

**PSYCHOLOGY SURVEY REPORT**

**ROLE OF SELF EFFICACY IN ENTERPRENEURIAL INCLINATION OF GRADUATING STUDENTS**

**GROUP MEMBERS:**

* **Abdullah Ijaz**
* **Ahmed Nasir**
* **Baber Ali**
* **Fahad**
* **Faizan**
* **Rayyan Kamran**
* **Talha Masood**

**SUBMITTED TO:**

**Ms. Ayesha Bano**

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**ABSTRACT**

Self-efficacy and entrepreneurship education are essential for converting entrepreneurial education into practical entrepreneurial objectives. The purpose of this study is to investigate the connection between students' self-efficacy and their entrepreneurial inclination. Data was collected from more than fifty graduating students using a quantitative approach and a questionnaire. According to the findings, pupils who have greater levels of self-efficacy are more likely to have more ambitious aspirations and to act decisively to fulfill them. The connection is a strong predictor of the research group's entrepreneurial attitude, as indicated by the statistically significant p-value (less than 0.001) and the strong positive correlation (r = 0.894) between the relationship and entrepreneurial inclination.

**WORK DONE BY GROUP MEMBERS**

**This research is the product of our combined hard teamwork.**

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**SURVEY METHOD: DEFINITION AND COMPONENTS**

A survey is a research tool used to gather information on a variety of issues from a group of respondents. In social and market research, surveys are frequently used to learn about the beliefs, attitudes, actions, or traits of a group. They are helpful for exploratory research or when precise and in-depth data from a broad audience is needed. Prior to conducting a survey, establish the goals and create a questionnaire with objective, unambiguous questions. After choosing a representative sample from the target demographic, use suitable techniques, such internet surveys, to deliver the survey. Respondent ease and a broader reach are two benefits of conducting surveys online using online platforms.

In survey methodologies, the sample refers to a portion of the population chosen to represent the complete group. Questionnaires and interviews are used in surveys to collect data. A written series of questions that may be self-administered or conducted by a researcher is called a questionnaire. Types of questions include closed-ended and open-ended inquiries. "Yes" or "No" are examples of the precise response categories that respondents can select from when answering closed-ended questions. Respondents can provide deeper, more thorough information by answering open-ended questions in their own words. In an online survey, a closed-ended question with a Likert scale may be something like, "I feel confident in my ability to start my own business."

Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree are the categories for responses. Likert scale provide standardized and measurable data by measuring the frequency or degree of agreement of an answer. Surveys provide the advantages of efficiency, consistency, and speedy collection of quantitative data. They run the danger of response bias, have a lower response rate in online surveys, and could be shallower than qualitative approaches.

**CHAPTER 1: INTRODUCTION**

In the contemporary period, entrepreneurship has emerged as a key factor in promoting innovation, economic growth, and social advancement. Future entrepreneurial activity is significantly predicted by graduating students' entrepreneurial inclination, which includes their intention and desire to pursue entrepreneurial endeavors.

**Self-efficacy**, coined by psychologist **Albert Bandura**, refers to an individual's conviction in their capacity to carry out activities necessary to achieve specified results. It is a fundamental component of social cognitive theory, and it has been proven to influence motivation, resilience, and decision-making across a wide range of areas. In the entrepreneurial setting, self-efficacy represents students' confidence in their abilities to discover opportunities, manage resources, and overcome the problems that come with establishing and running a firm. People with high levels of self-efficacy are more equipped to overcome obstacles, persevere in the face of difficulty, and eventually fulfill their entrepreneurial goals. Investigating this connection is crucial to creating interventions and support networks that increase self-efficacy and, in turn, entrepreneurial inclinations.

An individual's choice, desire, and interest in pursuing entrepreneurial endeavors are referred to as their **entrepreneurial inclination**. It encompasses both external motivators, like financial incentives and market opportunities, and inner motivators, such the need for creativity and autonomy. Since graduating students are in the transitional stage between school and the workforce, when psychological, social, and environmental factors greatly influence job choices, they represent a special group to study entrepreneurial inclinations.

