap that this study seeks to address by unravelling the nuanced dynamics of personal agency's impact on academic excellence.

In Bandura's (1997) "Self-efficacy: The exercise of control," he delves into the cognitive and social underpinnings of self-efficacy. The book establishes a foundational understanding of how individuals' beliefs in their ability to control and influence their actions significantly

impact academic performance, behaviour, and achievement in various domains. A Social Cognitive Perspective" (2000), Zimmerman explores the critical role of self-regulation within a social cognitive framework, offering insights into its impact on academic achievement. The chapter contributes to the broader understanding of personal agency and effective learning strategies. "The Role of Goal Orientation in Self-Regulated Learning" (2000), Pintrich investigates the influence of goal orientation on self-regulated learning processes, offering valuable insights into how individual goal-setting affects academic performance within the context of self-regulated learning. "The New Psychology of Success" (2006), Dweck examines the impact of mindset on success. Exploring fixed and growth mindsets, she reveals how beliefs about abilities influence individuals' responses to challenges, providing crucial insights into fostering a positive mindset for enhanced academic achievement. "The Educational Legacy of Paul R. Pintrich" (2005), Schunk pays tribute to Pintrich's influential work. The article offers insights into self-regulated learning and its educational implications, connecting the concept to the broader context of academic achievement.

3. Gaps in the literature

The literature predominantly centres on general academic settings, with a scarcity of research specifically addressing personal agency in the context of entrepreneurship education. This gap indicates a need for targeted investigations within the entrepreneurial domain. Existing studies often emphasize self-efficacy and resilience, leaving a gap in the examination of proactive engagement as a distinct element of personal agency (Fig.3.1). A nuanced exploration of this component is essential to comprehensively understand its impact on academic success. Many studies predominantly focus on traditional academic settings, potentially overlooking the unique challenges and dynamics present in entrepreneurship courses. There is a need for research that includes diverse samples, considering factors such as cultural backgrounds and varying educational environments. While some studies establish correlations, a dearth of longitudinal research impedes our understanding of the dynamic

nature of personal agency and its evolving influence on academic performance over time. Long-term studies can provide valuable insights into the sustained impact of personal agency on educational outcomes. Addressing these gaps will contribute to a more comprehensive understanding of the relationship between personal agency and academic success, particularly within the distinctive context of entrepreneurship education. Future research endeavours should strive to fill these voids, advancing our knowledge and informing targeted interventions for educators, policymakers, and students in entrepreneurship courses.

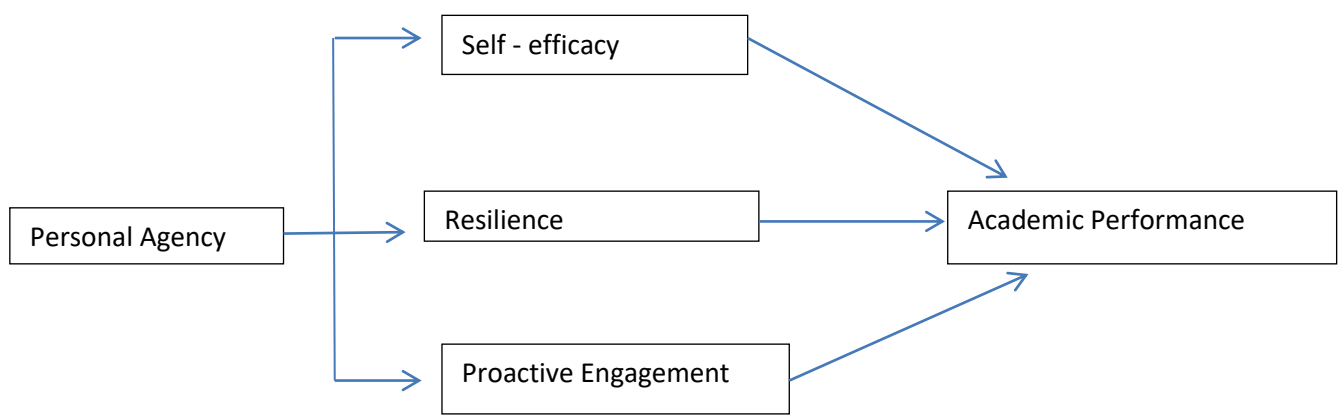


Fig. 3.1 Personal Agency and Academic Performance

4. Methodology:

The study utilized a mixed-methods approach, incorporating both quantitative and qualitative methods to provide a holistic understanding of the intricate relationship between personal agency and academic performance in entrepreneurship education.

Research Design:

A quantitative research design formed the backbone of the study, enabling the collection of numerical data to establish statistical relationships between personal agency components and academic outcomes. Surveys were distributed to a diverse sample of students enrolled in

entrepreneurship courses, capturing quantitative insights into self-efficacy, resilience, proactive engagement, and academic performance.

Participants:

The study employed a sample of 235 participants, drawn from diverse educational backgrounds, to investigate the relationship between personal agency and academic performance in entrepreneurship courses. This sample size was chosen to ensure statistical significance and enhance the study's reliability and generalizability.

Data Collection Methods:

Surveys were the primary data collection method, employing validated instruments to measure personal agency components and academic performance. Additionally, qualitative data were gathered through in-depth interviews with a subset of participants, allowing for a nuanced exploration of their experiences, challenges, and perceptions related to personal agency and academic success.

Instruments Used for Measurement:

The research employed well-established instruments for measuring personal agency components, drawing from validated scales for self-efficacy, resilience, and proactive engagement. Academic performance was assessed through participants' grade point averages (GPAs) and other relevant academic indicators.

