The influence of self-efficacy on entrepreneurial behavior among K-12 teachers

This study aimed to: (1) assess the unique contributions of self-efficacy to entrepreneurial behavior among teachers; (2) identify the best instrument(s) to measure such contributions by testing a domain-specific instrument (teacher self-efficacy) vs. a general (occupational self-efficacy) one; (3) identify the demographic characteristics associated with entrepreneurial behavior. A sample of 401 teachers from across the USA completed the online survey. The findings indicated that self-efficacy predicts entrepreneurial behavior and that occupational self-efficacy is a slightly better predictor of entrepreneurial behavior than teacher self-efficacy. The results also identified age and education as the demographic characteristics associated with entrepreneurial behavior.

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