# Learning Goal Orientation (LGO) and Mentor Function Effect on Entrepeneurship Self-Efficacy in Medium Small Enterprises Bojonegoro

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**Abstract**

**Background**: The role of an entrepreneur's internal dispositions and external support mechanisms in influencing self-efficacy remains a subject of keen interest. The Bojonegoro region, with its unique entrepreneurial landscape, provides a rich context for such exploration.

**Objective**: To unravel the intricate relationships which shape an entrepreneur's self-efficacy, focusing primarily on the contributions of Learning Goal Orientation (LGO) and Mentoring Function (MF).

**Method**: A questionnaire-based approach was employed targeting 30 small and medium-sized enterprises (SMEs) in Bojonegoro, using the purposive sampling method. The gathered data was meticulously analyzed using SPSS's 25th edition under multiple linear regression analysis.

**Results**: Findings highlighted the significant positive effect of LGO on Entrepreneur Self-Efficacy. While MF alone did not directly influence self-efficacy, its combined effect with LGO showcased a synergistic positive impact.

**Conclusion**: The research underscores the importance of both an entrepreneur's learning mindset and effective mentoring in shaping self-efficacy. Emphasizing these factors can offer a more holistic approach to entrepreneurial training and development programs, especially in regions akin to Bojonegoro.

*Keywords:* Entrepreneur Self-Efficacy, Learning Goal Orientation (LGO), Mentoring Function (MF), Small and Medium-sized Enterprises (SMEs)

## 1.     Introduction

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Learning Goal Orientation (LGO) emphasizes the acquisition of new skills, continuous learning, and seeing challenges as opportunities to grow. Entrepreneurs with high LGO are often more adaptable and resilient as they view setbacks not as failures, butas lessons (É. St-Jean & Tremblay, 2020). However, an overly learning-oriented approach might sometimes delay decision-making or lead to a lack of focus on immediate business outcomes. With a focus on skill acquisition, adaptability, and viewing challenges as growth opportunities, LGO provides a lens to assess how SME entrepreneurs approach their business.

On the other hand, Mentors, with their reservoir of experience and guidance, can significantly shape the trajectory of an SME. We sought to understand how SME entrepreneurs in Bojonegoro perceive the role of mentors. The concept of "mentor function" is a key dimension in understanding mentoring relationships, particularly in professional and academic contexts. Broadly speaking, mentor functions encompass the roles and activities carried out by a mentor to support and guide their mentees. Researchers have often categorized these functions to understand and quantify the various benefits that mentors can provide (Ahsan et al., 2017; É. St-Jean & Tremblay, 2020).

Entrepreneurial self-efficacy (ESE) is a specific application of Bandura's self-efficacy concept (Bandura, 1997) to the realm of entrepreneurship (Ahsan et al., 2017; Gordon & Brobeck, 2010; Radu Lefebvre & Redien-Collot, 2013). It represents an individual's confidence in their ability to successfully perform the tasks and roles associated with being an entrepreneur. Given the challenging nature of entrepreneurship which often involves navigating uncertain environments, making critical decisions with limited information, and persevering through failures, having a strong belief in one's capabilities is crucial. Previous entrepreneurial experiences, even if they resulted in failure, can enhance ESE because they provide a learning opportunity. Observing other entrepreneurs, especially if they are seen as role models or peers, can boost ESE. Entrepreneurship education programs and workshops can bolster ESE by providing the necessary skills and knowledge. Guidance and feedback from experienced entrepreneurs can foster an increase in ESE.

By intertwining the insights from mentor function, LGO, and Entepreneur Self Efficacy (ESE), we can derive a holistic understanding of Bojonegoro's SME environment. For instance, an entrepreneur with high LGO, positive self-efficacy, but limited mentor interaction might benefit from a structured mentorship program which aligns with their learning goals. Ultimately, the data derived from our questionnaire seeks to pave the way for more targeted community service interventions. By aligning our initiatives with the real needs and orientations of Bojonegoro's SME entrepreneurs, we aim to usher in a wave of informed, effective, and transformative support, propelling these enterprises towards greater heights.

The data from our questionnaire provides a snapshot of where Bojonegoro's SMEs currently stand in terms of these orientations. By understanding this balance, we can better tailor our community service initiatives by offering training that enhances the strengths and addresses the areas of growth.

