

# The Application of Personal Efficacy Theory in University Entrepreneurship Education

Shuzhang Wang

Wenzhou Vocational & Technical College, Wenzhou, 325003, China

**Abstract:** Personal efficacy theory proposed by Bandura emphasizes the control ability of individual ability, thought and so on to a certain issue. Self-efficacy is closely related to entrepreneurship. The improvement of “self-efficacy” can effectively promote the final achievement of entrepreneurship. Combined with entrepreneurship, this paper combines personal efficacy theory with education in university entrepreneurship, and puts forward Suggestions to improve entrepreneurial enthusiasm on the basis of influencing factors of personal efficacy theory. It is hoped to be engaged in self-efficacy training of efficient education personnel or people engaged in entrepreneurship for more reference.

**Keywords:** Personal efficacy theory; University entrepreneurship; Education; Application

## 1. Introduction

Definition of personal efficacy theory.

In the late 1970s, Bandura, a famous American psychologist, resorted to his own study of human nature and ternary interactive determinism. Based on the theory of cognitive psychology, he proposed personal efficacy theory for the first time. In response, he said, personal efficacy theory is mainly about a person’s judgment, thoughts and inner feelings about whether he or she can accomplish something with certain ability. The key is not ability, but the confidence of the individual to use his

skills to achieve his goals. Through Personal efficacy theory can be a good prediction of an individual’s control over entrepreneurship or other things. A large number of studies show that entrepreneurial self-efficacy plays a very significant role in promoting the implementation of actual entrepreneurship. It can not only stimulate entrepreneurial motivation, but also increase the entrepreneurial passion of entrepreneurs. Even, it can reduce the psychological pressure of entrepreneurs to a certain extent, and greatly improve the success rate of entrepreneurship.

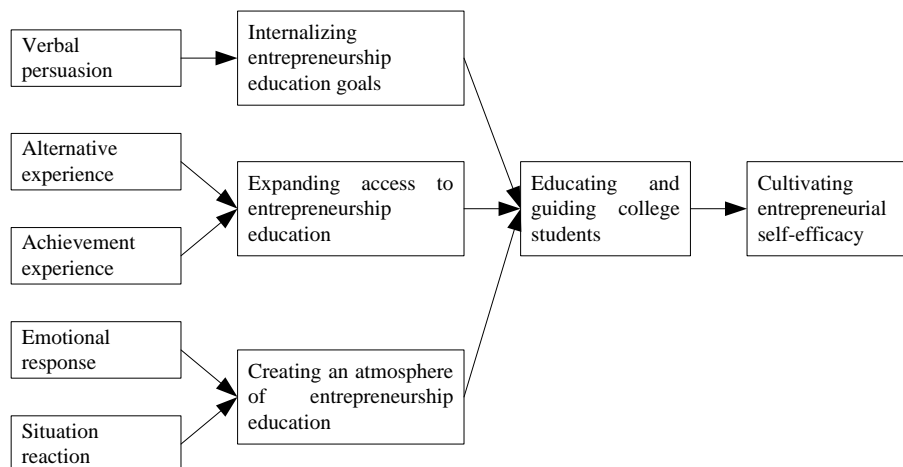


Figure 1. Cultivation process of self-efficacy

## 2. Factors Affecting Personal Efficacy

### 2.1. Experience of success or failure in starting a business

Individual experience and the experience accumulated as a result of experience will have an impact on their own Personal Efficacy. Especially for entrepreneurial activities, successful experience can effectively enhance the personal efficacy. On the contrary, the experience of failure will inhibit it. The entrepreneurial confidence generated by success can play a very important role in guiding and promoting the implementation of later stage entrepreneurship. Accordingly, if it is the experience of failure, the implementation of specific measures in the later stage will be “timid”. Therefore, the entrepreneurial activities in which college students are personally involved and the resulting experience are the most important factors that affect the personal efficacy.

**2.2. Alternative experiences of others**

In addition to the individual, the experience of others can also have a significant impact on personal efficacy. In particular, others who are regarded as role models and learning objects by individuals, can guide individuals to a certain extent through the display and dissemination of alternative experiences. When the gap between others and individuals is small, the experience of others’ entre-

preneurial success will greatly enhance the individual’s personal efficacy. Through this “little gap”, the distance between learners and learners is more fully narrowed. Furthermore, learners can find their own direction through the experience of the learners and gain more confidence and motivation from it.

**2.3. Effects of physiology and emotion**

Personal efficacy theory also with the individual’s physical and emotional has a lot to do when the individual’s environment more dangerous or strained their own pressure, mood, will restrict people’s hopes for success. Over time, if this kind of physiology and emotion are often generated during the entrepreneurial activity, it will directly reduce the personal efficacy of individuals. On the contrary, if the individual experiences a relatively stable environment, or is positive about his or her career from beginning to end, then this kind of physiological and emotional influence can virtually enhance the subject’s “self-efficacy”, which plays a good role in promoting the specific implementation of entrepreneurship, and is equivalent to raising more weights for the final success.