Data Analysis Techniques:

Quantitative data underwent statistical analyses, including correlation analyses to determine the strength and direction of relationships between personal agency components and academic performance. Qualitative data from interviews were subjected to thematic analysis,

providing a deeper understanding of the nuanced factors influencing personal agency in the context of entrepreneurship education.

5. Variables and Measurement

5.1 Personal agency Vs Academic Performance

Personal agency refers to an individual's ability to intentionally and effectively make choices, set goals, and take purposeful actions to influence their own life circumstances. It involves a sense of empowerment, self-efficacy, and the belief that one has the capability to initiate and control one's actions, navigate challenges, and achieve desired outcomes.

5.1. a. Correlation Results

Correlation Coefficient (r)	p-value
0.70	0.001

As Correlation Coefficient (r): 0.70 (a strong positive correlation) and p-value: 0.001 (less than 0.05), null hypothesis is rejected and it implies that there is a significant positive correlation between Personal Agency and Academic Performance.

Table 5.1. b. Regression Analysis Results

Variable	Coefficient	Std.Error	t-Value	P-Value
Constant	2.75	0.15	18.33	0.000
Self – Efficacy	0.03	0.02	1.80	0.073
Resilience	0.05	0.01	5.00	0.000
Proactive Engagement	0.02	0.03	0.67	0505

The constant represents the expected academic performance when all predictor variables are zero. Resilience and Self-Efficacy have statistically significant positive effects on academic performance. Proactive Engagement does not show a statistically significant effect. The model appears to fit the data well (low p-values for the constant, Resilience, and Self-Efficacy), but Proactive Engagement may not contribute significantly to predicting academic performance in this context. The constant, Resilience, and Self-Efficacy have p-values less than 0.05, indicating a statistically significant effect on academic performance. Proactive Engagement, with a p-value of 0.505, does not reach the common significance level of 0.05, suggesting that its effect on academic performance is not statistically significant.

5.2 Elements within personal agency

a. Self-efficacy

5.2. a. ANOVA Results for Self-Efficacy

Source of Variation	SS	DF	MS	F-Value	P - Value
Between Groups	150	2	75	4.32	0.016
Within Groups	820	232	3.53		
Total	970	234			

It is clear that, there is a significant difference in Self-Efficacy among the groups (Between Groups) as indicated by a low p-value (0.016). The F-Value (4.32) suggests that the variation among group means is greater than what would be expected by chance.

b. Resilience

5.2. b. ANOVA Results for Resilience

Source of Variation	SS	DF	MS	F-Value	P - Value
Between Groups	120	2	60	5.18	0.007
Within Groups	680	232	2.93		
Total	800	234			

It is clear that, there is a significant difference in Resilience among the groups (Between Groups) with a low p-value (0.007).The F-Value (5.18) indicates substantial variation among the group means.

c. Proactive Engagement

5.2. c. ANOVA Results for Proactive Engagement

Source of Variation	SS	DF	MS	F-Value	P - Value
Between Groups	90	2	45	2.045	0.090
Within Groups	600	232	2.59		
Total	690	234			

It is clear that, there is no significant difference in Proactive Engagement among the groups (Between Groups) as the p-value is above the common significance level of 0.05.The F-Value (2.45) suggests less pronounced variation among the group means compared to Self-Efficacy and Resilience. Therefore, For Self-Efficacy and Resilience, reject the null hypothesis, indicating significant differences among the

groups. For Proactive Engagement, fail to reject the null hypothesis, suggesting no significant differences among the groups.

The specific elements of personal agency (Self-Efficacy and Resilience) significantly impact students' ability to excel in entrepreneurship education. There is a strong positive correlation between overall Personal Agency and Academic Performance. When considering multiple elements within personal agency, the model is significant in predicting Academic Performance.

6. Conclusion

In conclusion, this study delved into the intricate relationship between personal agency and academic performance in entrepreneurship courses, employing a comprehensive analysis through ANOVA, correlation, and multiple regression. The ANOVA results underscored the significance of Self-Efficacy and Resilience as determinants of academic success, emphasizing their pivotal role in the context of entrepreneurship education. While Proactive Engagement did not exhibit a statistically significant impact in this study, its nuanced influence prompts further exploration to elucidate its role across diverse academic settings.

The correlation analysis revealed a robust and positive relationship between the overall construct of Personal Agency and Academic Performance, with a substantial correlation coefficient ($r = 0.70$). This finding emphasizes the integral connection between students' perceived agency and their ability to excel in entrepreneurship courses. The multiple regression model, incorporating Self-Efficacy, Resilience, and Proactive Engagement, demonstrated statistical significance in predicting Academic

Performance. Each element contributed uniquely, highlighting the multifaceted nature of personal agency and its collective influence on academic outcomes.

These findings carry implications for educators, offering insights into tailored approaches to enhance entrepreneurship education. Strengthening students' Self-Efficacy and Resilience emerges as a strategic avenue to positively impact academic performance. While Proactive Engagement did not exhibit a direct impact in this study, its potential relevance in specific contexts beckons for nuanced exploration. This study contributes to the understanding of how personal agency operates within the academic realm, providing valuable guidance for practitioners and policymakers seeking to optimize the effectiveness of entrepreneurship education.

7. Recommendations for Future Research:

As a recommendation for future research, the study suggests delving deeper into the dynamics of Proactive Engagement, exploring its potential impact across varied student populations and academic settings. Additionally, investigating additional factors that may influence or moderate the relationship between personal agency and academic performance would further enrich the field. This research signifies a crucial step in comprehending the intricate interplay of personal agency and academic success, offering a foundation for future investigations aimed at refining educational practices and fostering student excellence in entrepreneurship courses.

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