## 2. Literature Review

### 2.1. *Mentor Function*

Mentoring could serve as a significant bolstering factor, enhancing entrepreneurs' self-belief, providing them with critical industry insights, and equipping them with tools and strategies to navigate the challenging entrepreneurial landscape. On the other hand, over-reliance on mentors might result in entrepreneurs becoming overly dependent, potentially hindering their ability to make independent decisions or take risks without their mentor's guidance (Carpenter et al., 2015; Lara-Bercial et al., 2023). While short-term effects of mentoring might be more pronounced and immediate, understanding the lasting impact on self-efficacy (Armitage & Conner, 2001; Bamberg et al., 2003; Bandura, 1977) can provide insights into the sustained value (or potential pitfalls) of mentorship for entrepreneurs.

### 2.2 *Learning Goal Orientation*

Learning Goal Orientation (LGO) is one of the dimensions of goal orientation, which also includes Performance Goal Orientation (sometimes split into Performance-Prove and Performance-Avoid orientations). Individuals with a high Learning Goal Orientation (LGO) are primarily motivated by the desire to develop competence by mastering challenging situations. They see effort as a pathway to

mastery and are more interested in the process of learning than merely the outcome (Pintrich, 2000). People with a strong LGO typically perceive challenges as opportunities for growth. They tend to persist in the face of difficulty because they value the acquisition of new skills and knowledge. Rather than viewing failures or mistakes as indicative of their abilities, those with a learning orientation see them as an integral part of the learning process. They're less likely to experience the detrimental effects of failure and more likely to seek feedback and strategies to improve. Employees with a strong LGO can be assets in rapidly changing environments where adaptability and continuous learning are crucial (Hirst et al., 2009). They are likely to be proactive in their professional development, seeking out training opportunities and often exhibit resilience in the face of setbacks.

## 2.3    *Entrepeneurial Self Efficacy (ESE)*

Entrepreneurial Self-Efficacy (ESE) refers to an individual's belief in their ability to successfully perform entrepreneurial tasks and roles. It's a specific application of Bandura's concept of self-efficacy within the realm of entrepreneurship. ESE can be viewed as a critical psychological trait or belief that influences entrepreneurial intentions, behaviors, and outcomes. When it comes to opportunity recognition, entrepreneurial self-efficacy plays a pivotal role (Srimulyani & Hermanto, 2022). Entrepreneurs with high ESE believe that they possess the skills and abilities to identify valuable business opportunities in the market. This belief influences their alertness to new ideas, unmet market needs, or underserved market segments. Opportunity recognition often requires the ability to connect seemingly unrelated information, identify patterns, and project potential market needs or shifts. Entrepreneurs with strong self-efficacy in their cognitive and analytical abilities are more likely to trust their judgments and insights, leading to more frequent and potentially more innovative opportunity recognition.

The entrepreneurial environment is fraught with uncertainty. Recognizing opportunities often means dealing with incomplete or ambiguous information. Those with high ESE are more confident in navigating these uncertainties, believing in their capacity to fill in the blanks or take calculated risks based on their judgments (E. St-Jean, 2011). Not all recognized opportunities result in success, however entrepreneurs with high self-efficacy are more resilient. Even if one opportunity doesn't pan out, their belief in their capability to identify and exploit opportunities remains undeterred. This resilience can lead to continued efforts and subsequently, the recognition of new opportunities. Belief in one's ability to recognize viable opportunities can influence decisions about where to allocate resources, time, and energy (E. St-Jean et al., 2017). An entrepreneur with high ESE might be more inclined to invest heavily in an opportunity they've identified, trusting their judgment and analysis (É. St-Jean & Tremblay, 2020).

## 2.4    *Hypotheses Development*

When considering the potential effects of Learning Goal Orientation (LGO) and mentor function on Entrepreneurial Self-Efficacy (ESE), one can postulate several hypotheses based on the existing literature and logical relationships between these constructs. Here's how you might approach hypothesis development for each:

### 2.4.1    *Effect of Learning Goal Orientation on Entrepreneurial Self-Efficacy*:

Background: Individuals with a strong LGO are driven by the desire to develop competencies and master new situations. This drive to learn and adapt is essential in the unpredictable world of entrepreneurship.

