



**Sten K. Johnson
Centre for
Entrepreneurship**

**SCHOOL OF ECONOMICS
AND MANAGEMENT**

Gender Disparity, Entrepreneurial Intentions & Neurodevelopmental Symptoms

by

Wendla Hamberg

Liesah Schuermans

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Supervisor: Solomon Akele Abebe

Examiner: Ziad El-Awad

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Abstract

This thesis examines the relationship between gender and entrepreneurial intentions through the mediating effect of neurodevelopmental symptoms frequently associated with Attention-Deficit/Hyperactivity Disorder (ADHD), aiming to provide an additional explanation for the prevalent gender disparity in the entrepreneurial domain. Our study addresses a prominent gap in existing literature by integrating gender, entrepreneurial intentions, and ADHD-related neurodevelopmental symptoms. Through mediation analysis utilizing PROCESS Macro, we examined primary data from individuals primarily residing in Sweden and Belgium. This approach provided insights into the intricate relationship between gender, neurodevelopment symptoms associated with ADHD, and entrepreneurial intentions, unveiling potential causes of the gender disparity in entrepreneurial behavior. Our results indicate that gender plays a significant role in fostering entrepreneurial intentions, with a higher propensity observed in males. This relationship is further strengthened when accounting for the mediating impact of neurodevelopmental symptoms frequently associated with ADHD, clarifying how and why gender impacts entrepreneurial intentions. The study reveals that a higher proportion of males exhibit ADHD and its associated symptoms, which include traits advantageous for entrepreneurship. Consequently, this factor may further elucidate the existing gender disparity in the entrepreneurial domain. Our research provides valuable insights for policymakers, industry experts, practitioners, and other stakeholders, emphasizing the importance of considering neurodevelopmental factors in addressing gender disparities in entrepreneurship. Additionally, our results lay the groundwork for future larger-scale and cross-cultural studies, offering a foundational understanding and empirical evidence, expanding our results and exploring their relevance in diverse contexts.

Keywords: Gender; Gender Disparity; Entrepreneurship; Entrepreneurial Intentions; Entrepreneurial Behavior; Neurodevelopmental Symptoms; ADHD; Entrepreneurial Exposure

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List of Abbreviations

NS - Neurodevelopmental Symptoms

ADHD - Attention Deficit/Hyperactivity Disorder

ASRS-6 - The 6-Question Adult ADHD Self-Report Scale-Version

EB - Entrepreneurial Behavior

EE - Entrepreneurial Exposure

EI - Entrepreneurial Intentions

EIQ - Entrepreneurial Intention Questionnaire

Q-Q - Quantile-Quantile

SPSS - The Statistical Product and Service Solutions

Q1 - Lower Quartile

Q3 - Upper Quartile

IQR - Interquartile Range

VIF - Variance Inflation Factor

1. Introduction

Entrepreneurship, having emerged into a prominent aspiration among numerous individuals (Stahl, 2022), is not just a momentary trend; it is a driver of economic growth, fostering innovation, and enhancing business structures (Sagar, 2024; Seth, 2023). Entrepreneurship promotes economic growth through new business ventures and competitive dynamics, promoting innovation and progress across industries. Furthermore, it strengthens business structures by cultivating efficiency, adaptability, and continuous improvement, thereby promoting a resilient and dynamic economic environment. Consequently, entrepreneurs, equipped with fresh perspectives, are alleged to generate employment, drive innovation, and enhance industry adaptability (Yangailo & Qutieshat, 2022). Entrepreneurship sustains economic vitality and societal progress, emphasizing the importance of understanding its determinants. A nuanced comprehension facilitates the creation of an environment conducive to economic growth, innovation, and prosperity (Audretsch et. al, 2006).

Entrepreneurial intentions (hereafter referred to as EI), commonly regarded as the most reliable predictor of entrepreneurial behavior (hereafter referred to as EB), offer profound insights into individuals' motivations, intentions, and the intricate factors that drive them towards entrepreneurial pursuits (Romero-Galisteo et. al, 2022). Entrepreneurial exposure (hereafter referred to as EE) is shown to be one key driver in the development of EI and subsequent engagement in EB (Liñán & Chen, 2009; Xu et. al, 2023). Whether motivated by a desire for autonomy, a passion for innovation, or a commitment to social impact, the examination of EI uncovers the broad range of motivations that drive involvement in the dynamic field of entrepreneurship (Chang et. al, 2014; Tsou et. al, 2023; Segal et. al, 2005; van Gelderen, 2016).

When examining entrepreneurship, an intriguing pattern emerges; a significant disparity reveals that males engage in EB at a higher rate than females (Rietveld & Patel, 2022; Markussen & Røed, 2017). The gender disparity in EB stems from societal expectations and resource inequalities. Males are often encouraged to embrace risk-taking and engage in entrepreneurship, while females confront expectations favoring stability and traditional employment (Meek et. al, 2010). Females encounter challenges obtaining financial support, mentorship, and networking opportunities, exacerbating the disparity (Guzman & Kacperczyk, 2019). Additionally, gender disparities in risk perceptions, with males exhibiting a greater risk

tolerance, shape EI (Yordanova & Alexandrova, 2011). Hence, gender is recognized as a predictor of EI.

Traits like creativity, resilience, and risk-taking, commonly observed in neurodevelopmental conditions like Attention-Deficit/Hyperactivity Disorder (hereafter referred to as ADHD), are beneficial for entering the entrepreneurial domain, serving as additional drivers in fostering EI (Wiklund et. al, 2018; Freeman et. al, 2019). While gender is a known predictor of EI, existing literature lacks an integrated examination of whether neurodevelopmental symptoms (hereafter referred to as NS) related to ADHD could contribute to the gender disparity in EB. Studies indicate a further gender difference in both ADHD prevalence and NS manifestation, however, limited research examines how these factors interact to shape the gender disparity in the entrepreneurial domain. Notably, ADHD, known to cultivate traits conducive to EI, is more prevalent among males (Boysen et. al, 2014; Arnett et. al, 2014; Rucklidge, 2010). This neurodevelopmental condition aligns with entrepreneurial personalities (Yangailo & Qutieshat, 2022), with studies linking it to a cognitive style suited for navigating uncertainties (Lee et. al, 2020; Wiklund et. al, 2020). Building on this gap in existing literature, this study aims to examine whether NS associated with ADHD could serve as an explanatory factor for the observed gender disparity in EI and entrepreneurial pursuits.

1.1. Identification of the Problem

Entrepreneurship, a powerful force promoting economic growth and the improvement and development of societies (Sagar, 2024), reveals a gender disparity, with more males than females engaging in EB and realizing their EI (OECD, 2022). Figuring out the causes of this phenomenon is critical, because entrepreneurship's impact extends beyond individual success to broader economic and societal benefits (Audretsch et. al, 2006). Research has looked into a variety of factors, including societal stereotypes, unequal access to finance, and the perception that males exhibit a higher risk propensity (Meek et. al, 2010; Guzman & Kacperczyk, 2019; Yordanova & Alexandrova, 2011). However, a critical aspect has been overlooked; the relationship between gender differences in NS and its impact on the development of EI.

Existing research identifies beneficial traits in entrepreneurship such as risk tolerance, creativity, and unconventional thinking (Li et. al, 2022; Yangailo & Qutieshat, 2022), with a

significant majority of entrepreneurs exhibiting these traits due to the presence of specific NS, commonly found and associated with ADHD (Wiklund et. al, 2018; Freeman et. al, 2019). Furthermore, research indicates an additional gender difference, with males displaying a higher prevalence of ADHD, compared to females (National Institute of Mental Health, 2023). The gap in current research lies in understanding whether the gender disparity in entrepreneurship and the development of EI can be further elucidated by considering the prevalence of ADHD and its NS, particularly among males.

This study aims to address this gap by examining the intricate relationships between gender disparity in the entrepreneurial domain, the development of EI, and the potential explanatory role of specific NS associated with ADHD. By exploring these connections, we seek to enhance our understanding of the factors influencing entrepreneurship and contribute to closing the gender disparity in this dynamic field.

1.2. Aim of the Study

Our study aims to investigate whether the prevalence of ADHD-related NS, recognized for their positive influence on EB, contributes to the gender disparity in entrepreneurship and the development of EI. Specifically, we aim to examine whether the elevated prevalence of these NS among males elucidates the rationale behind the greater inclination of males towards pursuing EI compared to females. Our research question focuses on unveiling the role of NS closely associated with ADHD in explaining the gender disparity in entrepreneurship and EI development. We aim to answer the following research question:

“How does gender influence entrepreneurial intentions, and to what extent is this relationship mediated by ADHD-related neurodevelopmental symptoms among individuals?”.

1.3. Key Terms

Key Word	Abbreviation	Definition
Gender	*	Classify individuals' biological sex and represent the categories of Male and Female.
Gender Disparity	*	Differences or inequalities in opportunities, treatment, or outcomes between individuals of different genders.
Entrepreneurship	*	The process of starting, growing, and running a company enterprise; usually involves creativity, taking calculated risks, and looking for possibilities.
Entrepreneurial Intentions	EI	The planned or deliberate propensities of individuals to engage in entrepreneurial activities, indicating their desire or motivation to become entrepreneurs.
Entrepreneurial Behaviour	EB	Individuals' decisions, actions, and pursuits of entrepreneurial objectives, which are reflective of their entrepreneurial attitude and mindset.
Neurodevelopmental Symptoms	NS	Signs of abnormal neurological development that can be behavioral, cognitive, or emotional; these signs frequently point to difficulties or limitations in social interaction, cognitive functioning, or adaptive behavior.
Attention-Deficit/ Hyperactivity Disorder	ADHD	A neurodevelopmental disorder characterized by impulsivity, hyperactivity, and persistent patterns of inattention that can seriously hinder daily functioning and development.
Entrepreneurial Exposure	EE	The extent to which individuals' knowledge, attitudes, and goals towards entrepreneurship are shaped by their exposure to entrepreneurial ideas, experiences, settings, backgrounds, or role models.

Table 1: Definition of Key Terms

1.4. Disposition of Thesis

This thesis investigates the relationship between gender, NS, and EI throughout several chapters. The goal of Chapter 2's literature analysis and theoretical framework establishment is to identify research gaps and develop hypotheses. The methodology is described in Chapter 3, which includes the research strategy, research design, variable explanations, ethical issues, and data preprocessing. In Chapter 4, the data's validity and reliability are checked through assumption analysis and diagnostic procedures. Further findings from the analysis conducted with PROCESS Macro are presented in Chapter 5, examining whether our data analysis supports the pre-designed hypotheses from Chapter 2. After that, Chapter 6 addresses the study in general, along with the study's shortcomings and the theoretical and practical implications of the findings. Chapter 7 provides a final, comprehensive synopsis of the thesis.

1.5. Delimitation of the Study

We have clearly defined the scope and boundaries of our study to ensure focused and manageable research. The study specifically examines the relationship between gender and EI, mediated by NS, within a predefined population. We have deliberately excluded other potential mediators and variables such as socioeconomic status, educational background, and cultural influences to maintain a narrow focus. Additionally, the research is confined to a survey-based methodology, avoiding experimental or longitudinal designs. These choices are made to provide a clear and concise analysis within the constraints of available resources and time, and to ensure that the findings are directly relevant to our specific research objectives.

2. Theoretical Framework

2.1. Gender Differences in Entrepreneurship

Gender disparities in business and entrepreneurship are influenced by a complex interplay of sociocultural expectations, socialization processes, societal norms, and individual characteristics (Noguera et. al, 2013; Rietveld & Patel, 2022; Markussen & Røed, 2017). These gender differences, in turn, significantly influence patterns of entrepreneurship and the development of EI across various industries, business models, leadership styles, and access to networks and resources. Furthermore, gender dynamics intersect with NS, socioeconomic status, race, and other factors, shaping EI and entrepreneurial outcomes (Bullough et. al, 2022). Addressing these dynamics is crucial for promoting inclusivity and fostering equitable opportunities in entrepreneurial ecosystems. Understanding and addressing these interconnected factors is essential for creating a more inclusive and supportive environment for all entrepreneurs (Brush et. al, 2006).

Sociocultural expectations associated with masculinity and femininity significantly shape individuals' EI, opportunities, and access to resources. Traditional gender roles may influence how individuals perceive themselves as entrepreneurs and the types of ventures they pursue (Love et. al, 2023). These expectations often intersect with societal norms, impacting the expression of EI differently among males and females with the symptoms of specific neurodevelopmental disorders such as ADHD (Bullough et. al, 2022).

Furthermore, gender socialization theories highlight how societal norms, cultural expectations, and familial influences contribute to gender differences in EI among individuals (Carter, 2014; Marlow & Patton, 2005). From an early age, children are socialized into gender-specific roles and behaviors that may influence their intentions and attitudes towards entrepreneurship. These socialization processes play a significant role in shaping individuals' entrepreneurial identities and career trajectories (Leaper & Friedman, 2007).

Moreover, societal expectations and stereotypes regarding gender roles influence the expression of EI differently among males and females. Gendered expectations regarding risk-taking, assertiveness, and leadership may impact how individuals navigate entrepreneurial

opportunities and challenges. Stereotypical perceptions of male and female entrepreneurs can also affect access to funding, mentorship, and networking opportunities, further exacerbating gender disparities in entrepreneurship (Gupta et. al, 2009).

Gender theories inform the exploration of how gendered work and leadership styles influence EI and entrepreneurial behaviors among individuals (Henry et. al, 2015). Differences in assertiveness, risk-taking, and networking preferences may shape the entrepreneurial approaches of males and females differently. Male entrepreneurs may be more likely to adopt assertive and risk-taking behaviors, while female entrepreneurs may prioritize collaboration and relationship-building in their ventures (Gerke et. al, 2023).

Besides that, variations in risk-taking behaviors and attitudes between males and females impact EI and decision-making processes differently, particularly considering societal expectations (Zeffane, 2015). Males may exhibit higher levels of risk propensity and tolerance for ambiguity, leading to more aggressive entrepreneurial pursuits. In contrast, females may approach entrepreneurship with caution, considering potential risks and uncertainties more carefully (Daim et. al, 2016).

It is well-established that sociocultural expectations, socialization processes, societal norms, and individual characteristics contribute to gender disparities in entrepreneurship and engagement in EB. Addressing these disparities in entrepreneurship requires a holistic approach that considers the complex interplay of gender roles, societal expectations, and individual characteristics, including NS. Further, it is crucial to understand the concept of EI and the factors that motivate individuals to develop and pursue EI. A thorough examination of these motivations and the formation of EI is essential for comprehending the underlying causes of gender disparities in entrepreneurship. This understanding is crucial for developing effective strategies to promote gender equality in the entrepreneurial domain, ensuring that both females and males have equal opportunities to pursue their EI.

2.2. Entrepreneurial Intentions

Understanding EI among individuals involves examining the underlying motivations and cognitive processes that drive individuals to pursue their EI and engage in EB. EI represents the

initial step in the entrepreneurial process, capturing individuals' intentions, attitudes, and beliefs regarding entrepreneurship (Neneh & Dzomonda, 2024). This elaboration on EI involves examining the psychological factors that shape individuals' motivations, risk perceptions, self-efficacy beliefs, and entrepreneurial identity.

Motivation plays a crucial role in driving EI among individuals (Cromie, 1987). Drawing from motivation psychology, intrinsic factors such as autonomy, passion, and a sense of purpose may fuel their desire to pursue entrepreneurship. These individuals may be motivated by the opportunity to create something meaningful, exercise their creativity, and make a positive impact on society. Additionally, extrinsic factors such as financial incentives and social recognition may also influence their EI (Ryan & Deci, 2000). Theoretical perspectives on motivation psychology help enlighten the complex interplay of intrinsic and extrinsic motivations in shaping EI in our population.

