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## SELF-ESTEEM, ENTREPRENEURIAL SELF-EFFICACY PERCEPTIONS & ENTREPRENEURIAL INTENTION - THE CASE OF DYSLEXIC ADOLESCENTS (SUMMARY)

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## ≈ SUMMARY ≈

**SELF-ESTEEM, ENTREPRENEURIAL SELF-EFFICACY PERCEPTIONS & ENTREPRENEURIAL INTENTION - THE CASE OF DYSLExIC ADOLESCENTS**

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**Principal Topic**

Entrepreneurial intentions have been identified as the single most powerful predictor of new venture creation, but the way to positively influence those intentions has been debated in the literature. Some research has validated that entrepreneurship education has a positive effect on intention, and other findings suggest that intentions can be increased by improving self-efficacy perceptions. However, there has been limited consideration of how specific traits play a role in that process. This research aims to investigate the impact of personal-level variables on entrepreneurial self-efficacy perceptions and intentions for male and female adolescents with dyslexia, whom studies have shown exhibit lower levels of self-esteem. It also highlights areas in entrepreneurship education that might increase entrepreneurial self-efficacy perceptions and intention in that audience.

**Method**

A sample of 796 male and female students between 13 and 19 years old, both with and without dyslexia, who were enrolled in selected independent U.S. schools responded to a multidimensional survey of entrepreneurial self-efficacy and intention. Regression analysis and independent samples t-tests were applied to the data collected.

**Results and Implications**

The analysis indicated a strong interest in considering entrepreneurship as a career choice among all students and confirmed that students with dyslexia have lower self-efficacy perceptions; however, there was no difference in self-efficacy perceptions between males and females with dyslexia. A difference in entrepreneurial intention between males with dyslexia and those without was found, but females with and without dyslexia similarly rated their entrepreneurial intentions. Using multiple regressions and bootstrapping, mediation analysis indicated that entrepreneurial self-efficacy perceptions mediated the relationship between dyslexia and entrepreneurial intentions, and entrepreneurial self-efficacy perceptions partially mediated the relationship between gender and entrepreneurial intentions. This research highlights the effect personal-level variables have on entrepreneurial self-efficacy perceptions and intentions and suggests to practitioners that knowing the audience—students in entrepreneurship education programs—is important given the role self-efficacy perceptions play in forming intentions. However, for females, the results indicate having dyslexia does not seem to have an impact on their self-efficacy perceptions or intentions.

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