Hypothesis 1 (H1): Entrepreneurs with a higher learning goal orientation will report greater entrepreneurial self-efficacy compared to those with a lower learning goal orientation.

### 2.4.2 *Effect of Mentor Function on Entrepreneurial Self-Efficacy:*

Background: Mentor functions typically include career-related and psychosocial support. These functions can be especially influential for budding entrepreneurs who may derive both tangible skills and emotional support from their mentors.

Hypothesis 2 (H2): Entrepreneurs who receive a high level of career-related mentoring (such as skill development, exposure, and networking) will report higher levels of entrepreneurial self-efficacy compared to those who receive lower levels of career-related mentoring.

### 2.4.3 Interactive Effects of Mentor Function and Learning Goal Orientation:

Background: The combination of mentorship and an individual's own drive to learn (LGO) might have a synergistic effect, enhancing the entrepreneur's self-efficacy.
Hypothesis 3 (H3): The positive relationship between career-related mentoring and learning goal orientation for entrepreneurial self-efficacy.

These hypotheses, if tested via empirical research, can provide insights into the individual and combined effects of mentoring and LGO on an entrepreneur's belief in their abilities (ESE). Depending on the results, it can offer actionable insights for training programs, mentorship frameworks, and entrepreneurial education.

## 3. **Method**

### 3.1. *Sample / Participants*

In a recent study, we engaged with a diverse group of individuals representing the entrepreneurial spirit of Bojonegoro. This sample consisted of 30 participants, all of whom are involved in small to medium-sized enterprises within the region. These entrepreneurs showcased a wide array of business categories, from traditional arts and crafts to modern service-oriented ventures. This diverse set provides a comprehensive insight into the business landscape of Bojonegoro, illustrating the dynamism and adaptability of its local economy. Through this mix, one can get a glimpse of both the rich cultural heritage of the region and its contemporary innovations in enterprise.

Small and Medium-sized Enterprises (SMEs) that have been in operation for a span of 1 to 10 years occupy a unique and vital space in the business ecosystem (É. St-Jean & Tremblay, 2020). Often referred to as "early-stage" or "growth-phase" businesses, these enterprises have successfully navigated the initial challenges of starting up and are now in the process of establishing a foothold in their respective markets. This age bracket signifies a period of dynamic evolution where businesses are likely to experience significant expansions, diversifications, or even pivots based on market feedback. While they've overcome the vulnerable infancy stage, they still face the complexities of scaling, managing growing teams, and optimizing operations. It's a transformative era for SMEs, characterized by both opportunities for exponential growth and challenges of maintaining consistent momentum.

### 3.2. *Instrument(s)*

In this research, the instrument used is a questionnaire with a seven-level Likert scale ranging from 1, indicating 'Strongly Disagree,' to 7, indicating 'Strongly Agree.' To measure the LGO variable, the instrument adapts the measurement developed by Button et al. (1996) consisting of 10 statements. Meanwhile, for the MF variable, the questionnaire is based on the measurement by St-Jean (2011) with a total of 8 statements. Lastly, the SES variable is measured using the scale developed by Anna et al., (2000) with 3 statements. Each variable is designed to gain in-depth perceptions from respondents regarding specific aspects of the study. The concept of validity in research pertains to the degree of accuracy shown by an instrument in measuring the specific construct that it is designed to assess. The concept of reliability refers to the degree of consistency and stability shown by the instrument's outcomes when it is repeatedly used. The establishment of both validity and reliability is of utmost importance in order to enhance the credibility and generalizability of research outcomes.

### 3.3.     *Data collection procedures*

Data collection for our study was meticulously carried out by distributing questionnaires to 30 small and medium-sized enterprises (SMEs) in Bojonegoro. These SMEs, representative of the diverse business landscape of the region, provided invaluable insights into various facets of local entrepreneurship. The questionnaires, designed to be comprehensive yet user-friendly, allowed us to gather specific, actionable data, offering a snapshot of the current challenges, opportunities, and practices within these businesses. By targeting Bojonegoro's SMEs, our research aimed to highlight the region's unique entrepreneurial dynamics, emphasizing the importance of localized data collection in understanding regional economic nuances.