Theoretical frameworks in risk psychology provide valuable understanding into how individuals, including aspiring entrepreneurs, perceive risk, their propensity to take risks, and their tolerance for uncertainty within the context of entrepreneurship (Lopes, 1987). The inclination of aspiring entrepreneurs to pursue entrepreneurial opportunities despite potential obstacles and setbacks is influenced by various factors, such as perceived risk, risk propensity, and risk tolerance (Macko & Tyszka, 2009). Designing treatments and support systems that address their worries and boost their confidence in pursuing entrepreneurship requires an understanding of their perceptions of risk (Li et. al, 2023).

Furthermore, self-efficacy beliefs, rooted in social cognitive theories, play a significant role in shaping EI among individuals (Bandura, 2001). These beliefs refer to individuals' perceptions of their competence and confidence in their ability to perform specific tasks and achieve desired outcomes in the entrepreneurial domain (Stajkovic & Luthans, 1998). Factors such as past experiences, social support, and exposure to role models influence their self-efficacy beliefs regarding entrepreneurship (Abbasianchavari & Moritz, 2021). Exploring these beliefs helps identify potential barriers and opportunities for fostering EI in this population and developing targeted interventions to enhance their self-efficacy (Schunk & DiBenedetto, 2020).

Besides that, experiences, characteristics, and social contexts all have an impact on how much individuals relate to the position of an entrepreneur. This covers the societal expectations and stereotypes surrounding entrepreneurship, as well as their views of themselves as capable and enterprising individuals (Jennings & Tonoyan, 2022). The intricacies of personal goals and the sociocultural environment in which EI emerges can be better understood by taking into account the ways in which stereotypes and other variables influence entrepreneurial identity (Hessels et. al, 2008).

EI constitutes the initial step of EB, influenced by individuals psychology and cognitive characteristics. Certain individuals possess inherent traits and personality characteristics that predispose them to higher levels of motivation, risk-taking propensity, creativity, and self-efficacy belief, shaping their inclination towards EI. Moving from this, it is important to explore an additional facet of psychology and cognition–neurodevelopmental disorders, notably ADHD. Individuals with ADHD often exhibit symptoms that are perceived as advantageous in entrepreneurship, potentially influencing the development of EI. This intersection emphasized the importance of understanding how NS influence EI and EB.

2.3. Attention-Deficit/Hyperactivity Disorder (ADHD)

According to research, the presence of NS, often those that are closely related to ADHD, work as a driver for individuals in developing EI (Wiklund et. al, 2018; Freeman et. al, 2019). It is distinguished by distinctive patterns of cognitive, emotional, and behavioral features, of which we refer to as NS. This study intends to shed light on the intricate interactions between NS and EB by investigating the effects of ADHD on several facets of EI, behaviors, and outcomes. We aim to gain a deeper understanding of how individuals with NS interact with entrepreneurship by thoroughly examining ADHD, the most prevalent neurodevelopmental disorder with numerous advantageous symptoms significantly contributing to the development of EI. This understanding may provide insights into the gender disparity in entrepreneurship, shedding light on the factors that drive some individuals to develop and later pursue their EI, while others remain on the sidelines.

2.3.1. ADHD: Understanding the Neurodevelopmental Disorder and its Common Symptoms

ADHD is a neurodevelopmental disorder characterized by atypical patterns of brain development, resulting in challenges related to attention regulation, impulse control, and executive functioning. The condition includes persistent patterns of inattention, hyperactivity, and impulsivity. Individuals with ADHD may struggle with maintaining focus, staying organized, and managing time effectively (Wilens & Spencer, 2010). ADHD symptoms often manifest in various domains of life, including academic, professional, and personal settings. Inattention symptoms may include difficulty sustaining attention on tasks, making careless mistakes, and being easily distracted by external stimuli (de la Peña et. al, 2020; NHS, 2021). Hyperactivity symptoms may manifest as restlessness, excessive talking, and difficulty engaging in quiet activities. Impulsivity symptoms may involve acting without considering consequences, interrupting others, and difficulty waiting for one's turn (NIMH Information Resource Center, 2023).

The impact of ADHD on entrepreneurship can be present and substantial, as individuals with ADHD may exhibit unique cognitive strengths and challenges relevant to entrepreneurial behavior (Lerner et. al, 2019). While ADHD is often associated with negative symptoms that can significantly impact individuals, it is important to recognize that many symptoms also have inherent benefits (Sedgwick et. al, 2018). When harnessed effectively, these strengths can be advantageous, especially in entrepreneurial contexts. Individuals with ADHD may exhibit increased creativity, adaptability, and a tendency for thinking outside the box. Their ability to hyperfocus on tasks of interest can result in high productivity and innovation. Thus, while acknowledging the challenges posed by ADHD, it is equally important to recognize and capitalize on the potential strengths it provides, particularly in the entrepreneurial domain (Moore et. al, 2021).

2.3.2. Impacts of ADHD on Behaviour and Intentions

ADHD can have positive impacts and symptoms on individuals' behavior and intentions, fostering unique strengths and characteristics that contribute to personal growth and

achievement. Individuals with ADHD often exhibit advantageous traits such as increased risk tolerance, creativity, and unconventional thinking, which are correlated with a heightened propensity for developing EI. The unique cognitive profile associated with these traits suggests that how an individual's brain develops may contribute to a predisposition for EB (Wiklund et. al, 2020; Thurik et. al, 2016).

Individuals with ADHD often exhibit heightened creativity and innovative thinking. This neurodevelopmental disorder is associated with a propensity for divergent thinking and generating unconventional ideas (White, 2019). While ADHD is often characterized by difficulties in sustaining attention (Wilens & Spencer, 2010), it can also manifest as hyperfocus, wherein individuals become intensely absorbed in tasks of interest. This hyperfocus can lead to heightened productivity and determination, as individuals with ADHD channel their focus into pursuing their goals with unwavering dedication (Attention Deficit Disorder Association, 2023).

Individuals with ADHD and its associated NS may be more passionately committed to their interests and objectives, which in turn can result in a strong feeling of purpose and dedication to achieving their goals (Wiklund et. al, 2016). This enthusiasm and commitment can help individuals overcome challenges and keep going after their objectives, which can lead to success and personal fulfillment.

Furthermore, living with ADHD, and possessing the associated traits that comes with this neurodevelopmental disorder, often necessitates resilience and adaptability in navigating challenges and setbacks. Individuals with ADHD may develop coping mechanisms and resilience strategies to manage their symptoms and cope with adversity (Wiklund, et. al, 2016). These experiences can foster resilience and adaptability, equipping individuals with the strength and flexibility to navigate uncertainty and overcome obstacles in pursuit and the development of their intentions. Hence, this could be translated to ADHD being advantageous in entrepreneurship and the development of EI as it fosters resilience, adaptability, and a high-energy approach, contributing to a dynamic and agile business mindset (Wiklund et. al, 2018).

Understanding and leveraging these positive traits can shed light on the complex interplay between NS and EI, providing awareness into the various paths that individuals may

take toward entrepreneurship. Further, research findings indicate that a majority of examined entrepreneurs, who have realized their EI and engaged in EB, actually exhibit NS advantageous in entrepreneurship. Research examining 242 entrepreneurs revealed that 72% had some form of neurodevelopmental condition, with 29% specifically diagnosed with ADHD (Freeman et. al, 2019). Further, entrepreneurs are six times more likely to have ADHD, indicating a higher propensity for experiencing mental health challenges (Castrillon, 2019). Consequently, these NS have been demonstrated to be advantageous, potentially contributing to individuals developing EI and engaging in EB more prominently than their counterparts who do not experience these symptoms (Wiklund et. al, 2018).

ADHD and its associated NS often contributes to innovative thinking and problem-solving skills (Wiklund et. al, 2016). Individuals with ADHD may possess unique perspectives and approaches to addressing challenges, leading to innovative solutions and approaches. These individuals may think outside the box and offer fresh insights, contributing to creative problem-solving and innovation in various domains (Boot et. al, 2020). While ADHD and its associated symptoms can be significant contributors to the development of EI, they are not the sole factors. It is important to acknowledge that other elements also play a crucial role. Elaborating on these additional factors is essential to understand and enhance the development of EI. EE, encompassing individuals' past experiences and accumulated knowledge from previous entrepreneurial activities, is also a significant element that influences the development of EI. This multifaceted factor plays a crucial role in shaping individuals' EI and behaviors (Malebana & Mahlaole, 2023).

2.4. Entrepreneurial Exposure

As we explore the complex domains encompassing both environmental and neurodevelopmental variables, we uncover the nuances of EI among individuals with NS commonly associated with ADHD. Our examination further highlights the significant influence of past EE, educational background, and familial history within the broad scope of exposure to entrepreneurship. These factors are based on elements that affect EI as assessed by Liñán & Chen (2009).

EE refers to the cumulative experiences, knowledge, and skills that individuals acquire through direct engagement in entrepreneurial activities. This exposure is crucial for shaping EI and subsequent EB (Krueger, 1993). According to Experiential Learning Theory, learning from active, personal, and experiences within the entrepreneurial domain shapes EI. This exposure helps individuals develop attitudes, competencies, and resilience necessary for entrepreneurial success. By learning from diverse elements of entrepreneurship, including both successes and failures, individuals enhance their entrepreneurial knowledge and performance. Thus, previous experiences and EE are crucial for developing robust EI and capabilities (Gabrielsson & Politis, 2009).

Family background assumes a pivotal role in shaping EI through the lens of social learning theories (Farrukh et. al, 2017). This entails an examination of familial experiences and role models, particularly parental entrepreneurship exposure, familial attitudes towards risk, and the influence of entrepreneurial narratives within the family environment (Hyder, 2023). By examining these dynamics, we can better comprehend the complex interplay between familial influences and EI, and potentially find a relationship with individuals experiencing NS associated with ADHD.

Entrepreneurial work experience refers to the practical knowledge gained through working in entrepreneurial environments. Individuals who have previously been employed in start-ups or small businesses acquire valuable awareness into the challenges and opportunities inherent in entrepreneurship. This exposure enhances their understanding of the entrepreneurial landscape, thereby increasing their inclination towards entrepreneurial pursuits (Liñán & Chen, 2009).

Self-employed experience involves individuals who have engaged in independent ventures or freelance work (Dollarhide, 2024). This hands-on experience equips individuals with the skills necessary to navigate the complexities of running a business on their own. Self-employed individuals often develop a sense of autonomy, resilience, and resourcefulness, which are vital traits for successful entrepreneurship (Van Ness et. al, 2020).

Furthermore, entrepreneurial mentors and role models serve as influential figures who provide guidance, inspiration, and support to aspiring entrepreneurs. Interactions with successful

entrepreneurs or mentors who have navigated similar entrepreneurial journeys can significantly impact individuals' perceptions and intentions regarding entrepreneurship (Bosma et. al, 2012; Fellnhofer, 2017). Mentors and role models not only offer valuable advice and networking opportunities but also instill confidence and belief in one's entrepreneurial capabilities, thereby enhancing EE and EI (Davidsson, 1995; Sahinidis et. al, 2014).

EE is a multifaceted construct that includes a variety of sources and experiences that collectively influence how an individual perceives entrepreneurship and subsequently develops EI. It is important to examine whether and to what extent these elements affect and influence the study's core relationship and focus: the interaction between gender, EI, and the mediating factors of NS. By comprehending this dynamic, we aim to shed light on the nuanced factors that shape EI across genders and neurodevelopmental profiles.

2.5. Hypotheses Development

In this section, we attempt to clarify and uncover the relationship between gender and EI by taking into account the influence of NS, frequently associated with the neurodevelopmental disorder ADHD, beneficial in entrepreneurship, drawing insights from prior research, and conducting a thorough review of relevant literature. The following analysis will articulate our hypotheses, which will be thoroughly examined to determine their validity within the scope of this examination. This methodical examination aims to contribute to a more nuanced understanding of the complex interplay between gender, EI, and NS.

2.5.1. Gender and Entrepreneurial Intentions

Our examination into the complex relationship between gender and EI is based on a compelling rationale. Existing literature and studies reveals a significant gender disparity in entrepreneurship, with males having a higher propensity to engage in EB than females (Halabisky & Shymnski, 2023; Guzman & Kacperczyk, 2019; Lindgren & Packendorff, 2010). This trend suggests a foundational relationship wherein the development of EI precedes meaningful engagement in EB. Consequently, this disparity in entrepreneurship may also extend to disparities in EI between genders.

As of 2022 (or the most recent available data) the trend indicating a gender disparity in entrepreneurship remains consistent across all Organisation for Economic Co-operation and Development (OECD) countries, with males accounting for the vast majority of self-employed individuals, both with and without employees (OECD, 2022). In 2023, 11% of adult males and 7% of adult females in Sweden were involved in the early stages of start-up. This trend—males having a significantly higher representation in entrepreneurial ventures than females—holds true in a majority of all countries in Europe (Dyvik, 2024). Available empirical evidence consistently highlights this gender disparity, indicating that males are more likely than females to pursue the challenging path of entrepreneurship, and engage in EB (Rietveld & Patel, 2022; Markussen & Røed, 2017). This persistent gender disparity is more than just a statistic; it is a complex phenomenon influenced by societal, cultural, and economic factors (Shneor & Jenssen, 2014). The implications of this gender disparity extend to EI, implying that more males may foster and act on their EI compared to females. The observed prevalence of male entrepreneurs raises important questions about the underlying dynamics, providing a foundation for understanding gender patterns in the entrepreneurial landscape. This leads us to assume that gender may play a critical role in shaping EI.

Gender roles have historically been shaped by societal expectations and cultural norms, which influence individual's perceptions of their abilities and intentions. Traditional gender roles often dictate that males are expected to be assertive, risk-taking, and achievement-oriented—qualities that are closely associated with entrepreneurship. In contrast, females may face societal pressure to prioritize family responsibilities and conform to caregiving roles, which can hinder their pursuit of entrepreneurial ventures. Gender socialization begins at an early age and shapes individuals' perceptions of themselves and their roles in society (Carter, 2014). Males are often encouraged to be independent, competitive, and confident—characteristics that align with, and facilitate, engaging in EB. In contrast, females may be socialized to prioritize collaboration, empathy, and nurturing, which may not be as closely associated with traditional notions of entrepreneurship (Chaplin, 2015). The traditional association of certain industries with masculinity or femininity further contributes to observed gender disparities in entrepreneurial endeavors. Certain industries carry gender stereotypes,

influencing males and females to gravitate towards or shy away from entrepreneurial endeavors in specific domains (Gidakovic & Zabkar, 2021).

Economic factors, such as resource availability, funding opportunities, and mentorship networks further contribute to the gender disparity in the entrepreneurial domain. Males are shown to have greater access to financial capital, mentorship, networks, and role models in entrepreneurship, which can facilitate the fostering of EI and their pursuit of entrepreneurial ventures. In contrast, females may face systemic barriers such as gender biases, limited access to funding, and lack of representation in leadership positions, which can deter them from pursuing entrepreneurial endeavors and developing EI (Kwong et. al, 2012).

As we navigate the terrain of gender disparities, it becomes clear that these differences extend beyond the entrepreneurial stage, shaping the very intentions that drive such pursuits. The observed gender disparity in the entrepreneurial domain, which is based on societal norms, cultural expectations, and economic dynamics, provides the foundation for our first hypothesis. We contend that gender exerts a significant influence on the development of EI. The observed gender disparities in entrepreneurship leads us to predict a similar pattern in the prevalence of EI as the higher representation of males in entrepreneurship implies a corresponding propensity for entrepreneurial pursuits among males. Building on this nuanced premise, our hypothesis becomes clear:

H1: Gender significantly influences entrepreneurial intentions, with males exhibiting higher levels of entrepreneurial intentions than females.