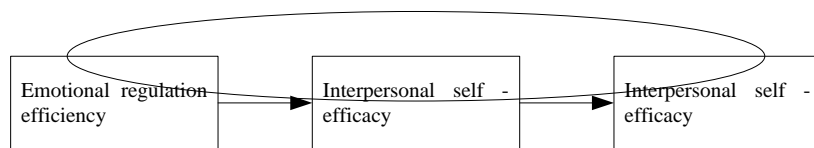


Figure 2. Affect the individual psychological function of self-efficacy

**3. Experience and Suggestions on Improving Personal Efficacy Theory in Education**

After recognizing the significance of personal efficacy theory to entrepreneurship and its specific influencing factors, colleges and universities can formulate certain educational contents to improve students’ personal efficacy”. Specifically, it can be carried out at the following levels:

**3.1. Thematic activities on entrepreneurship**

The success or failure experience summed up by the individual as a result of personal experience is the biggest factor affecting the personal efficacy. If students have the experience of successful entrepreneurship at the early stage, it will undoubtedly promote their self-efficacy greatly. On the contrary, the experience of failure will reduce the sense of self-efficacy to some extent. Therefore, before starting a business, students can effectively participate in certain entrepreneurial activities, which can promote the promotion of personal efficacy. Because there has been such an attempt in the early stage, it can provide some experience for the later scene experience and situation processing. When carrying out entrepre-

neurship education, colleges and universities should carry out targeted entrepreneurial theme activities, so that students can be exposed to the simulated entrepreneurial environment, guide him to establish positive entrepreneurial thinking and accumulate valuable successful experience. Specific forms can learn from entrepreneurial design competition or entrepreneurial design concept competition and other similar activities. On the one hand, it can compete professionally through specific design. On the other hand, it can test its entrepreneurial strength with the help of the sharing of entrepreneurial ideas. In addition, teaching staff can help students to implement some practical projects with less operational risk, so as to promote the smooth development of entrepreneurial practice and the achievement of the final results.

**3.2. Establishing an entrepreneurial model**

Individual personal efficacy will be affected by the alternative experience of others, so students can find some alternative experience through the entrepreneurial experience of others. When they see the achievements of people with the same conditions as themselves, they will naturally find the bright spot of success from others, which will provide more psychological help for the spe-

cific implementation of later entrepreneurship. On the contrary, if you see that people like yourself do not achieve or even face failure, they will suffer the same psychological blow, thus reducing their “sense of self-efficacy.” Therefore, when carrying out entrepreneurship education, colleges and universities can share their successful experiences by setting an example, so as to point out the direction for more students in the “fuzzy” stage and improve their personal efficacy. For example, cases of successful entrepreneurship can be introduced with the help of campus radio or campus impurities, publications, and so on. In addition, teachers can also conduct extensive publicity by interviewing successful people and asking them to share their successful experiences, so as to provide psychological “support” for more students, so as to enhance their “self-efficacy”.

### 3.3. Reforming the curriculum system

In addition to the sharing of some entrepreneurial experience and the participation of thematic activities, colleges and universities can also improve students’ entrepreneurial personal efficacy by reforming the curriculum system. First of all, colleges and universities can set up courses related to entrepreneurship. Secondly, they can focus on cultivating students’ entrepreneurial awareness, stimulate their entrepreneurial potential, and encourage the combination of theory and practice. Specifically, schools can learn and practice in this area with the help of the introduction of a relatively flexible and open teaching model. At the same time, when carrying out the specific operation, the school should pay attention to the guidance of entrepreneurial norms and entrepreneurial core, so as to enhance the proportion of this aspect in the teaching curriculum, so that students can be exposed to more authentic cases in class and accumulate more practical experiences and lessons. In addition, teachers can also pertinently encourage students to start a business, help students to carry out practical activities from different angles, and give help and comfort to students when they encounter difficulties or setbacks.

### 3.4. Strengthen attribution training of students

Bandura has said that the way individuals attribute their success or failure will have an impact on personal efficacy. Among them, positive attribution can improve individual self-confidence and lay a certain foundation for success. Otherwise, it is not. Specifically, there is a great relationship between people’s physiology and emotion and the success or failure of their own behavior, and the former is restricted by the latter. The difference in the

way people attribute the success or failure of behavior will also make the judgment of “self-efficacy” different. Among them, positive emotions will promote people’s self-confidence, making the passion to start a business more high. Negative emotions can cause demoralization, causing trouble for later startups. Therefore, universities can integrate attribution training into entrepreneurial education to promote students to establish a positive attributional model for entrepreneurship. Teachers should instruct students to take responsibility for their own achievements. For example, students may take success as recognition of ability and effort, and take failure as recognition of lack of effort. Teachers should avoid students’ negative attributions, such as attributing failure to bad luck, lack of ability and difficulty in tasks. Only in this way can students be more confident in the industry they are engaged in, thus affirming their own achievements and laying a positive foundation for more achievements in the later stage.

## 4. Conclusion

To sum up, personal efficacy is closely related to entrepreneurship. Students are influenced not only by their own emotions, physiology and experience of success or failure, but also by the substitute experience of others. Therefore, in the process of entrepreneurship education in colleges and universities, teachers should actively carry out entrepreneurship-related activities and gradually establish students’ awareness of entrepreneurship. At the same time, teachers pay attention to the establishment of role models and do a good job in guiding entrepreneurship. Moreover, teachers should make use of the increase and enrichment of entrepreneurship courses and the strengthening of students’ attribution training to comprehensively enhance students’ personal efficacy, so as to lay the foundation for entrepreneurship.

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