### 3.4.     *Data analysis*

Following the collection of questionnaire data from 30 SMEs in Bojonegoro, we embarked on an extensive data analysis process using the 25th edition of SPSS. Initially, a descriptive analysis was conducted to summarize the central tendencies, dispersions, and shapes of the dataset distributions. To ensure the quality and consistency of our instrument, we then conducted validity and reliability analyses. The data's distribution was subsequently assessed through a normality analysis to ensure the appropriateness of subsequent tests. Our primary inferential technique was multiple linear regression which was employed to understand the relationships between multiple independent variables and a dependent variable. This rigorous statistical approach provided a comprehensive understanding of the data, offering insights into the intricate dynamics of Bojonegoro's SME landscape.

## 4.     **Results**

**Descriptive Analysis**

In this research, a descriptive analysis was employed to provide a detailed overview of the variables by presenting their minimum, maximum, mean, and standard deviation values. It is believed that a variable exhibits a tendency towards growth when its standard deviation value is lower than the mean value. Table 2 presents the outcomes of the descriptive analysis.

**Table 1**. Descriptive analysis based on the characteristics of the respondent.

| Category | Description | Frequency | Percentage (%) |
|---|---|---|---|
| Type of Business | Fashion | 4 | 13.3 |
| | Handicraft | 4 | 13.3 |
| | Food | 10 | 33.3 |
| | Beverage | 3 | 10 |
| | Snack | 9 | 30 |
| Business Age | <1 year | 1 | 3,3 |
| | 1-5 years | 18 | 60,0 |
| | 5-10 years | 7 | 23,3 |
| | >10 years | 4 | 13,3 |

Based on the findings from a survey of 30 respondents, it can be noted that the majority of participants were employed in the food sector accounting for 33.3% of the total, highlighting the significance of the food industry in this research. Additionally, the fashion and handicraft businesses each contributed around 13.3% of the total respondents, while the beverage and snack food businesses were also quite substantial, each representing 10% and 30% respectively. Concerning the business tenure, a significant portion of respondents (60%) had been running their businesses for 1 to 5 years, indicating that the majority of them were experienced business owners. Meanwhile, approximately

23.3% of respondents had been in business for 5 to 10 years and 13.3% had owned their businesses for more than 10 years, showcasing a variation in business experience among the respondents. Therefore, the type of business and business tenure emerge as crucial aspects for understanding the characteristics of the survey participants

**Table 2.** Descriptive Test Results

|  | N | Min | Max | Mean | Std. Dev |
|---|---|---|---|---|---|
| LGO | 30 | 40 | 70 | 63.00 | 7.629 |
| Mentor Function | 30 | 30 | 56 | 49.33 | 7.485 |
| ESE | 30 | 13 | 21 | 19.03 | 2.282 |
| Valid N (listwise) | 30 |  |  |  |  |

According to the information presented in Table 2, the variable LGO is made up of ten statements that were graded using a Likert scale that has seven points. The dataset demonstrates a mean value of 63.00, a standard deviation of 7.629, the lowest possible value of 40.00, and the highest possible value of 70.00. A Likert scale with seven points of differentiation is used to evaluate each of the eight statements that make up the Mentor Function variable. The dataset has a minimum value of 30.00, a maximum value of 56.00, a value that is approximately in the range of 49.33, and a standard deviation that is 7.485. In addition, the ESE variable is made up of three assertions, each of which was graded based on a 7-point scale developed by the Likert scale. The lowest value that was found was 13,00, while the highest figure that was found was 21.00. A number of approximately 19.03 was determined to be the mean, while the standard deviation was determined to be 2.282.