2.5.2. Neurodevelopmental Symptoms Associated with ADHD and Entrepreneurship

In examining the complex relationship between gender and EI, we consider the profound influence of the prevalent neurodevelopmental disorder ADHD and its common NS, linked to the development of EI and the later engagement in EB. As this condition is associated with NS such as increased creativity, risk tolerance, and innovative thinking—all of which often thought to be beneficial for entrepreneurship (Yangailo & Qutieshat, 2022)—we believe that the proclaimed

gender disparity in EI is more than just a result of societal norms or cultural expectations; it is inextricably linked to the prevalence of ADHD and its NS.

Existing literature has provided compelling insights into the symbiotic relationship between entrepreneurship and the NS arising from ADHD (Freeman et. al, 2019; Wiklund et. al, 2020). Studies on successful entrepreneurs have further illuminated the unique NS associated with ADHD, highlighting its benefits in the entrepreneurial realm (Lerner et. al, 2019). ADHD is frequently associated with symptoms such as increased creativity, hyperfocus, divergent thinking, and a propensity for risk-taking (Wilens & Spencer, 2010; Wiklund et. al, 2016). Instead of seeing this condition as an obstacle, entrepreneurs with ADHD describe their condition as a source of strength, fueling a heightened sense of determination and innovation—both of which are essential for entrepreneurial success (Gilman, 2021). As a result, it is not only plausible but increasingly clear that ADHD potentially and most likely can elevate and amplify individuals' EI, providing a unique lens through which individuals with this neurodevelopmental disorder approach and excel in entrepreneurial ventures (Sônego et. al, 2021; Booker, 2023; Roggli, 2022).

Individuals with ADHD may consequently exhibit a higher inclination to pursue their EI. Given the presumed gender disparity in EI, where more males are inclined toward entrepreneurship than females (OECD, 2022), and taking into account the well-documented correlation between ADHD and EB, we propose that individuals with ADHD and its associated NS have a higher propensity for fostering EI. The magnification effect comes into play, not only increasing the likelihood of males, diagnosed with ADHD or experiencing numerous associated NS, engaging in entrepreneurship but also intensifying the assumed gender disparity in EI. This hypothesis stems from a more nuanced understanding of the relationship between NS and EI. By recognizing the prevalence of this neurodevelopmental disorder and its NS, we hope to shed light on why males, in particular, may have a greater proclivity for EI. Thus, our hypothesis is as follows:

H2: Neurodevelopmental symptoms associated with ADHD mediate the relationship between gender on entrepreneurial intention, such that the higher prevalence of ADHD symptoms in males partially explains their higher levels of entrepreneurial intention.

2.5.3. Gender and ADHD

ADHD is a complex neurodevelopmental condition that has been shown to benefit aspiring entrepreneurs by compelling them to take decisive action and successfully realize their EI (Sônego et. al, 2021; Wiklund et. al, 2018). As a clear and evidenced gender disparity exists in entrepreneurship and EB, similarity, evidence indicates a substantial gender difference in the prevalence of ADHD (Boysen et. al, 2014; Arnett et. al, 2014). While recognizing the potential impact and influence of ADHD and its associated NS on individuals of both genders, our focus is drawn to this compelling evidence suggesting a higher prevalence of ADHD among males compared to females (Mahendiran et. al, 2019; Rucklidge, 2010). Exploring the neurobiological dimensions of this phenomenon provides critical understanding into the potential reasons behind the higher prevalence of the neurodevelopmental condition among males. This examination aims to shed light on the inherent nature of this disparity and how it may contribute to increased EI among males.

Neurobiological research has revealed gender-specific disparities that may impact susceptibility to ADHD. Studies have indicated that the neurobiological signatures of this condition align more closely with characteristics observed in the male brain (Mowlem et. al, 2019; Arnold, 1996; Ouhaz et. al, 2018). Hormonal influences and genetic predispositions contribute to these disparities, paving the way for the higher prevalence seen in men. The male brain, in specific contexts, appears to foster the development of symptoms associated with increased creativity, innovative thinking, and risk tolerance—all of which are frequently associated with entrepreneurial success (Suanrueang et. al, 2022, Valera et. al, 2010).

While ADHD can affect both males and females, research indicates that males are more prone to have this neurodevelopmental disorder and its following symptoms than females, attributed to differences in mental predispositions (Tee-Melegrito, 2022; Ouhaz et. al, 2018). This gender difference may be attributed to various factors, and it is a combination of genetic, neurological, and biological factors (Goldman, 2017). The variations in brain structure, genetic predispositions, neurotransmitter activity, and societal expectations regarding gender roles and behavior may all be elements contributing to the higher prevalence of ADHD observed in males (Greven et. al, 2018).

This condition is known to impact individuals' cognitive functionings, social skills, and emotional regulations, allegedly influencing their EI and later engagement in EB (Mahendiran et. al, 2019). Studies have shown that ADHD fosters EI and that the condition is more prevalent among males. Gender is claimed to play a significant role in the prevalence of ADHD and the associated NS that comes with it, which is supported by biological and neurological factors. This fundamental assumption is critical for gaining a better understanding of how gender differences in the prevalence of ADHD may influence the relationship between gender and EI. For instance, considering the elevated prevalence of this advantageous neurodevelopmental condition among males, it prompts inquiry into whether this may foster a heightened inclination for EB within this demographic. Our hypothesis posits that gender plays a crucial role in shaping the prevalence of ADHD and its NS, suggesting a discernible pattern where males exhibit a higher propensity to experience this neurodevelopmental disorder compared to females, which is as follows:

H3: Gender has a significant effect on the prevalence of neurodevelopmental symptoms associated with ADHD, with a larger share of males exhibiting those compared to females.

2.5.4. ADHD and Entrepreneurial Intentions

ADHD, often viewed through a lens of limitations and challenges, is proven to yield positive impacts on EI among individuals and aspiring entrepreneurs (Sônego et. al, 2021; Wiklund et. al, 2018). Individuals with ADHD, and those who experience the NS that characterizes this condition, frequently exhibit higher levels of EI, making them suitable for entrepreneurship. The higher propensity for fostering EI stems of a combination of inherent personality traits, cognitive characteristics, and experiential factors. Key NS associated with ADHD—such as hyperactivity, creativity, high energy, risk-taking propensity, resilience, and a desire for autonomy—align well with the demands and opportunities of entrepreneurship (Arnett et. al, 2012). Consequently, these traits and experiences collectively enhance the EI of individuals with ADHD, fostering their entrepreneurial potential (Verheul et. al, 2015; Verhul et. al, 2016).

Individuals with this neurodevelopmental condition, or who experience NS closely correlated with ADHD, often demonstrate heightened creativity and innovative thinking

(Yangailo & Qutieshat, 2022). Characterizing the creative thinking and achievements among individuals with ADHD is essential, given their ability for thinking outside the box and generating novel ideas due to their divergent thinking patterns (Stolte et. al, 2022). Hyperfocus, a common symptom among individuals with ADHD, can further be a powerful trait in entrepreneurship (Routley, 2023). When passionate about a project, individuals with ADHD can channel their hyperfocus into intense productivity and perseverance, allowing them to navigate challenges and stay committed to their goals (Verheul et. al, 2015).

Living with a neurodevelopmental condition such as ADHD requires resilience and adaptability—additional qualities that are essential for entrepreneurial success (Rawal, 2023). Individuals with ADHD often develop coping mechanisms to navigate daily challenges, fostering resilience in the face of adversity. This resilience enables them to bounce back from setbacks, pivot when necessary, and persevere through the ups and downs of entrepreneurship (Wiklund et. al, 2016).

Numerous individuals with ADHD are driven by a profound sense of passion and purpose in their EI. Individuals with ADHD, with their intense interests and passions, frequently pursue, or intend to pursue, ventures aligned with their personal values and strengths. They may channel their specialized interests and talents into their fostering of EI and later entrepreneurial ventures that provide a sense of purpose and fulfillment. Further, it is common that individuals may experience a heightened sense of purpose and drive, propelling them towards fostering meaningful EI (Wiklund et. al, 2016; Wiklund et. al, 2020).

ADHD can foster innovative problem-solving skills among aspiring entrepreneurs (Wiklund et. al, 2016), and individuals exhibiting this neurodevelopmental condition excel in thinking on their feet and adapting quickly to changing circumstances, enabling them to navigate complex business challenges with creativity and agility (Boot et. al, 2020).

While ADHD presents unique challenges, it also offers valuable strengths and qualities, in the form of NS, that are assumed to positively impact and shape EI among individuals and aspiring entrepreneurs. By harnessing their creativity, resilience, passion, and problem-solving abilities, we assume that individuals with ADHD and its common NS develop EI that can make

significant contributions to the entrepreneurial landscape and drive innovative solutions that benefit society as a whole. Therefore, we have formulated our hypothesis as:

H4: Neurodevelopmental symptoms associated with ADHD will be positively associated with entrepreneurial intention.

2.6. Mediation Model

Figure 1.0 visually represents our research model as well as the four hypotheses formulated and presented in this chapter. Hypothesis 1. illustrates the direct relationship between gender and EI. Hypothesis 2. investigates further into the interaction and the mediation of NS associated with ADHD on the relationship between gender and EI. Hypothesis 3. examines how gender affects the prevalence of specific NS and ADHD. Lastly, Hypothesis 4. encompasses the relationship between NS and ADHD and individuals' inclination for EI.

Our conceptual model proposes that gender influences EI both directly and indirectly through its effect on NS.

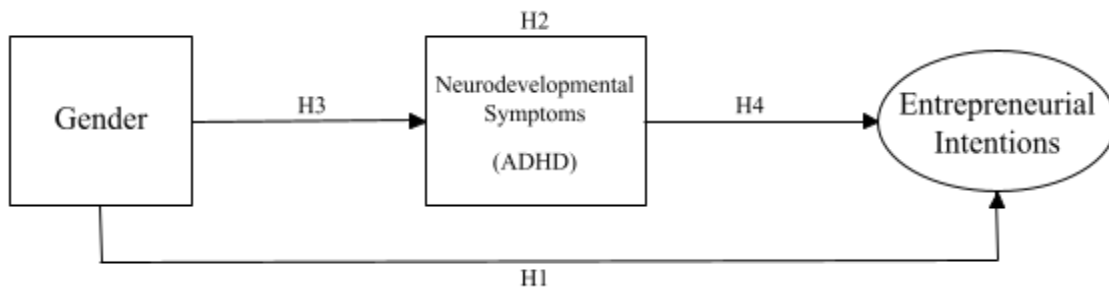


Figure 1.0 - Mediation Model

3. Methodology

3.1. Research Design

The purpose of this methodology section is to elucidate our process of data collection, which has been conducted and retrieved through survey data. Our research follows a positivistic paradigm, emphasizing empirical observation, quantifiable measurement, and rigorous verification of hypotheses (Park et. al, 2019). Within this framework, we use deductive reasoning to formulate hypotheses based on existing theories, which are then tested against empirical evidence (Fillenbaum, 1993). Our methodology relies on quantitative techniques, particularly mediation analysis. This approach allows us to examine the relationships between variables and assess the mediating mechanisms underlying these relationships (Sarstedt & Mooi, 2019). By employing quantitative analysis, we can identify patterns and trends in the collected data, facilitating a nuanced understanding of our research phenomena (Albers, 2017).

Data was collected utilizing an online questionnaire designed to be easily comprehensible and not overly time-consuming. This approach is both cost-effective and efficient, making it easier to collect data from a diverse and large sample of individuals (Mudavath et. al, 2019). Furthermore, online surveys eliminate interviewer bias and preconceived opinions because the researchers are not physically present during the data collection, ensuring anonymity and lowering the risk of skewed results (Bell et. al, 2019). The data collection period ranged from March 2024 to late April 2024. In total, we received 124 survey responses. Of these, 21 were deemed incomplete or inapplicable due to the respondents already being entrepreneurs. Consequently the remaining 103 completed responses were utilized for analysis in our research.

To ensure a diverse, representative and inclusive sample, we opted for convenience sampling as our main recruitment method. Rather than employing random selection techniques, convenience sampling involves selecting respondents based on their ease of accessibility (Golzar et. al, 2022). This approach was particularly advantageous for our study due to its practicality and efficiency (Edgar & Manz, 2017). By utilizing convenience sampling, we were able to quickly reach a diverse range of individuals who were readily available through the use of various channels, such as Facebook, LinkedIn, text messages, and emails. These platforms allowed us to interact and reach individuals from various social and professional backgrounds, thereby enriching the diversity of our sample (Golzar et. al, 2022). Additionally, we adopted a proactive initiative by personally approaching individuals around the campus area, as well as in

the city center. This initiative enabled us to interact with individuals who may not have been reachable through the previously mentioned channels, and further diversified our respondent pool.

The study focused on individuals mainly living in Sweden and Belgium, which allowed us to maximize the diversity of our sample within those countries while also capturing insights specific to this context. Leveraging our own connections, such as classmates, friends, and our personal business network, provided us with a starting point for recruitment. However, we also made deliberate efforts to extend our reach beyond our immediate networks to ensure the inclusivity and representation, through for example making our survey public to all on various online network platforms.

3.2. Research Strategy

The survey questionnaire carefully crafted questions intended to explore respondents' EI while also extracting crucial demographic data like age and gender. In addition, we looked attentively at NS in order to assess the respondents' psychological condition, focusing on symptoms that were strongly associated with behaviors suggestive of ADHD.

Refer to Appendix 1, containing a detailed outline of the survey.

The initial section of the survey serves a dual purpose: firstly, to collect demographic data, and secondly, to assess respondents' EE. While age and gender are pivotal variables in comprehending the nuances of EI, the survey explores further by directly asking about respondents' historical or current desire and intention to engage in EB. In the first section of the survey, multiple choice yes-or-no questions relating to respondents' prior EE (Liñán & Chen, 2009), such as self-employment, work experience, family background and role models related to entrepreneurship, were asked to gain a better understanding of the influences on EI.

Furthermore, the second section of the survey focuses on investigating the respondents' relationship towards EI, we used the Entrepreneurial Intention Questionnaire (hereafter referred to as EIQ) measurement scale developed by Liñán & Chen (2009), based on the theory of planned behavior, and focused on specific questions related to EI.

This deliberate approach emphasizes one of the study's main objectives: to investigate the possible influence of gender on EI. By inquiring about respondents' EI, the survey hoped to establish a direct link between demographic characteristics, EE, and entrepreneurial tendencies.

While age and gender are important demographic characteristics, understanding how these factors influence entrepreneurial propensity is improved by including EI questions. By simultaneously looking at respondents' EE and demographic data, the study seeks to shed light on the intricate and nuanced relationship between gender and EI, directing further analyses and interpretations.

In formulating questions about NS, often linked with ADHD, our aim was to ensure respondent comfort while minimizing potential stigma associated with NS. Rather than directly addressing ADHD, our survey presents respondents with paired statements reflecting various traits commonly associated with it. This approach fosters self-reflection and self-assessment without explicitly labeling or diagnosing respondents, thereby reducing worries about shame or stigma. For the third survey section, we employed related questions from the established The 6-question Adult ADHD Self-Report Scale-Version (hereafter referred to as ASRS-6) measurement scale, as researched by Wiklund et al. (2017), to ensure reliability and validity in our assessment of ADHD severity. By using these standardized tools, we aimed to provide a strong and objective evaluation of respondents' experiences, capturing the subtle nuances of NS.

This approach is particularly relevant considering the recognized advantages ADHD symptoms may offer in entrepreneurial contexts. Understanding the prevalence and extent of these traits among respondents is crucial for measuring their potential impact on EI. Furthermore, our study aims to determine whether such gender disparities exist within our sample and how they might influence EI, given the known gender disparity in the development of these symptoms. Finally, through a sensitive and methodologically rigorous approach to NS assessment, our research aims to illuminate the complex relationship between these symptoms, gender, and EI.