The premise behind the **association between self-efficacy and entrepreneurial inclination** is that self-confidence boosts one's willingness to take on challenging or uncertain tasks. Strong self-efficacy increases the likelihood that students would view entrepreneurship as a viable and fulfilling career path. Conversely, students who have low self-efficacy could believe that these issues cannot be solved, which would reduce their desire to start their own business. Entrepreneurial behavior has been shown to be moderated by self-efficacy in both psychology and entrepreneurship research. such as seeing opportunities, taking chances, and solving problems.

Beyond scholarly curiosity, self-efficacy in entrepreneurial propensity is being studied. It highlights the value of all-encompassing strategies for fostering entrepreneurial mindsets in students, especially in areas with high rates of young unemployment. Politicians and educational institutions can foster resilient and creative entrepreneurs who propel economic growth and tackle pressing societal issues by emphasizing the development of self-efficacy.

Numerous elements, including role models, social support, and past experiences, have an **impact on students' self-efficacy**. Students' self-efficacy may be increased via positive experiences and conquering obstacles, which motivates them to take part in entrepreneurial endeavors. On the other hand, frequent failures without assistance might discourage entrepreneurial aspirations and reduce self-efficacy. In addition to peer, mentor, and family support, exposure to successful role models increases students' self-efficacy and increases their likelihood of pursuing entrepreneurship. While fear and worry can erode confidence, positive emotions like optimism and constructive criticism can boost it. Cultural factors are also important; civilizations that stigmatize failure may inhibit it, whereas communities that celebrate success encourage more self-efficacy and an entrepreneurial spirit. Students' self-efficacy and propensity for entrepreneurship steadily increase when they can create reasonable goals through self-reflection and self-awareness. The survey report is designed to ascertain how self-efficacy shapes a person's personality and propensity to succeed or fail in entrepreneurial domains.

**CHAPTER 2: METHODOLOGY**

This survey **aims** to investigate how self-efficacy—the conviction that one can succeed—influences graduating students' propensity for entrepreneurship, especially for those who may not yet consider themselves to be prospective business owners, or who are uncertain of their abilities. How students tackle problems, take chances, and ultimately choose to pursue entrepreneurial endeavors is greatly influenced by their level of self-efficacy. Many students may question whether they are prepared to launch a business because they believe they lack the requisite knowledge or expertise**. The purpose of this survey** is to learn more about these attitudes and explore the ways in which students' self-efficacy affects their belief in their capacity to thrive in the entrepreneurial field.

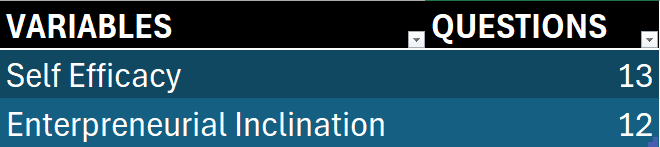
The study **aims** to determine which elements—personality traits, prior experiences, and support networks—can help students feel more confident by concentrating on the mentality and attitudes that encourage entrepreneurial thinking. We'll also look at how students who might feel less equipped or have less entrepreneurial abilities can still be successful and what kinds of interventions (such education, skill-building workshops, or mentoring) might boost their self-confidence and entrepreneurial aspirations.

Simply put, this survey **aims** to shed more light on the relationship between self-efficacy and students' entrepreneurial attitudes, suggest strategies for empowering all students, particularly those who might feel less capable, and ultimately encourage them to believe in their own ability to succeed in entrepreneurship. By doing this, we intend to support the creation of practical plans for fostering aspiring business owners, especially those who are uncertain or feel less equipped.

Many **graduating students have serious self-doubt** that restricts their business aspirations, especially those who feel unprepared. Their confidence and motivation to pursue entrepreneurial chances are hampered by this lack of self-efficacy, or belief in their own talents, which eventually leads to lost opportunities for invention, business creation, and personal development.

Students that **graduate with higher levels of self-efficacy** will be more inclined, confident, and prepared to take advantage of business chances. On the other hand, students who have lower levels of self-efficacy will be more reluctant and apprehensive about starting their own business. The growth of self-efficacy and, consequently, entrepreneurial goals will be greatly influenced by personal characteristics, education, and support networks.