**Table 3.** Result of Validity and Reability Test

| Variable | Item | Pearson Correlation | $R_{table}$ | Cronbach Alpha |
|---|---|---|---|---|
| Learning Goal Orientation (LGO) | X1.1 | 0.833 | 0.361 | 0.942 |
| | X1.2 | 0.632 | 0.361 | |
| | X1.3 | 0.844 | 0.361 | |
| | X1.4 | 0.917 | 0.361 | |
| | X1.5 | 0.904 | 0.361 | |
| | X1.6 | 0.943 | 0.361 | |
| | X1.7 | 0.928 | 0.361 | |
| | X1.8 | 0.825 | 0.361 | |
| | X1.9 | 0.751 | 0.361 | |
| | X1.10 | 0.747 | 0.361 | |
| Mentor Function (MF) | X2.1 | 0.836 | 0.361 | 0.928 |
| | X2.2 | 0.836 | 0.361 | |
| | X2.3 | 0.814 | 0.361 | |
| | X2.4 | 0.855 | 0.361 | |
| | X2.5 | 0.837 | 0.361 | |
| | X2.6 | 0.881 | 0.361 | |
| | X2.7 | 0.773 | 0.361 | |
| | X2.8 | 0.786 | 0.361 | |
| Entrepreneurial Self-Efficacy (SES) | Y1 | 0.892 | 0.361 | 0.852 |
| | Y2 | 0.848 | 0.361 | |
| | Y3 | 0.905 | 0.361 | |

In order to determine whether or not the assertion is true, it is necessary to consider all of the variables. Calculating the significance value requires comparing the value in question with the crucial value derived from the r table. The formula 'df = N – 2' can be used to figure out the number of degrees of freedom associated with a r table. Due to the fact that the study included a total of 28 participants, the degrees of freedom (df) were also equal to 28 (determined by subtracting 2 from 30). It was found that the correlation coefficient, denoted by r, is 0.361 when using a significance threshold of 0.05 and having 28 degrees of freedom. If the value that was computed for r (r-count) is higher than the value that was determined to be important for r (r-table), then the statement is judged to be true. According to the findings of the validity test, each and every statement in the questionnaire that pertains to a different variable can be considered valid. This is confirmed by the fact that all statements have a Pearson Correlation coefficient larger than 0.361, which measures the degree to which two variables are related to one another. When conducting a validity test, the primary goal is to determine the extent to which a particular statement may accurately detect the response of the participant. The validity of a questionnaire is evaluated based on how well the questions it contains are able to precisely assess the targeted constructs. As a result, one may draw the conclusion that the statements supplied by the researchers in the questionnaire that was handed out to respondents are capable of functioning as appropriate instruments for assessment. On the basis of the findings received from the reliability test that was discussed earlier. The data suggests that there is a high degree of dependability associated with the

instrument. The capacity or capability to carry out a particular activity or function in a given context. This claim is backed by the existence of a Cronbach alpha coefficient that is greater than 0.60, which indicates that the obtained measurement outputs can be considered reliable through successfully meeting these two requirements. Since the instrument demonstrates both validity and reliability, it is an excellent choice for use in the context of research requiring the collection of data.

**Table 4.** Result of Kolmogorov-Smirnov Test

|  |  | Unstandardized Residual |
| --- | --- | --- |
| N |  | 30 |
| Normal Parameters | Mean | 0.0000000 |
|  | Std. Deviation | 1.92567369 |
| Most Extreme Differences | Absolute | 0.157 |
|  | Positive | 0.091 |
|  | Negative | -.157 |
| Test Statistic |  | 0.157 |
| Asymp. Sig. (2-tailed) |  | 0.057 |

Based on Table 4, the Kolmogorov-Smirnov test resulted in a two-tailed Asymp.Sig. value of 0.057. which is > 0.05. These test results indicate that the residuals are normally distributed because the significance value is > 0.05. Therefore, the findings of this study are considered acceptable as the analyzed data meet the normality test criteria.

**Table 5.** Result of Collinearity Test

|  | Collinearity Statistics | |
| --- | --- | --- |
| Model | Tolerance | VIF |
| 1   (Constant) |  |  |
| LGO | 0.775 | 1.290 |
| MF | 0.775 | 1.290 |