Respondents utilized the predetermined Likert measurement scale for both the EIQ and ASRS-6 questions, offering valuable insights into the frequency and severity of recurring symptoms. For the EIQ, respondents indicated their agreement level on a scale from 1 (total disagreement) to 7 (total agreement) (Liñán & Chen, 2009), while the ASRS-6 utilized a scale ranging from 1 (never) to 5 (very often) (Wiklund et. al, 2017). This self-assessment facilitates the identification of trends and potential correlations between NS and EI, particularly concerning gender disparities.

Focused on examining gender differences in EI, the survey targets individuals intending to engage in EB, who have thus developed their own EI. This demographic focus enables exploration of whether gender variances in NS prevalence contribute to disparities in EI realization and development.

Additionally, AI will be employed to gain insights into data analysis, assisting in the identification of patterns and trends within our dataset. We will use its recommendations as a guideline rather than adopting them exactly.

3.3. Ethical Considerations

Maintaining ethical integrity in research is critical (Bell et. al, 2019), and our study prioritizes the well-being and rights of our respondents. Ethical considerations were meticulously addressed throughout the research process to safeguard confidentiality, anonymity, and data integrity.

Respondents were approached with sensitivity to ensure voluntary participation (Yip et. al, 2016). The survey was distributed via email and online platforms like Facebook and LinkedIn, with clear options to decline participation without pressure or repercussions. Respondents could withdraw at any time without penalty, ensuring their autonomy and reducing potential stress (Bell et. al, 2019).

Confidentiality and anonymity were upheld to protect respondents' dignity and privacy as inadequate anonymity and confidentiality strategies can harm respondents while also undermining the credibility of research findings (Kang & Hwang, 2023). Measures were implemented through Google Forms, with automated mechanisms in place to eliminate identifying information, thereby guaranteeing anonymity throughout the survey process. Respondents were provided with assurance that all identifiers would be removed, and that no personal information would be collected. Consequently, no names or email addresses were required, preserving the anonymity of respondents throughout the survey.

The study's purpose was carefully described without bias to encourage inclusivity and avoid potential discrimination. Questionnaires were designed with the validated measurement tools EIQ (Liñán & Chen, 2009) and ASRS-6 (Wiklund et. al, 2017), to ensure clarity and comprehension across diverse demographics.

By adhering to rigorous ethical standards and considerations, our research aims to provide valuable insights while prioritizing the trust and well-being of respondents.

In our study, we acknowledge the diverse interpretations of gender but for the sake of maintaining a positivistic perspective, we adhered to a binary classification of Female and Male. While we recognize that gender is a multifaceted and fluid concept, our research framework necessitated a clear and standardized categorization for analytical purposes. By focusing on females and males as distinct categories, we aim to streamline data analysis and ensure consistency in our findings. However, we acknowledge that this binary classification may not fully capture the complexity of gender identity and expression.

3.4. Variables

Variable	Abbreviation	Measure	Definition
Gender	*	Binary Female = 0 Male = 1	Classify individuals' biological sex and represent the categories of Male and Female.
Entrepreneurial Intentions	EI	Scale Min-Max Normalization Likert-scale 1-7	Denotes individuals inclination towards starting or developing their own business ventures. Gauged by expressed desire, motivation, or plans for entrepreneurship.
Neurodevelopmental Symptoms	NS	Scale Min-Max Normalization Likert-scale 1-5	NS associated with ADHD cover various behavioral and cognitive traits seen in individuals with the neurodevelopmental disorder such as hyperactivity, impulsivity, inattention, etc.
Age	*	Binary Age Category 1 - 9	Age, represented by nine dummy variables, categorizes individuals into age groups spanning five-year intervals from 21-25 to 61-65.
Family Background	FB	Binary No = 0 Yes = 1	Refers to whether the respondent's family members have been involved in entrepreneurial activities, indicating a familial history of engagement on business ventures.
Self-Employment	SE	Binary No = 0 Yes = 1	Indicates whether the respondents has previously initiated their own business ventures or has been working for themselves.
Work-Experience	WE	Binary No = 0 Yes = 1	Discerns whether the respondents have prior employment history within organizations characterized by their small size or recent establishment.
Role Model	RM	Binary No = 0 Yes = 1	Refers to a person the respondent admires and seeks to emulate or draw inspiration from in their own entrepreneurial endeavors.

Table 2: Presentation of Variables

3.4.1. Independent Variable

Gender. This independent variable signifies the gender of the respondent's, characterized and measured by the traditional binary categories of Female or Male (Lindqvist et. al, 2021).

3.4.2. Dependent Variable

Entrepreneurial Intentions. Utilizing EI as a dependent variable in our quantitative research helps to understand and predict EB. This method examines the factors influencing individuals' intentions to engage in EB, such as starting a business or pursuing entrepreneurial opportunities within existing organizations. To measure the EI of our survey respondents we followed the questionnaire guideline created by Liñán & Chen (2009) called EIQ. Our survey included six questions about EI, ranging from professional goals of becoming an entrepreneur to intentions of starting a business, where the respondents indicated their agreement with each statement on a Likert-Scale from 1 to 7.

By treating EI as the dependent variable, we systematically evaluate how different factors contribute to the likelihood of developing EI and subsequently engaging in EB.

3.4.3. Mediating Variable

Neurodevelopmental Symptoms. In our quantitative research, NS, frequently associated with ADHD, are used as a mediating variable to examine their role in the relationship between predictor and outcome variables. This approach contributes to a better understanding of how individual neurodevelopmental well-being influences outcomes.

Using NS as a mediator allows us to examine the processes that connect the predictor variable to the outcome variable, providing understanding into how NS affects the relationship between gender and EI.

We measured NS using a Likert-Scale, where respondents indicated how often (from 1, never, to 5, very often) they experience symptoms associated with ADHD. The questions were designed to avoid directly mentioning ADHD traits. This measurement was based on the ASRS-6 scale, validated by Wiklund et. al (2017).

3.4.4. Control Variables

Age. This control variable assessed respondents' ages. Respondents selected their age category from a range starting at 21 and ending at 65, with five-year intervals.

Entrepreneurial Exposure. Prior EE aspect focuses on the respondents' direct and indirect experiences with entrepreneurship, drawing from items in Krueger (1993). Indirect entrepreneurial experience is measured by questions about family members' entrepreneurial experiences or the presence of a mentor with entrepreneurial background. Direct entrepreneurial experience is measured by questions about work experience within the entrepreneurial domain, self-employment and previous own business initiatives (Krueger, 1993).

EE is assessed through four multiple-choice questions with Yes or No options. These questions examine respondents' exposure to entrepreneurship, including family background, work experience, self-employment, and presence of role models. The question structure and content is inspired by Liñán & Chen's (2009) research and are elaborated in the descriptive statistics section. Türk et. al's (2020), study, which applies social learning theory, further justifies these questions by examining how prior EE influences entrepreneurial passion and the moderating role of learning orientation.

Zapkau et. al (2015) conducted a study to explore the effects of different types and perceived quality of prior EE on EI, drawing upon the theory of planned behavior. The research specifically investigates the potential mediating roles of attitude, subjective norm, and perceived behavioral control in the relationship between exposure to entrepreneurial role models and work experience in small or newly founded firms, and EI.

By incorporating these control variables into our survey, we aim to gather data that will enhance the depth of our analysis and provide valuable insights into the factors influencing EI and behaviors among our respondents.

3.5. Data Preprocessing

As depicted in *Table 1: Table of Variables*, our variables exhibit disparate measurement scales, necessitating data preprocessing for alignment and analytical coherence. This critical step ensures that the variables, initially measured in varying scales, are transformed into a standardized format suitable for rigorous statistical analysis. By meticulous preprocessing our

data in Excel, we reduce potential distortions caused by scale discrepancies, enhancing the reliability and interpretability of our subsequent analyses (Muralidhar, 2021).

First, we recoded our binary outputs, such as “Yes” and “No” responses, and gender categories (“Female” and “Male”), into dichotomous variables represented by 0 and 1. Specifically, 0 was assigned to denote “No” or “Female”, while 1 indicated “Yes” or “Male”. This strategic adjustment serves to standardize the representation of our categorical variables (Balatsko, 2019).

Next, we divided EE and its respective categories into individual variables, distinguishing control variables as dichotomous options (Yes/No). This deliberate dividing improves the level of detail and ensures greater precision when examining their respective impacts on the outcomes of interest (Balatsko, 2019; Saxena, 2022).

Given the utilization of two distinct Likert-Scale measurements for EIQ (Likert-Scale 1-7) and ASRS-6 (Likert-Scale 1-5), normalization was performed to standardize the scoring range. We employed a Min-Max Normalization technique to rescale both Likert-scales to a uniform 1-7 scale. This integration simplifies comparisons and interpretations as it reduces potential distortions arising from scale differences (Loukas, 2020).

Lastly, the variable for age encompasses nine different categories, ranging from 21-25 to 61-65. To enhance efficiency and simplicity, these categories were transformed into dummy variables ranging from 1 to 9, preserving the information while streamlining data representation (Laerd Statistics, n.d).

By implementing these preprocessing techniques, we lay the foundation for subsequent analyses, such as descriptive statistics, correlation assessments, reliability tests, and common method bias tests. These analyses are crucial for revealing patterns and relationships in our data.

3.6. Descriptive Statistics

3.6.1. Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Gender	103	0	1.00	0.58	0.496
EI	103	1.00	7.00	4.414	1.902
NS	103	1.00	7.00	3.971	1.688
Age	103	1.00	9.00	1.93	1.658
FB	103	0	1.00	0.64	0.482
SE	103	0	1.00	0.23	0.425
WE	103	0	1.00	0.50	0.502
RM	103	0	1.00	0.55	0.500

Table 3: Descriptive Statistics of Variables

The descriptive statistics offer valuable insights into the distribution and characteristics of the variables. For gender, the Mean of 0.58 suggests a slightly higher proportion of males in the sample. Regarding EI, the Mean of 4.414 indicates a moderate level of intention among respondents, with considerable variability reflected in the Std. Deviation of 1.902. For NS, the Mean of 3.971 also points to a moderate level of NS, with variability indicated by the Std. Deviation of 1.6888.

3.6.2. Frequency of Statistics

Age	Age Value	Frequency
1	21-25	60.2%
2	26-30	20.4%
3	31-35	5.8%
4	36-40	5.8%
5	41-45	2.9%
6	46-50	1%
7	51-55	1%
8	56-60	1.9%
9	61-65	1%

Table 4: Frequency of Statistics - Age

The frequency distribution for age categories indicates that the majority of respondents fall within the 21-25 age range, comprising 60.2% of the sample. Successively smaller proportions of

respondents are distributed across older age categories, with the lowest frequencies observed in the 46-65 age ranges.

Variable	Frequency	Percentage (%)
Gender	103	100.0
Male	60	58.3
Female	43	41.7
Family Background	103	100.0
Yes	66	64.1
No	37	35.9
Self - Employment	103	100.0
Yes	24	23.3
No	79	76.7
Work Experience	103	100.0
Yes	52	50.5
No	51	49.5
Role Model	103	100.0
Yes	57	55.3
No	46	44.7

Table 5: Frequency of Statistics - Entrepreneurial Exposure

Gender distribution reveals a predominance of males, constituting 58.3% of respondents, with females comprising 41.7%. Regarding family background, 64.1% of respondents have entrepreneurial roots, while 35.9% do not. In terms of self-employment, only 23.3% of respondents currently engage in self-employment activities, contrasting with the majority (76.7%) who do not. Work experience is evenly distributed, with 50.5% of respondents reporting previous work experience, and 49.5% lacking such experience. Lastly, over half of the respondents (55.3%) have identified entrepreneurial role models, while 44.7% have not.

3.6.3. Pearson’s Correlation

Variable	Gender	EI	NS	Age	FB	SE	WE	RM
Gender	1.00	0.366**	0.326**	0.180	-0.059	0.280**	0.028	0.071
EI	0.366**	1.00	0.374**	0.064	0.043	0.225*	0.095	0.212*
NS	0.326**	0.374**	1.00	-0.033	0.085	0.129	0.174	0.169
Age	0.180	0.064	-0.033	1.00	-0.141	0.037	0.124	-0.096
FB	-0.059	0.043	0.085	-0.141	1.00	-0.066	0.108	0.223*
SE	0.280**	0.225*	0.129	0.037	-0.066	1.00	0.178	0.033
WE	0.028	0.095	0.174	0.124	0.108	0.178	1.00	0.087
RM	0.071	0.212*	0.169	-0.096	0.223*	0.033	0.087	1.00

** Correlation is significant at the 0.01 level (1%)
 * Correlation is significant at the 0.05 level (5%)

Table 6: Pearson’s Correlation of Variables

We employed a Pearson’s Correlation test to investigate the relationship between our variables. The correlation coefficients are shown in the table, with ** denoting a strong correlation, * indicating a moderate correlation, and - indicating no significant correlation. This statistical analysis enables us to evaluate the strength and direction of associations between variables, providing valuable perception into potential relationships in our data (Kirch, 2008).

Refer to Appendix 2 for the full overview of the results.

3.7. Reliability Test

3.7.1. Cronbach’s Alpha

In this study, we employed Cronbach’s Alpha to demonstrate the internal consistency reliability of two instruments: ASRS-6 and EIQ. In order to make sure that the scales’ items accurately reflect the desired constructs, this statistical measure was applied to evaluate the consistency and dependability of responses within each instrument. By calculating Cronbach’s Alpha, we aimed to determine the degree of correlation among the items within each scale, thereby evaluating the internal consistency of the instruments. This analysis provided insights into the overall reliability of the measures utilized in our study (Tavakol & Dennick, 2011; Bujang et. al, 2018).

The EIQ examined individual’s EI, including their attitudes, beliefs, and inclination toward entrepreneurship. Utilizing a Likert-scale ranging from 1-7, the questionnaire measures various factors influencing EI, such as attitudes toward entrepreneurship and perceived behavioral control (Liñán & Chen, 2009). The obtained coefficient of 0.837 indicates a strong

level of internal consistency, suggesting that the items in the questionnaire are closely related and provide a reliable measure of EI among respondents.

ASRS-6 is a brief self-report measure designed to evaluate symptoms of ADHD. With a Likert-scale ranging from 1-5, the ASRS-6 comprises six items intended to capture key aspects of ADHD symptoms, including inattention, impulsivity, and hyperactivity (Wiklund et. al, 2017). A high level of internal consistency was revealed, evidenced by a coefficient of 0.971. This signifies strong correlation among the items, underscoring its reliability as a measure of ADHD symptoms among adults.

Refer to Appendix 3 for the full overview of the results.

Factor	Cronbach's Alpha	N of Items
EIQ	0.837	6
ASRS-6	0.971	6

Table 7: Cronbach's Alpha Reliability Test of Variables

3.7.2. Common Method Bias

Ensuring data accuracy in survey research is critical, yet common method bias can jeopardize the reliability of results (Kock et. al, 2021). To mitigate this, we used strategic measures in our survey. To avoid confusion, Likert-scale questions were separated into sections to avoid proximity-related confusion among respondents. Additionally, a diverse range of response formats, such as binary choices, were employed to prevent common method bias. Moreover, the survey's brevity, as a result of the concise sections and a short completion time of five minutes, aimed to counteract the impact of respondent fatigue or disengagement on data accuracy.

We took a proactive approach to common method bias by conducting rigorous statistical analysis. Harman's Single Factor Test was used to determine its potential impact on survey results (Miguel et. al, 2019).

Regarding the assessment of common method bias, Harman's Single Factor-Test yielded a variance of 25.199, significantly below the conventional threshold of 50%. This result suggests a minimal presence of common method bias within the dataset, thereby affirming the sturdiness and validity of the survey's findings.