The **two primary variables** in this study are entrepreneurial propensity and self-efficacy. Self-efficacy is the conviction that one can accomplish objectives, get over challenges, and function well in a variety of circumstances. Since it affects other parts of the study, it functions as **the independent variable**. The ambition and self-assurance of students to pursue entrepreneurial possibilities, such as launching a firm or developing in a sector, are represented byentrepreneurial inclination. Since the degree of self-efficacy determines its level or intensity, this is the **dependent variable**. The study aims to determine if students who have greater levels of self-efficacy are more likely to have more robust entrepreneurial dreams and take aggressive measures to realize them by examining this link.



Undergraduate and graduating students from a variety of academic programs on the FAST Lahore campus make up the study's population. It primarily consists of senior students who are in their last years and are about to graduate. 55 (approx.) graduating students from the target group made up our sample. Convenience sampling was used to choose participants, guaranteeing a wide range of academic specialties. Because of time restrictions and participant accessibility inside the university grounds, the study used a practical sampling technique. The main instrument for gathering data was a structured questionnaire with 25 items. The questionnaire used a 5-point Likert scale, from Strongly Disagree to Strongly Agree, to gauge self-efficacy and entrepreneurial goals. Digital questionnaires were distributed to the chosen sample as a tool to gather data. Clear instructions and ample time for responses were provided to the participants.

**CHAPTER 3: LITERATURE REVIEW**

**INTERNATIONAL RESEARCH:**

* **Research on the Effects of Entrepreneurial Education and Entrepreneurial Self-Efficacy Entrepreneurial Inclination**

Liu, Lin, Zhao, and Zhao's study investigates how self-efficacy and entrepreneurial education affect college students' propensity to start their own business. The research provides a thorough analysis of how these characteristics impact students' attitudes and propensities towards entrepreneurship, using the **Theory of Planned Behavior (TPB) as a framework**. The link between education, self-efficacy, and entrepreneurial attitudes is examined through the analysis of data from 327 Chinese university students, offering theoretical and practical insights.

According to the study, entrepreneurial education does not directly promote entrepreneurial mindset, but it does have a beneficial impact on entrepreneurial propensity. On the other hand, entrepreneurial self-efficacy has a major influence on entrepreneurial inclination and attitude, underscoring its critical function in encouraging entrepreneurial action. This suggests that a proactive entrepreneurial mentality and the urge to launch firms are both fueled by self-confidence in one's entrepreneurial skills.

The analysis supports TPB's claim that attitudes are important antecedents of inclination by illuminating the psychological processes via which self-efficacy influences conduct.

The **results** cast doubt on the idea that education by itself may directly promote entrepreneurial attitudes, highlighting the necessity of interventions that boost self-assurance and useful abilities.

The findings have significant ramifications for legislators and educators. It **recommends** that academic institutions and training centers concentrate on raising students' self-efficacy in addition to providing entrepreneurship education. By bridging the knowledge and attitude development gap, techniques including practical workshops, mentoring programs, and real-world entrepreneurial experiences can better prepare students for success as entrepreneurs.

One of the study's drawbacks is that it only used data from one Chinese region, which restricts how broadly the results can be applied. Furthermore, the study ignores differences in educational backgrounds, such as exposure to entrepreneurship courses, which may have a varied impact on attitudes and inclinations. By performing cross-regional or cross-cultural studies and investigating the influence of certain academic fields on entrepreneurial results, future research should fill up these gaps.

* **Research: "Self-Efficacy and Entrepreneurial Inclination Among Engineering Students in Malaysia"**

In this study, U. N. Saraih, Ain Zuraini Zin Aris, Suhana Abdul Mutalib, Tunku Salha Tunku Ahmad, Sharmini Abdullah, and M. Harith Alums examine the connection between Malaysian engineering students' self-efficacy and entrepreneurial propensity. A questionnaire and a quantitative technique were used to gather data from 345 final-year students. The results show a modest degree of self-efficacy and a strong interest in entrepreneurial aptitude. Self-efficacy and entrepreneurial tendency were shown to be significantly positively correlated, which supports Bandura's Social Learning Theory.