According to the results of the test for multicollinearity, the regression model does not show any signs of multicollinearity problems. The variance inflation factor or VIF values for both independent variables suggest that they are not exhibiting substantial multicollinearity. This is evidenced by the value of 1.29, which is lower than the threshold of 10, which indicates that the value is less than 10. In addition, it is important to point out that the tolerance values for each of the independent variables have a value that is greater than the threshold of 0.1, which is 0.775. As a result of the research, it is possible to draw the conclusion that the regression model does not display any signs of multicollinearity. It is clear based on the findings that are shown in Figure 1, that the outcomes of the heteroskedasticity test are illustrated through the scatterplot of the dependent variable. This is clear since the scatterplot of the dependent variable is shown in Figure 1. The dispersion of data points may be seen both above and below the Y-axis thanks to this representation in igraphical form. As a result, one might draw the conclusion that the research model in question does not contain any heteroskedasticity.
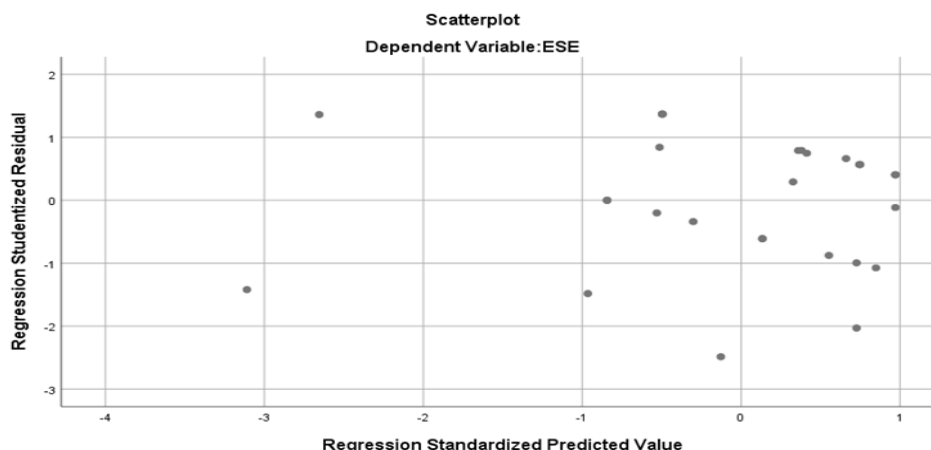
**Figure 1.** Heteroskedasticity Test Results

The proportion of the variance in the dependent variable that can be explained by the independent variables is quantified by the coefficient of determination, which is also frequently referred to as the square root of R. The degree to which an independent variable can account for the variation that is observed in its related dependent variable can be measured using the coefficient of determination. The value of 0.288 was determined to be the R-squared coefficient after analyzing the data presented in Table 6. As a result, one can draw the conclusion that the independent variables LGO and MF are responsible for 28.8% of the variability in the dependent variable SES. This leaves 71.2% of the variability in the dependent variable SES to be assigned to factors that were not directly observed in this particular study.

**Table 7.** Multiple Linear Regression

|  | Model | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|---|
|  |  | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | 8.571 | 3.281 |  | 2.612 | 0.015 |
|  | LGO | 0.150 | 0.055 | 0.500 | 2.711 | 0.012 |
|  | MF | 0.021 | 0.056 | 0.069 | 0.375 | 0.711 |

Based on Table 7, the multiple linear regression analysis yielded the final regression equation as shown in Equation 1:

$$Y = 8.571 + 0.150LGO + 0.021MF \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots 1$$

The constant value of 8.571 indicates that when the variable (X) is equal to 0 (Y) is equal to 8.571. The coefficient of the LGO variable, which is 0.150 and positive, means that for every one-unit increase in the LGO variable, assuming other variables remain constant. SES will increase by 0.150 units. Similarly, the coefficient of the MF variable which is 0.021 and positive, means that for every one-unit increase in the MF variable assuming other variables remain constant. SES will increase by 0.021 units.

The determination of the critical t-table for a significance level of 5% ($\alpha = 0.05$) is contingent upon the sample size (n) being equal to 30. The number of independent variables (k) is equal to 2, whereas the degrees of significance are 5% or 0.05. The value of the t-table is determined to be 2.052. The t-

count value for the LGO variable is 2.711 which exceeds the critical t-table value of 2.052. Consequently, the determination made with respect to the hypothesis is that the significance value for LGO is 0.012, which is less than or equal to 0.05. Consequently, hypothesis 1, which posits a substantial relationship between LGO and SES has been confirmed. The significance value for the MF variable is 0.711. The value is more than 0.05. The obtained t-value is 0.375, which is smaller than the essential t-value of 2.052 as per the t-table. Therefore, hypothesis 2 which posits that there is no significant impact of MF on SES has been refuted.