Refer to Appendix 4 for the full overview of the results.

4. Analysis & Diagnostics

In this section, we outline our analysis strategy using mediation analysis, a regression-based method. This approach is particularly appropriate for our study as it assesses the interplay between gender, EI, and NS, clarifying their interactions. Given our variables and the goal of examining NS's mediating role between gender and EI, mediation analysis is appropriate (MacKinnon et. al, 2007).

Mediation analysis, like other regression models, relies on assumptions such as linearity, normality, multicollinearity, and homoscedasticity for accurate and reliable results (Statistic Solutions, n.d.; Schreiber-Gregory & Bader, 2018). We established specific conditions to verify these assumptions, detailed in this section. Addressing these assumptions is crucial for the validity and reliability of our analysis, helping to identify and mitigate potential issues or biases. This systematic assessment ensures the integrity of our results and allows us to draw robust conclusions (Wolf & Best, 2013).

4.1. Systematic Approach

To clearly outline our methodology and analysis structure, we will provide a detailed overview of our systematic approach. Utilizing the Statistical Product and Service Solutions (SPSS) software, known for its versatility in handling various data types and performing complex statistical analyses (Haynes, 2022), we conducted both the analysis and assumption testing.

4.1.1. Assumptions

We formulated and refined our assumptions before subjecting them to rigorous validation tests using SPSS. Below, we present an elaboration of these assumptions, accompanied by a description of the methodology used to evaluate them, and the results derived from these tests.

4.1.1.1. Linearity

Assumption A: The relationship between Gender, EI, and NS, is linear, indicating that differences in Gender (Female or Male = 0/1) are consistently associated with proportional changes in EI and NS.

We tested for linearity to ensure the accuracy of our regression model's estimates and interpretations. By examining linearity, we aim to verify that the regression model accurately

captures the relationship between the independent variable (Gender) and the dependent variables (EI and NS). If linearity is not met, regression coefficient estimates may be biased, leading to incorrect conclusions about variable relationships. A linear relationship means differences between genders consistently relate to proportional changes in EI and NS. Confirming linearity allows accurate estimation and interpretation of Gender's effects on EI and NS within our model (Niermann, 2007).

We utilized boxplots to visually assess the relationship between variables measured on different scales (e.g., Gender, EI, and NS) since traditional linearity tests can be difficult to conduct in such cases. This method allowed us to compare the distribution of EI and NS across Gender, identifying potential differences and trends. Descriptive statistics, split files, and independent sample t-tests further investigated linearity between Gender, EI, and NS. These approaches provided both visual and statistical confirmation of observed patterns or differences, strengthening the validity of our analysis. Additionally, a scatterplot analysis between EI and NS, given their similar measures, served as a final check for linearity. While these tests do not guarantee absolute linearity, they offer reliable indications of its presence.

Refer to Appendix 5.

4.1.1.1.1. Gender and EI

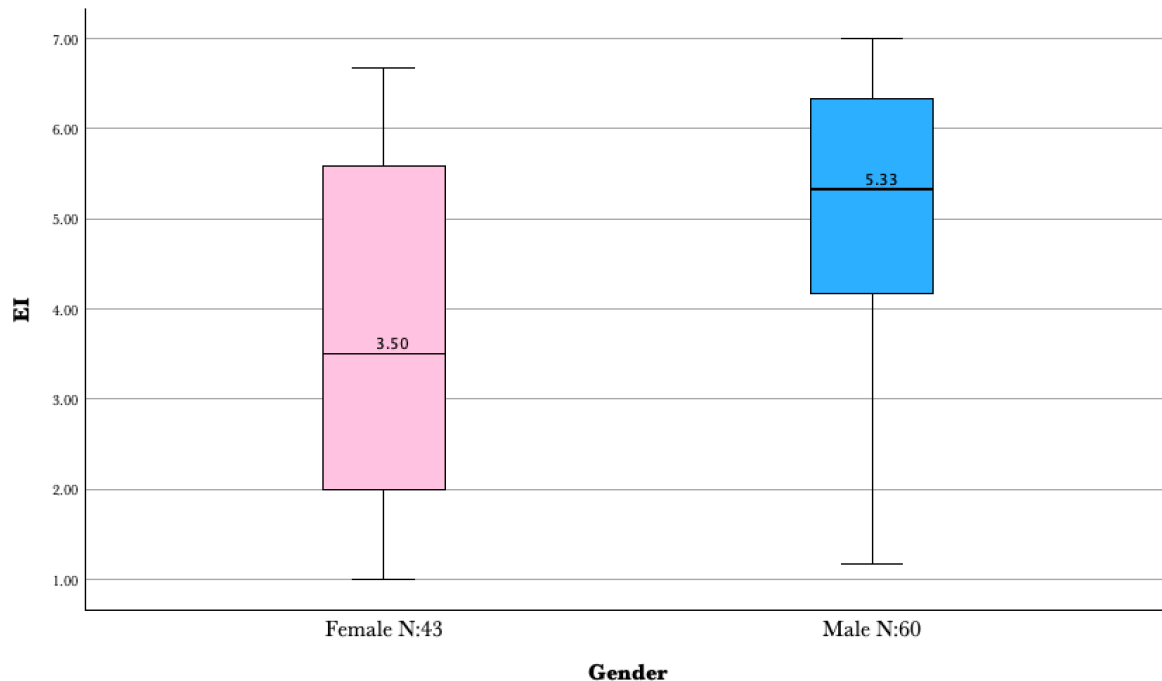


Figure 2.0 - Boxplot for EI by Gender

The boxplot reveals significant differences in EI between genders. Females exhibit a wider spread of scores (Q1 = 2.00, Q3 ≈ 5.60) with a diverse range of EI (IQR 1 to ≈ 6.80). In contrast, male respondents show narrower score ranges (Q1 ≈ 4.10, Q3 ≈ 6.30) and generally higher EI levels (IQR ≈1.10 to 7.00). The median score for females (3.50) is lower than for males (5.33), indicating lower average EI among females. Descriptive statistics support this, with males having higher average EI (Mean = 5.00) and slightly less variability (Std. Deviation = 1.69) compared to females (Mean = 3.60, Std. Deviation = 1.89). These findings highlight gender differences in EI.

The independent t-test indicates a significant difference in EI scores between genders, with males scoring significantly higher than females (Mean Difference = -1.40389). The t-value of -3.950 underscores the substantial disparity between female and male means. The p-value of <0.001 signifies a significant gender difference in EI, indicating the observed distinction is highly unlikely by chance. Levene’s Test for Equal Variances (p = 0.092) confirms the validity of these differences by meeting the assumption of equal variances between genders.

These findings indicate a likely linear relationship between Gender and EI, which justifies further examination.

4.1.1.1.2. Gender and NS

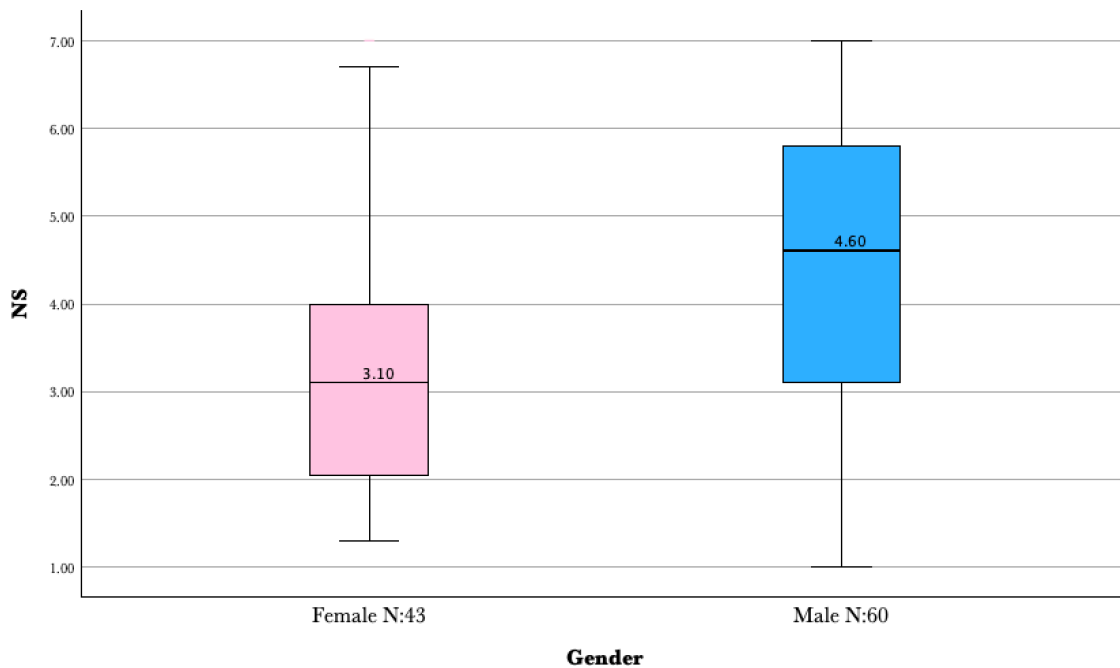


Figure 3.0 - Boxplot for NS by Gender

The boxplot analysis highlights gender differences in NS. Females show a broader range and greater diversity in scores (Q1 \approx 2.00, Q3 = 4.00, Median = 3.10), indicating more varied NS levels. In contrast, males have a narrower spread (Q1 \approx 3.10, Q3 \approx 5.90, Median = 4.60), suggesting a more concentrated distribution. The IQR supports these distinctions, with females exhibiting a wider span (\approx 1.20 to 6.80) compared to males (1.00 to 7.00), indicating greater variability among females.

Descriptive statistics reveal males have higher average NS levels (Mean = 4.44) and slightly less variability (Std. Deviation = 1.65) than females (Mean = 3.32, Std. Deviation = 1.53), indicating significant gender differences in NS. Both genders display a wide range of symptoms, emphasizing individual variability in severity.

The independent t-test reveals a significant difference in mean NS scores between genders. Males (Mean = 4.44) score significantly higher than females (Mean = 3.32), with a mean difference of -1.11. The calculated t-value (-3.47) and associated p-value (<0.001) confirm the statistical significance of this difference. While Levene's Test for Equal Variances is not violated ($p = 0.167$), caution is advised.

Overall, these findings point to a potential linear relationship between Gender and NS, though further examination may be required to fully assess linearity.

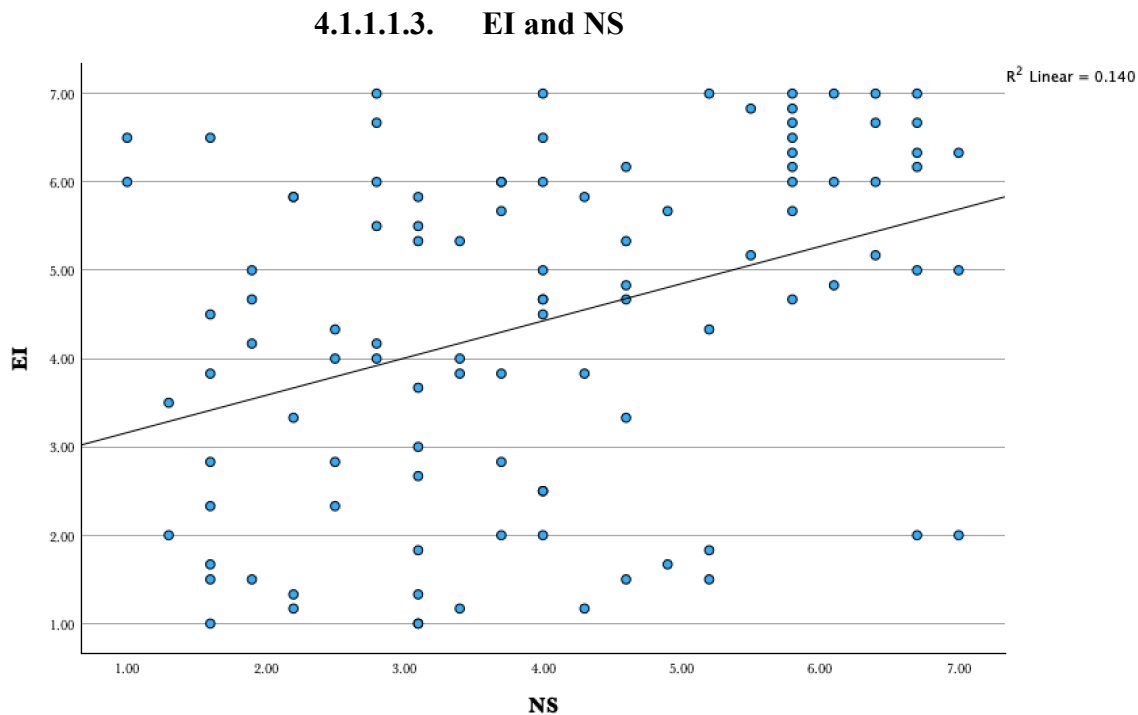


Figure 4.0 - Scatterplot for Linearity between NS and EI

The scatterplot illustrates a clear positive relationship between EI and NS, indicating that higher NS scores correspond to higher EI scores. The R^2 value of 0.140 suggests that $\approx 14\%$ of EI variability can be explained by this linear relationship. While statistically significant, it also implies that other unaccounted factors may influence EI.

4.1.1.2. Normality of Residuals

Assumption B: The regression model's residuals (errors) are normally distributed, implying that the differences between the observed and predicted EI values are random and follow a bell-shaped curve.

This assumption suggests that the differences between observed and predicted values of the dependent variable (EI) follow a bell-shaped curve and are randomly distributed. We test this by visually inspecting scatterplots of residuals against predicted values and using the Shapiro-Wilk and Kolmogorov-Smirnov tests (Razali & Yap, 2011). Non-significant p-values indicate normal residuals. Additionally, Q-Q plots help identify deviations from normality. Ensuring residual normality enhances the reliability and interpretability of regression results (Statistic Solutions, n.d.).

The Shapiro-Wilk and Kolmogorov-Smirnov tests resulted in p-values of 0.102 and 0.136, respectively, exceeding the common significance level of 0.05. Thus, there is insufficient evidence to reject the assumption of normality for the residuals, suggesting they may be reasonably normally distributed. Normality is further confirmed through normal Q-Q plots and detrended Q-Q plots, where residuals roughly follow a straight line. Random oscillations around the zero line in the detrended plot suggest deviations are random, not systematic. These tests confirm no notable deviation from normality, strengthening the validity and reliability of the regression analysis by ensuring that discrepancies between observed and predicted EI values are random and bell-shaped.

Refer to Appendix 6.

4.1.1.3. Homoscedasticity

Assumption C: The residuals show homoscedasticity, which means that their variability is consistent across all levels of Gender, NS, and control variables.

We tested for homoscedasticity to ensure consistent residual variability across all levels of the independent variables. Violating this assumption can result in incorrect standard errors and

biased estimates, threatening the regression analysis's validity. Plotting residuals against expected values helps visually examine if the residual spread is constant, indicating homoscedasticity. A constant spread on the scatterplot shows homoscedasticity, while systematic changes suggest heteroscedasticity, indicating the need for adjustments to improve reliability (Schützenmeister et. al, 2012).

The scatterplot shows that the residuals exhibit homoscedasticity, with constant variability across all levels of Gender, NS, and control variables. The random dispersion of points without a clear pattern indicates that residual variance remains consistent as projected EI values change. This supports the assumption of homoscedasticity, validating the regression model's premise of constant variance. Given that Gender, NS, Age, SE, FB, RM, and WE are independent variables, and EI is the dependent variable, the scatterplot analysis confirms consistent residual variability across these variables.

Refer to Appendix 7.

4.1.1.4. Independence of Residuals

Assumption D: The residuals are independent of one another, which means that the regression model's error terms show no systematic patterns or correlations over time or between observations.