Global unemployment is on the rise, and entrepreneurship is being emphasized as a potential remedy. To fight unemployment, the Malaysian Ministry of Higher Education (MoHE) places a strong emphasis on entrepreneurship in its curricula. Because engineering students are frequently underrepresented in entrepreneurship studies, the study explicitly tries to investigate their entrepreneurial tendency. The determination to launch a new company, driven by self-efficacy, is known as entrepreneurial inclination. Self-efficacy is the belief in one's own ability to carry out the necessary steps to handle potential scenarios. It plays a crucial role in identifying propensities for entrepreneurship.

A sample of engineering students from a Malaysian public university participated in the study. Three components were created for the questionnaire: self-efficacy, entrepreneurial inclination, and demographic data. Regression analysis, correlation analysis, and mean and standard deviation computations were all part of the data analysis.   
  
The bulk of the sample, including 60.6% females and 39.4% men, were Malays. The average score for self-efficacy was 3.22 (moderate), and the mean score for entrepreneurial tendency was 3.67 (high).

According to the study's findings, engineering students have a modest degree of self-efficacy but a strong entrepreneurial desire. Entrepreneurial propensity is strongly influenced by self-efficacy, indicating that raising self-efficacy may encourage engineering students to pursue entrepreneurship. The results have consequences for instructional approaches meant to promote entrepreneurship in higher education.   
As for recommendations, To increase students' self-efficacy, educational institutions should employ tactics like entrepreneurial education and hands-on training. It is recommended that more study be done to examine additional variables affecting entrepreneurial tendencies in diverse settings.

**NATIONAL RESEARCH:**

* **Research: From entrepreneurial education to entrepreneurial inclination: a sequential mediation of self-efficacy and entrepreneurial attitude**

One of the most important psychological traits in the transition from entrepreneurial education to entrepreneurial inclination (EI) is self-efficacy. Self-efficacy is the belief in one's own ability to accomplish tasks successfully. **Ahmed et al.'s (2021)** study examines the role that self-efficacy plays in mediating the relationship between emotional intelligence and entrepreneurial education, with a focus on graduating students. Self-efficacy has a significant influence on entrepreneurial activity because it fosters resilience and confidence in the face of difficulty. According to the study, students with high self-efficacy are more likely to believe that starting their own business is a realistic objective, which directly affects their aspirations. The authors note that students' self-efficacy affects both their conviction in their own abilities and their preparedness to seize entrepreneurial opportunities.

According to Ahmed et al., self-efficacy plays a critical role as a mediator between entrepreneurial education and entrepreneurial propensity. Even though it gives students the information and abilities they need to pursue entrepreneurship, entrepreneurial education has the biggest impact on inclinations when students start to trust in their own abilities. According to the study's sequential mediation effect, entrepreneurial education raises self-efficacy, which in turn encourages a positive entrepreneurial attitude and, ultimately, raises entrepreneurial ambitions. The study **focuses on the cultural context of Pakistan**, where entrepreneurial education and self-efficacy are highly valued. In this case, overcoming financial and cultural barriers, such as limited access to resources and failure-related fear, requires self-efficacy. Pakistani graduating students benefit greatly from interventions that boost self-efficacy as they negotiate a challenging entrepreneurial environment.

The study's findings have several **practical implications** for decision-makers and educational institutions. To encourage self-efficacy, entrepreneurial education programs should include mentorship, experiential learning, and real-world company problems. These classes may help students feel more confident about their entrepreneurial abilities. Self-efficacy is a crucial element in the development of entrepreneurial ambitions by graduating students. According to research by Ahmed et al., it acts as a mediator in transforming entrepreneurial education into action-oriented objectives. Self-efficacy boosts students' self-esteem and encourages entrepreneurship, both of which are essential for economic advancement and innovation.

The **results** emphasize how important it is to create educational programs that emphasize self-efficacy as a strategic tool to encourage entrepreneurial mindsets among students entering the profession. This connection emphasizes how crucial it is to provide educational interventions that focus on self-efficacy to promote entrepreneurial attitudes in students making the transition to the job. Educational institutions can better equip students to handle the obstacles of entrepreneurship by emphasizing the development of their self-efficacy. By fostering a new generation of self-assured, competent entrepreneurs, this strategy not only helps the students but also advances larger economic and social growth.