**Table 8**. Analysis of Variance (ANOVA)

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 43.428 | 2 | 21.714 | 5.452 | 0.010 |
| Residual | 107.538 | 27 | 3.983 | | |
| Total | 150.967 | 29 | | | |

Analysis of Variance (ANOVA) is used to test whether there is a joint influence of multiple independent variables on a dependent variable. Based on Table 8, the obtained significance value (sig) is 0.010 which is less than 0.05. Therefore, it can be concluded that there is a positive and significant simultaneous effect of the LGO and MF variables on SES. As a result, hypothesis 3 is accepted.

## 5. Discussion

Upon examination of the connections between Learning Goal Orientation (LGO), Mentoring Function (MF), and Entrepreneur Self-Efficacy (ESE), a number of noteworthy patterns were observed, shedding light on the complex dynamics of entrepreneurial behavior and mentality.

The primary emphasis on the impact of Learning Goal Orientation on Entrepreneur Self-Efficacy highlights the crucial role played by an entrepreneur's mentality and learning method (Lin et al., 2023). Entrepreneurs that possess a robust learning and growth orientation (LGO) tend to perceive problems and setbacks not as instances of failure, but rather as occasions for acquiring knowledge and fostering personal development. This perspective has the potential to strengthen individuals' confidence in their capacity to perform entrepreneurial tasks, hence augmenting their self-efficacy (Atitumpong & Badir, 2018; Ngo et al., 2023). The proposition is that cultivating a mindset centered on learning could play a crucial role in the effectiveness of entrepreneurial training and development initiatives. Placing a strong emphasis on the significance of ongoing learning and flexibility has the potential to cultivate enhanced self-assurance among emerging entrepreneurs, so equipping them more effectively for the volatile trajectory of entrepreneurial endeavors.

In contrast, it was quite unexpected to find that there was no substantial correlation between the Mentoring Function and Entrepreneur Self-Efficacy. Historically, mentorship has been widely recognized as an essential instrument for cultivating self-confidence and providing guidance to emerging entrepreneurs as they navigate the intricate landscape of entrepreneurship . Nevertheless, this outcome could suggest that although mentoring can offer valuable insight, tools, and networks, it may not immediately contribute to an individual's self-confidence in their entrepreneurial talents. The potential influence of mentorship quality, relevance, or mode, as well as the potential for self-efficacy to be influenced by personal experiences and intrinsic motives, should be considered (Bandura, 1989, 1991; Bandura & Cervone, 1983).

The combined favorable influence of both Learning Goal Orientation and Mentoring Function on Entrepreneur Self-Efficacy is worth noting. This implies that although mentoring alone may not enhance self-efficacy, when combined with a strong focus on learning, its impact may be magnified. The statement emphasizes the significance of adopting a comprehensive approach in the advancement of entrepreneurship. While the act of mentoring offers individuals with external assistance, the internal mentality cultivated via the LGO (Leadership and Growth Opportunities) program can effectively utilize this support to enhance one's self-confidence (Brett et al., 2016; Brett & Vandewalle, 1999; Cerasoli & Ford, 2014).

In summary, it is evident that the combination of internal mindsets, such as LGO and external resources, such as mentoring, plays a pivotal role in influencing an entrepreneur's self-efficacy. Subsequent investigations could further investigate the intricacies of these associations, potentially examining the qualitative dimensions of mentorship or the particular components of LGO that exert the greatest impact on ESE.

## 6.        Conclusions

The complex interrelationships that have an effect on an entrepreneur's sense of self-efficacy have been illuminated by our research. The significant impact that having a Learning Goal Orientation has on Entrepreneur Self-Efficacy is more evidence of the importance of having the right mentality for the entrepreneur's journey. Although the impact of mentorship on its own might not immediately strengthen an entrepreneur's conviction in their own skills, when combined with the influence of learning goal orientation, it implies a more nuanced storyline. It is becoming abundantly obvious that a symbiotic relationship between an entrepreneur's innate motivation to learn and the extrinsic assistance from mentors can culminate in increased self-efficacy for the entrepreneur. It is essential that as we negotiate the changing terrain of entrepreneurial education and assistance, we understand and cultivate both the inherent dispositions that are possessed by entrepreneurs as well as the external resources that are at their disposal. According to the findings of this study, the road of becoming an entrepreneur is just as much about one's own personal development and flexibility as it is about receiving direction and assistance from others.

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