We tested for independence of residuals to ensure no consistent trends or correlations, which is crucial in regression analysis. The Durbin-Watson statistic was used to measure autocorrelation between consecutive residuals (King, 1981). A value close to 2.00 suggests no significant autocorrelation, indicating independent residuals. Positive autocorrelation means adjacent residuals are positively correlated, while values significantly above 2.00 indicate negative autocorrelation (Bartels & Goodhew, 1981).

The Durbin-Watson statistic of 1.717, slightly below the ideal 2.00, indicates potential positive autocorrelation in the residuals, suggesting adjacent residuals may be positively correlated, thus violating the assumption of independence. This can affect the reliability of the regression analysis by impacting the accuracy of coefficient estimates and standard errors.. However, the statistic is close to 2.00, implying minimal systematic patterns in the residuals. Modern regression techniques can accommodate minor assumption violations without significantly affecting parameter estimates or hypothesis tests. As our mediation analysis focuses

on estimating relationships between predictor and dependent variables, this minor deviation will not substantially undermine the reliability or interpretability of our results.

Refer to Appendix 8.

4.1.1.5. Multicollinearity

Assumption E: Gender, NS, and control variables (Age, FB, SE, WE & RM) are not strongly correlated, implying that each predictor variable contributes distinct and independent information to the regression model.

Multicollinearity occurs when independent variables are highly correlated, complicating the estimation and interpretation of regression coefficients (Daoud, 2017). We test for multicollinearity by examining pairwise correlations between variables, with high correlations indicating potential issues. This is crucial because multicollinearity increases standard errors, reducing the accuracy of coefficient estimates and making it hard to identify significant predictors. While it does not affect the model's overall predictive strength, it impacts the precision of individual coefficients. To assess severity, we use the Variance Inflation Factor (VIF). Multicollinearity can be mitigated with regularization techniques like ridge or lasso regression or by removing highly correlated variables. Addressing multicollinearity ensures the validity and reliability of regression results, enabling effective evaluation of predictor and dependent variable relationships (Thompson et. al, 2017).

The VIF results, ranging from 1.089 to 1.264, fall well below the threshold of 5, indicating very low levels of multicollinearity among the independent variables. These low VIF values suggest that the estimated regression coefficients are not significantly inflated by multicollinearity. Each predictor variable contributes distinct and independent information to the regression model, providing valuable and unique insights into the dependent variable's variation without substantial correlation with other predictors.

Refer to Appendix 9.

4.1.2. Mediation Analysis: PROCESS Macro Model 4

4.1.2.1. Mediation Analysis

Mediation analysis was selected as our analytical framework to examine the validity of our hypotheses and to answer our research question. This approach is particularly appropriate to

employ as it provides a nuanced understanding of the complex interplay between Gender, EI, and NS, and it enables us to go beyond simple associations and examine the underlying mechanisms by which variables have their effects. Mediation analysis also facilitates the identification of indirect effects, which are often disregarded in traditional regression analyses (MacKinnon et. al, 2012; Hair et. al, 2021).

Mediation analysis explores the mechanisms between an independent variable (Gender) and a dependent variable (EI) by considering intermediate variables, known as mediators (NS), and control variables (Age, FB, SE, WE, & RM). It aims to understand how and why the independent variable influences the dependent variable and whether this effect is mediated through another variable. This method is particularly valuable when there is theoretical reason to believe that such relationships occur through an intermediary process. By examining NS as a potential mediator, we gain insight into the underlying mechanisms of the observed association (MacKinnon et. al, 2007; Hair et. al, 2021; MacKinnon et. al, 2012).

4.1.2.2. PROCESS Macro Model 4

We utilized the PROCESS Macro Model 4, an extension of SPSS, for conducting mediation analysis, enabling analysis of complex variable relationships. This tool is advantageous as it accommodates variables measured on different scales, including binary and continuous variables, which standard regression models may struggle to handle effectively (Hayes, 2022). Model 4 is often selected to examine the mediating effect of variables on the relationship between an independent and dependent variable. It allows for assessing both the direct effect of the independent variable on the dependent variable and the indirect effect mediated through the mediator (UCLA, 2022).

The flexibility of PROCESS Macro, especially Model 4, was vital for our mediation analysis due to the varied nature of our variables. It enabled us to explore NS's mediating role between Gender and EI while considering control variables (Age, FB, SE, WE, & RM). Model 4 provided estimates for both the direct effect of Gender on EI and the indirect effect through NS, allowing us to understand the intricate pathways between these variables. Utilizing Model 4 provided insights into how Gender and EI are related, particularly through the NS mediator. PROCESS Macro's ability to handle variables with different measurement scales ensured the reliability and accuracy of our analysis.

Model 4 incorporates bootstrapping methods automatically, involving 5000 bootstrap samples, allowing for robust estimation of indirect effects and their confidence intervals by sampling iteratively with replacement from observed data (Hayes, 2022). Bootstrapping mitigates biases and skewness in the sampling distribution, ensuring reliable estimates and statistical significance evaluation (UCLA, 2022). The 95% confidence interval provides a range around the point estimates, indicating where the true population parameter likely lies (Hayes, 2022). Additionally, “show total effect model (model 4)” reveals the combined impact of Gender on EI, encompassing direct and mediated effects, offering a comprehensive view of their relationship. Furthermore, “standardized effects (mediation-model only)” presents standardized coefficients, facilitating interpretability by allowing comparison of variables’ effects regardless of measurement scales (Hayes, 2022).

5. Results

The mediation analysis is crucial in understanding the complex relationship between Gender, EI, and NS. Building on our hypotheses, we examine the nuanced pathways by which Gender influences EI, with a particular focus on the mediating role of NS.

The core of our examination is the research question: *“How does gender influence entrepreneurial intentions, and to what extent is this relationship mediated by ADHD-related neurodevelopmental symptoms among individuals?”*, driving the analysis, guided by hypotheses outlining the anticipated relationships between the variables.

In this section, we present the results from the mediation analysis, providing a detailed examination of the direct and mediated effects observed in our study. We break down the complexities of gender differences in EI by closely examining coefficients, indirect pathways, and statistical significance. Specifically, we seek to understand the extent to which NS mediates the relationship between Gender and EI, shedding light on the mechanisms underlying gender differences in EI.

In the mediation analysis, three distinct models were utilized to examine the relationships between Gender, EI, and NS. Firstly, the EI model was constructed, which focused on clarifying the direct influence of predictors, including Gender and NS, on EI. This model generated outputs, offering understanding into the individual contributions of each predictor to EI. Secondly, the NS model was developed, aiming to understand the direct relationship between Gender and NS. This model generated coefficients that helped quantify the extent of Gender’s influence on the prevalence of NS associated with ADHD. Lastly, the total effect model was constructed, which integrated both EI and NS predictors to analyze the thorough impact of Gender on EI. Through this model, we examined the combined direct and indirect effects of Gender on EI, mediated by NS. Each of these models provided us with a variety of numerical outputs, including coefficients, confidence intervals, and standardized coefficients, which collectively facilitated a thorough understanding of the complex relationships being researched.

For a more complete understanding of the results, which provides additional detail and context to our findings, refer to Appendix 10.

5.1. Total and Direct Effect of Gender on EI

H1: Gender significantly influences entrepreneurial intentions, with males exhibiting higher levels of entrepreneurial intentions than females.

The analysis reveals a significant relationship between Gender and EI, supporting the hypothesis that males tend to have higher levels of EI compared to females. The EI model summary ($F = 4.3620$, $p = 0.0003$) reveals a moderate positive correlation between predictors (Gender, Age, FB, SE, WE, and RM) and EI, with approximately 24.32% of the variance explained (refer to appendix 10). The total effect of Gender on EI, represented by the coefficient of 1.2105, is statistically significant ($p = 0.0017$), indicating that being male positively influences EI. The EI model summary underscores this significant relationship, showing a moderate positive correlation between predictors and EI, with Gender contributing significantly to explaining variances in EI.

The Gender coefficient is 0.8826 ($p = 0.0241$), which signifies its direct effect on EI. The statistical significance of this coefficient, underscored by a low p-value, suggests that the effect of Gender on EI is a strong and consistent phenomenon. Furthermore, the Lower Limit of Confidence Interval (LLCI = 0.1183) and Upper Limit of Confidence Interval (ULCI = 1.6470) for the coefficient of Gender further support these findings, indicating a confident range for the true effect of Gender on EI. The partially standardized coefficient ($c_{ps} = 0.4641$) confirms Gender's substantive impact on EI, even after controlling for other variables, Gender's impact on EI remains significant, highlighting its substantive influence.

Thus, the mediation analysis results provide compelling evidence in support of Hypothesis 1, affirming that Gender has a significant influence on EI, with males exhibiting higher levels of EI compared to females.

5.2. Indirect Effect of Gender on EI through NS

H2: Neurodevelopmental symptoms associated with ADHD mediate the relationship between gender on entrepreneurial intention, such that the higher prevalence of ADHD symptoms in males partially explains their higher levels of entrepreneurial intention.

The analysis of the total effect model reveals several key findings (refer to Appendix 10) that provides strong evidence supporting Hypothesis 2, which suggests that NS associated with ADHD mediates the relationship between Gender and EI. It reveals that Gender significantly

predicts EI, with a substantial portion of this effect being directly attributable to Gender alone. The total effect model ($F = 3.6935$, $p = 0.0024$) demonstrates a moderate positive correlation ($R = 0.4331$) between the predictors and EI, with approximately 18.75% of the variance in EI explained. Gender emerges as the most influential predictor for EI, with a significant coefficient of 1.2105 ($p = 0.0017$). Other predictors do not show significant effects on EI. Thus, there is an indirect effect of Gender on EI through NS, indicating that part of the influence operates indirectly through its impact on NS.

Standardized coefficients reaffirm Gender's prominence, with a coefficient of 0.6366, indicating its higher importance in predicting EI compared to other predictors. The confidence interval for the indirect effect further solidifies these findings. The LLCI and ULCI for the NS indirect effect are 0.0540 and 0.7535, respectively, this suggests a 95% confidence range for its true effect on EI. The total effect of Gender on EI is 1.2105, encompassing both direct and indirect effects, with a direct effect of 0.8826, and an indirect effect (0.3279) through NS. Further examination reveals a partially standardized (c_{ps}) indirect effect of 0.1724. This illustrates Gender's significant influence on EI, partly mediated through NS.

In essence, the analysis confirms that NS partially mediates the relationship between Gender and EI, suggesting that the higher prevalence of ADHD symptoms in males plays a role in their higher levels of EI. This provides valuable understanding into the underlying mechanisms driving gender differences in EI.

5.3. Gender's Significant Effect on NS

H3: Gender has a significant effect on the prevalence of neurodevelopmental symptoms associated with ADHD, with a larger share of males exhibiting those compared to females.

The analysis strongly supports Hypothesis 3, indicating that Gender significantly influences the prevalence of NS associated with ADHD, with males showing a higher likelihood of experiencing these symptoms compared to females. The total NS outcome model is statistically significant ($F = 3.1223$, $p = 0.0077$), effectively predicting NS, with approximately 16.33% of the variance explained, suggesting that the variables included in the model contribute to understanding the prevalence of these symptoms.

The coefficient (refer to Appendix 10) associated with Gender (1.1282) indicates its strong influence on NS, particularly those closely related to ADHD, with a significant p-value of

0.0012. This suggests that Gender plays a significant role in determining the likelihood of individuals experiencing NS. Confidence intervals (LLCI = 0.4564 & ULCI = 1.7999) provide a range of Gender's influence on NS, reinforcing its significance. The partially standardized coefficient ($c_{ps} = 0.6684$) confirms Gender's substantial influence on NS, particularly among men, while controlling for other variables.

Overall, the analysis underscores the importance of considering gender differences in understanding the prevalence of NS associated with ADHD.

5.4. Positive Correlation between NS and EI

H4: Neurodevelopmental symptoms associated with ADHD will be positively associated with entrepreneurial intention.

The analysis strongly supports Hypothesis 4, indicating a positive association between NS associated with ADHD and EI. The EI model summary (refer to Appendix 10) shows a moderate positive correlation between the predictors and EI, with approximately 24.32% of the variance explained. The overall model is statistically significant ($F = 4.3620$, $p = 0.0003$), indicating effective prediction of EI. Both Gender and NS significantly contribute to EI, with Gender having a coefficient of 0.8826 ($p = 0.0241$) and NS having a coefficient of 0.2906 ($p = 0.0096$). The model summary reveals a moderate positive correlation between predictors and EI, with both Gender and NS emerging as significant contributors to EI. This suggests that individuals with higher levels of NS associated with ADHD are more likely to have greater EI.

Confidence intervals (LLCI = 0.0724 and ULCI = 0.5089) provide ranges for the coefficients, indicating the likely values with 95% confidence, indicating the range within which the true coefficient values are likely to fall with a certain level of confidence. When considering standardized coefficients, Gender has a coefficient of 0.4641 (c_{ps}), and NS has a coefficient of 0.2580, indicating their relative importance in predicting EI compared to other predictors.

Overall, the analysis aligns well with Hypothesis 4, highlighting the positive relationship between NS associated with ADHD and entrepreneurial intention, which is crucial for understanding the interplay between NS and EI.

6. Discussion

Our study researches the intricate relationship between gender, EI, and NS. Our aim was to uncover whether ADHD, known for its positive NS conducive to EB, contributes to the gender disparity in entrepreneurship and the development of EI. We sought to examine whether the higher prevalence of these NS among males sheds light on why more males develop and pursue their EI compared to females. Furthermore, we looked into how external variables like EE in the business world affects our study and the previously explained relationship.

In the existing literature (Wiklund et. al, 2018; Freeman et. al, 2019; Wiklund et. al, 2020; Liñán & Chen, 2009), while gender disparities in EI and NS are well-defined, the relationship between gender, EI, and NS remains largely unexplored. Understanding how NS, associated with ADHD, mediates the gender-EI relationship offers insights into gender and neurodiversity in entrepreneurship (Freeman et. al, 2019). Therefore, our research has shed further light on the strengths and challenges of individuals with ADHD (Wiklund et. al, 2016) and emphasizes the need to accommodate neurodiversity in entrepreneurial settings. Recognizing how ADHD traits impact EI enables us to foster inclusive environments that harness the diverse talents and perspectives of individuals with NS (Antshel, 2018).

Firstly, gender differences in EI are influenced by societal norms and expectations, impacting individuals' perceptions and opportunities in entrepreneurship (Meek et. al, 2010; Yordanova & Alexandrova, 2011). This disparity is also influenced by economic considerations, with males generally having better access to financial resources, network opportunities, mentorships, and role models than females (Guzman & Kacperczyk, 2019). Thus, the observed higher levels of EI among males can be attributed to a combination of societal, cultural, and economic influences that favor EI among this demographic.

Additionally, ADHD, and its frequently associated NS, mediates the gender-EI relationship, amplifying males' propensity to EI due to traits like creativity and risk tolerance (Wiklund et. al, 2018; Stolte et. al, 2022). ADHD-associated strengths such as hyperfocus and innovative thinking further fuel the development of EI, which lead to later engagement in EB (ADDA, 2023; Wilens & Spencer, 2010), contributing to the observed gender disparity. Despite ADHD often seen as a limitation, its traits like creativity and resilience actually spur EB, especially in males. Those diagnosed with ADHD, or exhibiting its associated NS, leverage its

strengths for ventures aligned with their skills, driving EI and fostering innovation (Wiklund et. al, 2016).

Drawing upon the insights obtained from the aforementioned research, we have formulated four hypotheses to address and help understand the gender disparities in EI and NS, promoting inclusivity, and fostering a more diverse entrepreneurial landscape (Carter, 2014). Understanding these dynamics is crucial for promoting gender equity, utilizing diverse talents for societal benefit, and to create focused support for aspiring entrepreneurs.