* **Research: Entrepreneurship education, entrepreneurial self-efficacy, need for achievement and entrepreneurial inclination among commerce students in Pakistan**

Entrepreneurial inclinations (EI), a precursor to entrepreneurial conduct, are a person's disposition to engage in entrepreneurial activities. In their 2022 study, **Soomro and Shah** examine how self-efficacy influences commerce students' propensity to launch their own company. Self-efficacy is the conviction that one can organize and complete things effectively. The impact of self-efficacy on entrepreneurial tendencies is examined in this review, with a focus on students who are ready to graduate.

A person's confidence in their ability to do entrepreneurial tasks such as seeing opportunities, gathering resources, and managing uncertainty is referred to as "entrepreneurial self-efficacy" (ESE). The study found that ESE substantially predicts entrepreneurial tendencies. Because they think entrepreneurship is a good career path, students with high ESE are more likely to launch their own companies.   
  
ESE serves as a mediator between entrepreneurial goals and entrepreneurship education (EE), claim Soomro and Shah (2022). Pupils who study entrepreneurship are better equipped to spot business prospects and manage ventures. However, to translate this awareness into propensity, self-efficacy is essential. If students don't believe in their abilities, they are less likely to use their degree to launch their own business.

The study highlights the unique challenges faced by students in poor countries like Pakistan, where cultural and socioeconomic limitations might obstruct entrepreneurial pursuits. ESE equips pupils with the tenacity needed to overcome these challenges. Despite uncertainty and limited resources, this concept pushes commerce students to adopt a spirit of entrepreneurship. Institutions are encouraged to employ experiential learning techniques in entrepreneurship education to increase students' self-efficacy. Students' confidence may be significantly increased through mentoring programs, hands-on training, and exposure to real-world business challenges. The study found that these types of activities help students not only cultivate an entrepreneurial mentality but also provide assistance when they face challenges.

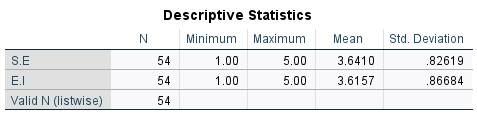
According to Soomro and Shah's (2022) research, tailored educational interventions that boost self-efficacy are essential, especially when socioeconomic restrictions are present. Enhancing entrepreneurial self-efficacy promotes social and economic progress in addition to assisting students in achieving their business goals. The importance of self-efficacy in transforming entrepreneurial education into realistic entrepreneurial objectives is highlighted by this investigation, particularly for commerce students preparing to enter dynamic and competitive marketplaces.

**CHAPTER 4: DATA ANALYSIS**

More than fifty students, the majority of whom were close to graduating and dealing with the issues and circumstances that we are focusing on in this study, replied to the poll about the influence of self-efficacy on entrepreneurial propensity. Male respondents made up over 90% of the sample, with the remaining respondents being female. As a result, most responses came from their degree's fifth and seventh semesters. Most responses were between the ages of 19 and 25. We received extremely encouraging results from the self-efficacy and entrepreneurial inclination survey, which will be addressed later. Following the completion of the survey, the findings were shown as correlation, means, and standard deviations.

**MEAN AND STANDARD DEVIATION**

Regarding the mean, it was **3.6157** for the final 12 questions of entrepreneurial propensity and **3.6410** for the first 13 questions of self-efficacy. The self-efficacy questionnaire's mean score of 3.6 indicated that most respondents believed in themselves and were sufficiently confident in their self-efficacy attribute. when this is connected to a propensity for entrepreneurship. In addition to demonstrating a high level of self-efficacy, the respondents indicated a strong propensity for entrepreneurship. This suggested that a person's entrepreneurial mentality and abilities are positively correlated with their level of self-efficacy.



**TABLE 4.1 MEAN AND SD**

**CORRELATION ANALYSIS**

After the survey was completed, a correlation analysis was also conducted to determine the actual relationship between self-efficacy and entrepreneurial desire. 54 people made up the sample size for this analysis. This figure provides a plausible foundation for the correlation result by indicating that **S.E and E.I. have a correlation value of 0.894**. This number shows that self-efficacy and entrepreneurial propensity are strongly positively correlated. The statistically significant p-value (less than 0.001) and the substantial positive correlation (r = 0.894) between self-efficacy and entrepreneurial inclination suggest that self-efficacy is a powerful predictor of entrepreneurial inclination in the study group. This implies that those who have a greater propensity for entrepreneurship are also more likely to have higher levels of self-efficacy.