Our analysis's findings validate H1, demonstrating that males have higher EI scores than females. This is in line with earlier studies that have suggested that social, cultural, and psychological factors may contribute to males' propensity for engaging in EB (Marlow & Patton, 2005; Brush et. al, 2006). H2 investigates how NS frequently associated with ADHD, such as hyperactivity and impulsivity, may encourage risk-taking and creative thinking, which in turn supports entrepreneurial tendencies (Verheul et. al, 2015). This mediation study is consistent with research showing that non-conformity and creativity are fostered by ADHD features, which in turn can improve EB (Thurik et. al, 2016). Furthermore, the analysis results confirm H3, indicating that males are more likely than females to have symptoms of ADHD, which have a substantial impact on their thought and behavior patterns that are advantageous to entrepreneurship (Arnett et. al, 2012). According to H4, there is a positive correlation between EI and ADHD symptoms, meaning that those who have more symptoms of ADHD are also more likely to have higher EI. This strengthens the idea that characteristics associated with ADHD, like creativity and risk tolerance, improve one's capacity for entrepreneurship (Thurik et. al, 2016).

Furthermore, the positive relationship between EE as our control variable - age, prior work experience, self-employment, family background, and role models - with EI highlights the complex nature of EB (Davidsson, 1995; Sahinidis et. al, 2014). Age and work experience bring skills and networks beneficial for entrepreneurship (Zapkau et. al, 2015). Self-employment experience nurtures an entrepreneurial mindset and provides insights into entrepreneurship's challenges and rewards. Family background and role models influence perceptions and motivations in entrepreneurship (Türk et. al, 2020). Understanding these factors deepens our insight into the diverse pathways individuals take in developing EI (Liñán & Chen, 2009).

6.1. Research Implications

By illuminating the complex interaction between gender, EI, and NS, our study adds to the pool of knowledge already in existence. It provides new clarity into how the gender disparity in entrepreneurship and EI development may be influenced by ADHD and its associated NS, given it positively encourages EB (Wiklund et. al, 2016). We fill a gap in the literature by investigating the increased frequency of NS in males and its possible impact on EI.

6.1.1. Practical Implications

Our findings have important implications for industry experts, policymakers, practitioners, and other stakeholders. Strategies and initiatives targeted at closing the gender disparity in entrepreneurship can benefit from an understanding of the relationship between gender, EI, and NS (Haus et. al, 2013). Practitioners can modify assistance programmes to better meet the specific requirements of individuals with ADHD or other related NS, and legislators can create laws that encourage diversity and help prospective business owners with a range of backgrounds and characteristics (Shen et. al, 2009).

Our research has consequences for pedagogical approaches, curriculum creation, and instructional practices in the field of entrepreneurship education (Kuratko, 2005). Teachers can adapt their lesson plans and learning objectives to meet the demands of a varied student body by having a thorough awareness of how gender and NS affect EI. Aspiring entrepreneurs can gain more awareness of the variables influencing their business path by incorporating topics on gender dynamics and NS into their entrepreneurship curriculum (van Eewijk et. al, 2018; Hatak et. al, 2021) .

Our findings have important cultural and policy ramifications because they emphasize how crucial it is to overcome gender inequality and advance inclusivity in entrepreneurship. Policymakers can create interventions and support systems that promote diversity and inclusion in the entrepreneurial ecosystem by acknowledging the impact of NS on EI and EB. The findings of our study may have an impact on how the general public views entrepreneurship, which could result in more fair initiatives for policy formulation and decision-making processes (Kiradoo, 2023; Owalla et. al, 2021).

6.1.2. Theoretical Implications

The results of our study demonstrate the impact of NS, frequently associated with ADHD, in influencing the goals and behaviors of entrepreneurs, which adds a new dimension to the assumptions underlying current theories. Our knowledge of the intricate interactions between personal characteristics, gender, and EI is improved by this research. The theoretical contributions made by our study pave the way for further refinement and development of theoretical models that consider the influence of NS on entrepreneurial decision-making processes.

Furthermore, our study adds a new layer to the gender-EI dynamics by including NS, a factor that has been mostly ignored in the literature to date. This addition emphasizes that more males develop EI by providing a more thorough explanation of the various aspects that drive EB. Our work broadens the theoretical scope of gender-related research in entrepreneurship by recognising the significance of NS in this context. This contributes to the field's future theoretical development and empirical research. We are expanding the theory of gender disparity in entrepreneurship by introducing NS as a potential explanatory factor for the relationship between gender and EI. Furthermore, we are including NS into the EI model (Liñán & Chen, 2009), which provides an alternative and new perspective on the ways in which NS can affect EI.

Thus, our research lays the groundwork for future larger-scale studies and cross-cultural investigations by providing a foundation of knowledge and empirical evidence. These follow-up studies can expand on our results, assess how well they apply in other contexts, and provide new understandings of the complex interactions among gender, EI, and NS in various regions or demographic groups.

6.2. Limitations and Research Outlook

6.2.1. Geographical Limitations

Focusing on Sweden and Belgium as the primary target countries in our study poses a limitation in terms of the generalizability of our findings to other countries or contexts. The socio-cultural, economic, and institutional landscapes of Sweden and Belgium may differ significantly from those of other countries, potentially affecting the manifestation of the relationships between gender, EI, and NS. Therefore, the specific context of these two countries may not fully represent the complexities and nuances present in other regions or cultural settings.

Consequently, the conclusions of our study might not apply, or be readily transferable, to other geographic regions and countries. Different national cultural norms, legal frameworks, and socioeconomic circumstances might have an impact on how gender, NS, and EI dynamics develop and interact within entrepreneurial ecosystems. Therefore, when applying the lessons learned from our study to other contexts, researchers and practitioners in other areas might need to proceed with caution.

We measured intention-related cognitive states, which are experienced by individuals of all backgrounds. Though anyone might be able to participate, it is crucial to recognize that our aim was to guarantee a diverse representation of perspectives within our sample. It is acknowledged that, despite these efforts, contacting every potential respondent is impractical and time consuming. As a result, there may be a skew toward younger respondents due to the use of personal networks and an emphasis on educational institutions in Sweden and Belgium.

To address these limitations, future research could expand its scope to include a wider range of countries. This would provide a more comprehensive understanding of EI in various socio-cultural, economic, and institutional contexts. Additionally, conducting comparative studies in different regions would allow for a more thorough examination of how these factors influence EB. To reduce the bias towards younger respondents resulting from convenience sampling, diverse sampling techniques could be employed. Stratified sampling methods could increase the generalizability of the results, ensuring a representation across age groups.

6.2.2. Data Limitations

Our study sheds light on the intricate relationship between gender, EI, and NS. However, we must acknowledge several limitations in our dataset. One significant limitation is the variety of measurement scales used for our variables. For example, EI were measured on a Likert-Scale from 1 to 7, whereas NS were measured on a scale from 1 to 5. The coefficients for the mediator (NS) and the outcome (EI) are derived from their respective original scales. As a result, it is critical to contextualize the magnitude of effects in relation to the original scales of the variables. Furthermore, some variables were binary (e.g. Yes/No and Female/Male) while others were continuous (e.g. Likert-Scale). These discrepancies may pose limitations as it introduces heterogeneity in the data and challenges in comparing and interpreting results across different variable types. While the divergence in measurement scales does not preclude conducting the

mediation analysis, it should be carefully considered during interpretation. PROCESS Macro Model 4 offers a robust approach for handling this issue by accounting for variables measured on diverse scales. Nonetheless, it remains imperative to acknowledge and address potential limitations arising from variable measurement discrepancies.

Another limitation in our analysis pertains to the independence of residuals, indicated by a Durbin-Watson statistic of 1.717, falling below the desirable range, implying potential positive autocorrelation in the residuals. This could consequently risk parameter estimates being biased and standard errors being inflated in the regression analysis. This interconnectedness among our variables was due to the control variables, as they all were assessed based on EE. This shared foundation suggests that variations in these control variables may be interconnected, influencing one another and contributing to the observed interconnectedness. Despite the interconnectedness among our variables, we proceeded with the regression analysis since our main focus was to examine the relationship between gender and EI while accounting for relevant covariates. Further, the violation may compromise precision, but it did not invalidate our results because of the minimal lack of desirable value.

Furthermore, the modest size and scope of our dataset limit the generalizability of our findings. Our dataset may not fully capture the breadth and depth of the phenomena being studied, limiting the extent to which our findings can be extrapolated to larger populations. As a result, we recommend exercising caution when applying our findings to larger groups or populations. Hence, while our study provides useful insights, the limitations of our dataset highlight the need for further research on larger and more representative datasets.

To address these limitations, future research could standardize measurement scales across variables, reducing heterogeneity. Using consistent scales, whether binary or continuous, would enhance comparability and validity of results. The issue of potential autocorrelation indicated by Durbin-Watson statistics could be tackled by employing techniques such as robust regression or panel data analysis to account for serial correlation in the residuals. Lastly, expanding the dataset's size and scope would improve generalizability and capture a broader range of experiences. This could be done through larger-scale data collection efforts, or combining data from multiple sources or studies.

6.2.3. Female: ADHD & Entrepreneurship

Our research builds upon historical frameworks that predominantly diagnose ADHD in males (Holland, 2021; Stanborough, 2023). While prior studies have focused on NS associated with ADHD in males (Stibbe et. al, 2020), recent findings challenge this male-centric perspective (Quinn & Madhoo, 2014). There is a growing recognition of unique ADHD symptoms in females, leading to increased diagnoses among this demographic (Russell et. al, 2023). Despite acknowledging historical underdiagnosis in females, our research continues to examine symptoms traditionally linked with male neurodevelopmental profiles (Ouhaz et. al, 2018). We continue to focus on symptoms associated with male neurodevelopmental profiles in our research, despite historical underdiagnosis in females that may distort statistical representations. While acknowledging underdiagnosis in females, we aim to advance understanding of ADHD's manifestation across genders and add to the conversation about the fostering of EI.

The evolving landscape of female EB reflects shifting societal perceptions and opportunities (Mastercard, 2021; Prokop, 2023). Understanding the nuanced interplay between ADHD prevalence and gender disparities requires careful consideration of intersecting factors and changing gender norms. As society evolves, determining the precise impact of ADHD on gender differences in EI further becomes challenging. While ADHD may influence career goals, attributing gender disparities solely to ADHD overlooks broader socio-cultural forces. Consequently, while examining this relationship is valuable, understanding gender differences in entrepreneurship necessitates acknowledging these complexities.

The multifaceted nature of gender disparity in EB and its relationship with ADHD prevalence adds complexity to our study. While ADHD may influence career goals and decision-making, understanding its specific impact on gender disparities requires considering a variety of factors. As discussions about gender equality continue, it is vital to examine the underlying causes of gender disparities in domains like entrepreneurship. This entails examining ADHD's impact and acknowledging the broader socio-cultural dynamics that shape gender roles and opportunities. Addressing these complexities through nuanced examination can help us better understand gender disparities in entrepreneurship and promote more inclusive and equitable practices.

7. Conclusion

While extensive literature covers the positive correlations between Gender, ADHD, and NS, little research integrates these components to examine whether ADHD, and its frequently associated NS, contribute to gender disparities in entrepreneurial pursuits. Our findings provide strong evidence to support our hypotheses about the effects of Gender and NS on EI. We discovered that Gender significantly influences EI, with males fostering and exhibiting higher intentions than females. Furthermore, our mediation analysis revealed that when the mediating effect of NS is taken into account, this relationship becomes even stronger. Our findings indicate that males may be more predisposed to certain NS associated with ADHD, which contributes to their higher levels of EI. Despite an increase in ADHD diagnoses among females, our findings show gender differences in symptomatology, which strengthens the credibility of our results. Importantly, NS emerged as a significant contributor to the gender disparity in the entrepreneurial domain.

In conclusion, our research demonstrates the complex relationship between gender, NS, and EI, emphasizing the importance of gender-sensitive approaches in promoting equitable participation in entrepreneurship. Looking ahead, more all-inclusive approaches that take into account a variety of demographic groups and geographic situations should be used in future research endeavors to solve these constraints. Furthermore, examining the intersections between gender, NS, and EI may offer insightful information on the complex nature of entrepreneurial goals. We may endeavor to create more egalitarian and inclusive entrepreneurial environments that use the many abilities and intentions of individuals across gender identities by furthering our understanding of these intricate relationships.

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9. Appendices

9.1. Appendix 1: Survey Questionnaire

SECTION 1: Check Question

1) Are you currently owning a running business?

Yes > “*Send Survey*”

No

SECTION 2

2) What is your age category?

21-25

26-30

31-35

36-40

41-45

46-50

51-55

56-60

61-65

3) What is your gender?

Male

Female

4) Have any of your parents or family members ever started their own business?

Yes

No

5) Have you ever started your own business or been self-employed?

Yes

No

6) Have you previously worked for a small or newly founded firm?

Yes

No

7) Do you have a mentor or role model with an entrepreneurial background you look up to?

Yes

No

SECTION 3

8) I am ready to do anything to be an entrepreneur.

	1	2	3	4	5	6	7	
Total Disagreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Agreement

9) My professional goal is to become an entrepreneur.

	1	2	3	4	5	6	7	
Total Disagreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Agreement

10) I will make every effort to start and run my own firm.

	1	2	3	4	5	6	7	
Total Disagreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Agreement

11) I am determined to create a firm in the future.

	1	2	3	4	5	6	7	
Total Disagreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Agreement

12) I have seriously thought of starting a firm.

	1	2	3	4	5	6	7	
Total Disagreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Agreement

13) I have the firm intention to start a firm some day.

	1	2	3	4	5	6	7	
Total Disagreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Agreement

SECTION 4

14) How often do you have trouble wrapping up the fine details of a project, once the challenging parts have been done?

	1	2	3	4	5	
Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very Often

15) How often do you have difficulty getting things in order when you have to do a task that requires organisation?

	1	2	3	4	5	
Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very Often

16) When you have a task that requires a lot of thought, how often do you avoid or delay getting started?

	1	2	3	4	5	
Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very Often

17) How often do you have problems remembering appointments or obligations?

	1	2	3	4	5	
Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very Often

18) How often do you fidget or squirm with your hands or your feet when you have to sit down for a long time?

	1	2	3	4	5	
Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very Often

19) How often do you feel overly active and compelled to do things, like you were driven by a motor?

	1	2	3	4	5	
Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very Often

9.2. Appendix 2: Pearson's Correlation

		Correlations							
		Gender	EI	NS	Age	FB	SE	WE	RM
Gender	Pearson Correlation	1	.366**	.326**	.180	-.059	.280**	.028	.071
	Sig. (2-tailed)		<.001	<.001	.069	.551	.004	.780	.475
	N	103	103	103	103	103	103	103	103
EI	Pearson Correlation	.366**	1	.374**	.064	.043	.225*	.095	.212*
	Sig. (2-tailed)	<.001		<.001	.519	.669	.022	.338	.032
	N	103	103	103	103	103	103	103	103
NS	Pearson Correlation	.326**	.374**	1	-.033	.085	.129	.174	.169
	Sig. (2-tailed)	<.001	<.001		.739	.396	.196	.080	.087
	N	103	103	103	103	103	103	103	103
Age	Pearson Correlation	.180	.064	-.033	1	-.141	.037	.124	-.096
	Sig. (2-tailed)	.069	.519	.739		.155	.713	.212	.334
	N	103	103	103	103	103	103	103	103
FB	Pearson Correlation	-.059	.043	.085	-.141	1	-.066	.108	.223*
	Sig. (2-tailed)	.551	.669	.396	.155		.508	.275	.024
	N	103	103	103	103	103	103	103	103
SE	Pearson Correlation	.280**	.225*	.129	.037	-.066	1	.178	.033
	Sig. (2-tailed)	.004	.022	.196	.713	.508		.071	.739
	N	103	103	103	103	103	103	103	103
WE	Pearson Correlation	.028	.095	.174	.124	.108	.178	1	.087
	Sig. (2-tailed)	.780	.338	.080	.212	.275	.071		.383
	N	103	103	103	103	103	103	103	103
RM	Pearson Correlation	.071	.212*	.169	-.096	.223*	.033	.087	1
	Sig. (2-tailed)	.475	.032	.087	.334	.024	.739	.383	
	N	103	103	103	103	103	103	103	103

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

9.3. Appendix 3: Cronbach's Alpha

Cronbach's Alpha: EIQ

Case Processing Summary			
		N	%
Cases	Valid	103	83.1
	Excluded ^a	21	16.9
	Total	124	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.971	6

Cronbach's Alpha: ASRS-6

Case Processing Summary			
		N	%
Cases	Valid	103	83.1
	Excluded ^a	21	16.9
	Total	124	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.837	6

9.4. Appendix 4: Common Method Bias

Component	Total Variance Explained					
	Total	Initial Eigenvalues		Extraction Sums of Squared Loadings		
		% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.016	25.199	25.199	2.016	25.199	25.199
2	1.378	17.226	42.424	1.378	17.226	42.424
3	1.051	13.132	55.556	1.051	13.132	55.556
4	.909	11.366	66.922			
5	.797	9.958	76.880			
6	.739	9.231	86.111			
7	.599	7.482	93.594			
8	.513	6.406	100.000			

Extraction Method: Principal Component Analysis.

9.5. Appendix 5: Linearity Descriptive Statistics

9.5.1. Descriptive Statistics: EI

Descriptive Statistics						
Gender		N	Minimum	Maximum	Mean	Std. Deviation
Female	EI	43	1.00	6.67	3.5963	1.89514
Male	EI	60	1.17	7.00	5.0002	1.69077

9.5.2. Descriptive Statistics: NS

Descriptive Statistics						
Gender		N	Minimum	Maximum	Mean	Std. Deviation
Female	NS	43	1.30	7.00	3.3233	1.53124
Male	NS	60	1.00	7.00	4.4350	1.65282

9.5.3. Independent T-Test: EI

Group Statistics					
Gender	N	Mean	Std. Deviation	Std. Error Mean	
EI	Female	43	3.5963	1.89514	.28901
	Male	60	5.0002	1.69077	.21828

Independent Samples Test											
Levene's Test for Equality of Variances				t-test for Equality of Means				95% Confidence Interval of the Difference			
	F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper	
EI	Equal variances assumed	2.898	.092	-3.950	101	<.001	<.001	-1.40389	.35538	-2.10886	-.69892

9.5.4. Independent T-Test: NS

Group Statistics					
Gender	N	Mean	Std. Deviation	Std. Error Mean	
NS	Female	43	3.3233	1.53124	.23351
	Male	60	4.4350	1.65282	.21338

Independent Samples Test											
Levene's Test for Equality of Variances				t-test for Equality of Means				95% Confidence Interval of the Difference			
	F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper	
NS	Equal variances assumed	1.936	.167	-3.470	101	<.001	<.001	-1.11174	.32036	-1.74726	-.47623

9.6. Appendix 6: Normality of Residuals

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.167	.545		3.974	<.001
	Gender	.883	.385	.230	2.292	.024
	NS	.291	.110	.258	2.644	.010
	Age	.050	.107	.043	.462	.645
	FB	.060	.368	.015	.164	.870
	SE	.545	.425	.122	1.284	.202
	WE	.010	.355	.003	.028	.978
	RM	.565	.354	.148	1.593	.114

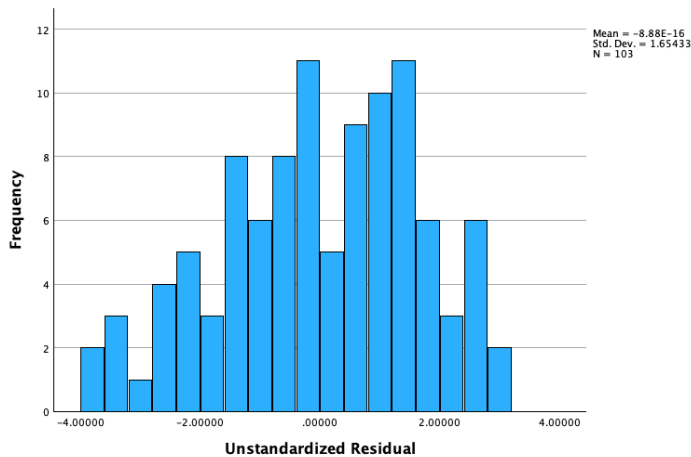
a. Dependent Variable: EI

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.5943	6.3256	4.4141	.93789	103
Residual	-3.74867	3.19338	.00000	1.65433	103
Std. Predicted Value	-1.940	2.038	.000	1.000	103
Std. Residual	-2.187	1.863	.000	.965	103

a. Dependent Variable: EI

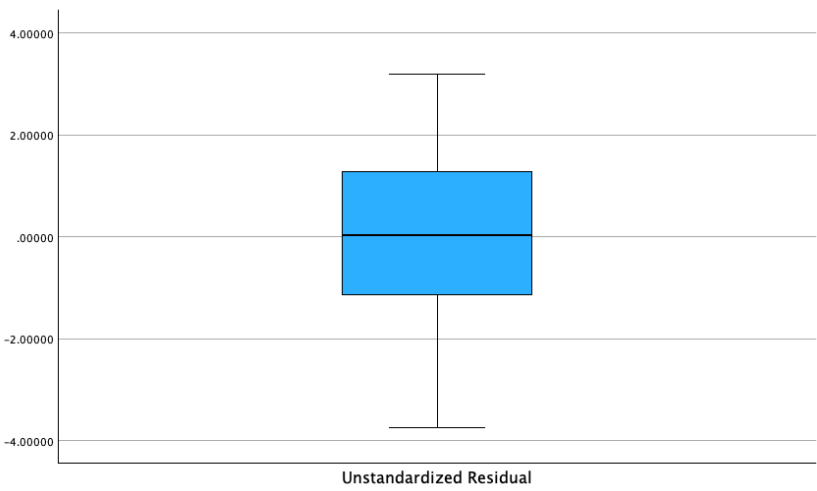
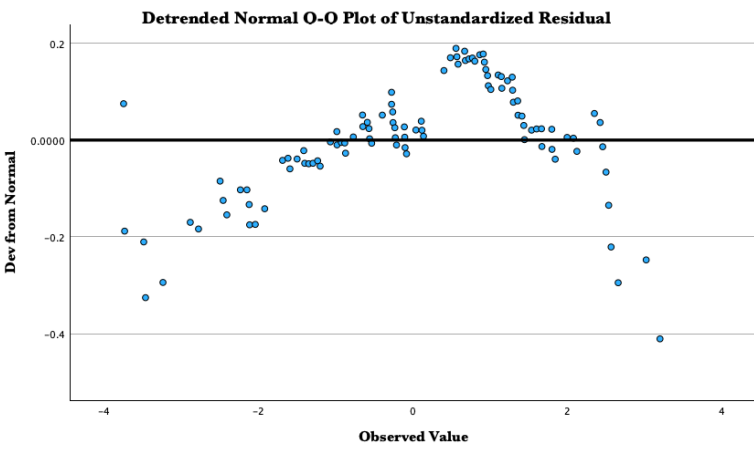
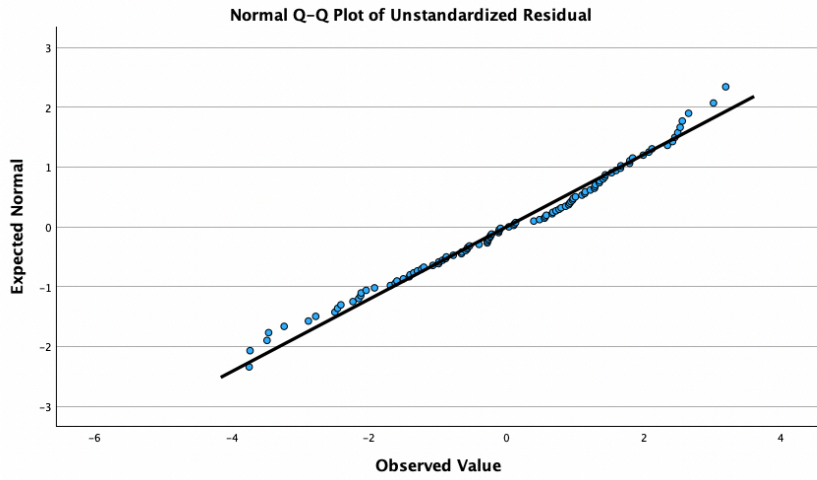
Graph



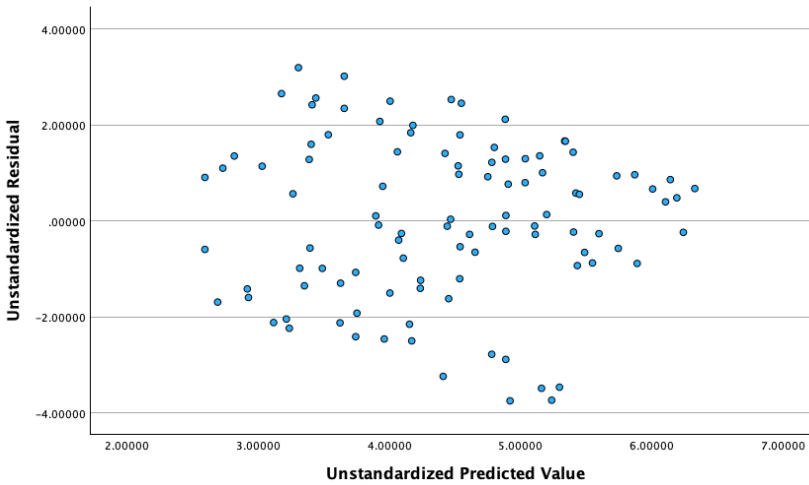
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.078	103	.136	.979	103	.102

a. Lilliefors Significance Correction



9.7. Appendix 7: Homoscedasticity



9.8. Appendix 8: Independence of Residuals

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.493 ^a	.243	.187	1.71419	1.717

a. Predictors: (Constant), RM, SE, Age, NS, FB, WE, Gender

b. Dependent Variable: EI

9.9. Appendix 9: Multicollinearity

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.167	.545		3.974	< .001		
	Gender	.883	.385	.230	2.292	.024	.791	1.264
	NS	.291	.110	.258	2.644	.010	.837	1.195
	Age	.050	.107	.043	.462	.645	.913	1.095
	FB	.060	.368	.015	.164	.870	.913	1.095
	SE	.545	.425	.122	1.284	.202	.885	1.130
	WE	.010	.355	.003	.028	.978	.903	1.107
	RM	.565	.354	.148	1.593	.114	.919	1.089

a. Dependent Variable: EI

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions							
				(Constant)	Gender	NS	Age	FB	SE	WE	RM
1	1	5.420	1.000	.00	.01	.00	.01	.01	.01	.01	.01
	2	.754	2.681	.00	.01	.00	.00	.05	.70	.00	.03
	3	.522	3.221	.00	.04	.00	.38	.07	.10	.00	.18
	4	.457	3.445	.00	.17	.00	.00	.00	.00	.69	.05
	5	.312	4.167	.00	.01	.01	.06	.40	.00	.02	.67
	6	.295	4.289	.00	.39	.02	.34	.12	.18	.22	.01
	7	.174	5.576	.10	.35	.31	.05	.28	.00	.06	.04
	8	.066	9.066	.89	.02	.66	.15	.08	.00	.00	.00

a. Dependent Variable: EI

9.10. Appendix 10: Mediation Analysis Matrix

9.10.1. Mediation Analysis - PROCESS Macro

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 4.2 *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
Documentation available in Hayes (2022). www.guilford.com/p/hayes3

Model : 4
Y : EI
X : Gender
M : NS

Covariates:

Age FB SE WE RM

Sample
Size: 103

9.10.2. Outcome Variable: NS

OUTCOME VARIABLE:
NS

Model Summary							
	R	R-sq	MSE	F	df1	df2	p
	.4041	.1633	2.5329	3.1223	6.0000	96.0000	.0077

Model							
	coeff	se	t	p	LLCI	ULCI	
constant	2.9024	.4105	7.0695	.0000	2.0874	3.7173	
Gender	1.1282	.3384	3.3337	.0012	.4564	1.7999	
Age	-.0970	.0989	-.9803	.3294	-.2934	.0994	
FB	.1729	.3415	.5062	.6139	-.5051	.8509	
SE	.0409	.3942	.1038	.9175	-.7416	.8234	
WE	.5351	.3254	1.6442	.1034	-.1109	1.1811	
RM	.3763	.3269	1.1513	.2525	-.2725	1.0252	

Standardized coefficients

	coeff
Gender	.6684
Age	-.0953
FB	.0494
SE	.0103
WE	.1593
RM	.1114

9.10.3. Outcome Variable: EI

OUTCOME VARIABLE:
EI

Model Summary							
	R	R-sq	MSE	F	df1	df2	p
	.4932	.2432	2.9385	4.3620	7.0000	95.0000	.0003

Model							
	coeff	se	t	p	LLCI	ULCI	
constant	2.1669	.5453	3.9740	.0001	1.0844	3.2495	
Gender	.8826	.3850	2.2925	.0241	.1183	1.6470	
NS	.2906	.1099	2.6439	.0096	.0724	.5089	
Age	.0495	.1071	.4623	.6449	-.1631	.2621	
FB	.0603	.3684	.1636	.8704	-.6710	.7916	
SE	.5452	.4246	1.2840	.2023	-.2978	1.3882	
WE	.0098	.3554	.0276	.9781	-.6958	.7154	
RM	.5649	.3545	1.5935	.1144	-.1389	1.2686	

Standardized coefficients

	coeff
Gender	.4641
NS	.2580
Age	.0432
FB	.0153
SE	.1218
WE	.0026
RM	.1484

9.10.4. Total Effect Model

```
***** TOTAL EFFECT MODEL *****
OUTCOME VARIABLE:
EI

Model Summary
      R      R-sq      MSE      F      df1      df2      p
      .4331   .1875   3.1218   3.6935   6.0000   96.0000   .0024

Model
      coeff      se      t      p      LLCI      ULCI
constant  3.0105   .4558   6.6052   .0000   2.1058   3.9152
Gender    1.2105   .3757   3.2221   .0017   .4648   1.9563
Age       .0213   .1098   .1941   .8465  - .1967   .2394
FB        .1105   .3792   .2915   .7713  - .6421   .8632
SE        .5571   .4377   1.2730   .2061  - .3116   1.4259
WE        .1653   .3613   .4576   .6483  - .5519   .8825
RM        .6742   .3629   1.8580   .0662  - .0461   1.3945

Standardized coefficients
      coeff
Gender  .6366
Age     .0186
FB      .0280
SE      .1245
WE      .0437
RM      .1771
```

9.10.5. Total, Direct, and Indirect Effects of Gender on EI

```
***** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y *****

Total effect of X on Y
      Effect      se      t      p      LLCI      ULCI      c'_ps
      1.2105   .3757   3.2221   .0017   .4648   1.9563   .6366

Direct effect of X on Y
      Effect      se      t      p      LLCI      ULCI      c'_ps
      .8826   .3850   2.2925   .0241   .1183   1.6470   .4641

Indirect effect(s) of X on Y:
      Effect      BootSE      BootLLCI      BootULCI
NS      .3279      .1816      .0540      .7535

Partially standardized indirect effect(s) of X on Y:
      Effect      BootSE      BootLLCI      BootULCI
NS      .1724      .0957      .0285      .4010
```