**A screenshot of a computer

Description automatically generated**

**TABLE 4.2 CORRELATION**

Thus, the results demonstrated a direct percentage of SE with entrepreneurial inclination, which was in line with our assumptions as we concluded that self-efficacy has a profound impact on the entrepreneurial inclination. Consequently, a positive relationship was found.

**CHAPTER 5: CONCLUSION AND RECOMMENDATIONS**

As of the survey's completion, we know that the relationship between self-efficacy and entrepreneurial desire is highly intriguing and favorable. This study focused on how graduating students' self-efficacy may benefit them in their lives. The results indicate a direct relationship between the characteristic of self-efficacy and the degree of entrepreneurial propensity. A person's entrepreneurial attitude improves as their level of self-efficacy increases. Our survey's findings showed that many participants had a positive entrepreneurial mentality since they were confident in their self-efficacy characteristic.

Integrating personal development and outside assistance techniques is crucial to addressing graduating students' self-doubt and lack of self-efficacy. On an individual basis, students' confidence and conviction in their own skills may be strengthened by being encouraged to establish reasonable and attainable objectives. Giving students the chance to reflect on and evaluate themselves enables them to identify their areas of strength and progress, which promotes a growth mentality. Resilience and a positive perspective can also be maintained via the use of mindfulness and stress-reduction strategies.

Educational institutions should simultaneously put in place thorough programs for the growth of entrepreneurs. To provide students with real-world experience, these programs must incorporate interactive seminars, business simulations, and mentorship opportunities. Furthermore, establishing a network of support where students can talk about their struggles and achievements may help them feel motivated and like they belong..

Institutions may assist students in overcoming self-doubt, boosting their self-efficacy, and unleashing their potential for creativity and entrepreneurship by integrating these internal and external tactics. In addition to improving students' personal lives, this all-encompassing strategy helps students succeed professionally and advances social and economic advancement.

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**APPENDIX**

**QUESTIONNAIRE**:

The purpose of this study is to investigate the connection between graduating students' self-efficacy and entrepreneurial propensity. We will learn a great deal from your answers about the elements that affect entrepreneurial habits and goals. This questionnaire will help us measure the level of "Self-Efficacy and Entrepreneurial Inclination". Your honest responses would be valuable to this survey.

1. I have faith in my capacity to come up with innovative ideas and solutions.

2. I have faith that I can take constructive criticism and turn it into something better.

3. To accomplish my goals, I may devise methods to go over any challenges.

4. I perceive myself capable of convincing others to back my projects.

5.I have the ability to recognize and take advantage of new opportunities.

6.In order to meet deadlines, I am able to prioritize work effectively.

7. I am tenacious and committed to succeeding despite any hurdles.

8. I can successfully apply what I've learned to real-world scenarios.

9. I am able to pick up new tools and technologies fast.

10. I certainly can come up with original solutions for challenging issues.

11. I have the capacity to modify my abilities to fit various situations and settings.

12. In challenging circumstances, I think I can live up to the standards others have established.

13. I have the knack to accomplish long-term objectives in both my personal and professional life.

14. I'm driven to keep honing my entrepreneurial abilities and expertise.

15. I'm prepared to put a lot of effort and money into my business endeavors.

16. I perceive myself capable of transforming creative concepts into successful company plans.

17. I have a strong desire to start and establish my own business.

18. The pleasures and difficulties of being my own employer excite me.

19. I take the initiative to find and seize business possibilities.

20. I have a well-defined and feasible strategy for achieving my business objectives.

21. I'm prepared to take measured chances in order to accomplish my professional goals.

22. I am able to evaluate new company prospects with accuracy.

23. I have the fortitude to bounce back from setbacks and disappointments in my entrepreneurial endeavors.

24. I have faith that I can compete in the market effectively.

25. I have a strong desire to promote innovation and introduce novel concepts to the market.