

Vocational Management and Entrepreneurial Intention: A Systematic Review for Students with Disabilities

Nani Sutarni, Hady Siti Hadijah, Suwatno, Hendri Winata, Purnomo, Achmad Hufad, Diemas Arya Komara

Authors ^{1,2,3,4,5,6}: Universitas Pendidikan Indonesia, Bandung, Indonesia

Author ⁷: Universitas Padjadjaran, Sumedang, Indonesia

email: nani.sutarni@upi.edu

Naskah diterima tanggal 2 Maret 2026, direvisi akhir tanggal 15 Februari 2026, disetujui tanggal 5 Maret 2026

ABSTRAK

Tinjauan sistematis ini mengkaji hubungan antara manajemen vokasi, intensi kewirausahaan, dan pengalaman pendidikan pelajar penyandang disabilitas. Meskipun pendidikan kewirausahaan semakin penting secara global, pelajar penyandang disabilitas sering menghadapi hambatan dalam mengakses pelatihan vokasi dan pendidikan kewirausahaan, yang membatasi potensi mereka untuk berkontribusi pada pertumbuhan ekonomi. Studi ini mengeksplorasi bagaimana faktor-faktor seperti persepsi kesehatan, dukungan sosial, dan pendidikan vokasi memengaruhi intensi kewirausahaan di kalangan pelajar penyandang disabilitas. Tinjauan terhadap 10 studi yang memenuhi syarat menyoroti pentingnya pendidikan kewirausahaan, efikasi diri, dan modal sosial dalam menumbuhkan intensi kewirausahaan. Selain itu, faktor psikologis, seperti ketahanan emosional dan ciri kepribadian, serta faktor lingkungan, termasuk dukungan komunitas dan teknologi asistif, diidentifikasi sebagai faktor penting dalam membentuk hasil kewirausahaan. Studi ini menyarankan bahwa pendekatan holistik—yang menggabungkan pendidikan vokasi, dukungan emosional, dan kebijakan inklusif—sangat penting untuk menumbuhkan aspirasi kewirausahaan pada pelajar penyandang disabilitas. Temuan ini memiliki implikasi penting bagi para pendidik dan pembuat kebijakan, dengan menekankan perlunya model pendidikan inklusif dan sistem dukungan eksternal yang mendorong peluang kewirausahaan bagi kelompok marjinal.

Kata Kunci: Dukungan sosial, efikasi diri, intensi kewirausahaan, manajemen vokasi, pelajar penyandang disabilitas, pelatihan vokasi, pendidikan inklusif, pendidikan kewirausahaan.

ABSTRACT

This systematic review investigates the relationship between vocational management, entrepreneurial intention, and the educational experiences of students with disabilities. Despite the increasing importance of entrepreneurship education globally, students with disabilities often face barriers in accessing vocational training and entrepreneurial education, limiting their potential to contribute to economic growth. This study explores how factors like health perceptions, social support, and vocational education influence entrepreneurial intentions among students with disabilities. A review of 10 eligible studies highlights the significance of entrepreneurship education, self-efficacy, and social capital in fostering entrepreneurial intentions. Additionally, psychological factors, such as emotional resilience and personality traits, and environmental factors, including community support and assistive technologies, were identified as critical in shaping entrepreneurial outcomes. The study suggests that a holistic approach—combining vocational education, emotional support, and inclusive policies—is essential for nurturing entrepreneurial aspirations in students with disabilities. These findings have important implications for educators and policymakers, emphasizing the need for inclusive educational models and external support systems that promote entrepreneurial opportunities for marginalized groups.

Keywords: Ecological entrepreneurship education, vocational management, students with disabilities, entrepreneurial intention, social support, self-efficacy, inclusive education, vocational training.

How to cite (APA Style): Sutarni, N., Hadijah, H. S., Suwatno, Winata, H., Purnomo, Hufad, A., & Komara, D. A. (2026). Vocational management and entrepreneurial intention: A systematic review for students with disabilities. *Jurnal Penelitian Pendidikan*, 26(2), 68-82. <https://doi.org/10.17509/jpp.v26i1.101566>

INTRODUCTION

The more important focus of global education systems, particularly the developing countries, is entrepreneurship education and training as seen in the case of entrepreneurship that increases employment path dependently so far. Entrepreneurship education and vocational management training for students with disabilities despite the positive contribution that students fall under this group can make towards entrepreneurial to be exploited (Dakung *et al.*, 2017; Muñoz *et al.*, 2019).

Only limited people who are known for having access to any formal means of entrepreneurship education as well management training, mainly due to their disabled status (Buntat *et al.*, 2016; Tiasakul *et al.*, 2024). The World Health Organization (WHO) estimates that over a billion people, or about 15 percent of the world's population, lives with some form of disability and as global life expectancy continues to rise this number is set to increase. In Indonesia, there are many challenges for people with disabilities as entrepreneurship education and training is unavailable.

Internationally, different programs and interventions have been implemented to improve access in technical vocation and entrepreneurial education among persons with disabilities. For example, there are some national policy differences in types of support for promoting entrepreneurship lessons among people with disability in Finland compared to South Korea (Heo *et al.*, 2018; O'Brien & Dempsey, 2004). More than 70% developing countries have people with disabilities who have troubles with getting practical training just adding to low diversity in aspiring entrepreneurs (Shaheen, 2016). This exposes the chasm of opportunity gap that students with disabilities get to foster their entrepreneurial interests. Frequently, oppressive physical or mental limitations as well as social stigma and insufficient educational resources limit access to life savings (Choudhary *et al.*, 2024; Mitchell *et al.*, 2021). From this perspective, research into vocational management is therefore warranted to help in the facilitation of the development of entrepreneurial intentions within people with disabilities as well (Ortiz García & Olaz Capitán, 2021; Pérez-Macías & Fernández-Fernández, 2022).

The role of health perceptions, social support and vocational education in the entrepreneurial intentions of students with disabilities has not been adequately explored. However, entrepreneurship education has been shown to increase confidence and intention to create a new business among people with disabilities (Powers *et al.*, 2021). On the other hand, there is not enough literature on how vocational management and entrepreneurship education contribute to them in detail so that more benefit can be derived from this field. According to the Theory of Planned Behavior, intention to perform a behavior is affected by three factors: attitude toward the behavior, subjective norms (social pressure), and perceived behavioral control (perceived capacity) (Hagger *et al.*, 2022; Li *et al.*, 2023). These determinants in the environment can be restricted because of physical, social and psychological boundaries when it comes to students with impairments that prevent them from nurturing entrepreneurial intentions. The findings from Pérez-Macías *et al.* illustrate the way resilience and perceived collective efficacy complement the TPB components in explaining entrepreneurial intention for individuals with disabilities (Pérez-Macías *et al.*, 2024; Pérez-Macías & Fernández-Fernández, 2022).

Social Cognitive Career Theory framework relates outcome expectations and self-efficacy to career decisions and entrepreneurship intentions. Previous research found that the affect these variables have in their tested model related to entrepreneurial intention among vocational students should be similar, but based on empirical evidence the impact of these effects could also be significant through students with disabilities (Pérez-Macías *et al.*, 2022; Shrivastava & Acharya, 2021). There is a huge gap in the literature of how other factors like health perception or social support can affect the entrepreneurial intention of students especially those living with disabilities. A later study by Maalaoui *et al.* (2023) highlights the relevance of perceived health as human capital, suggesting that more favourable health perceptions would facilitate entrepreneurial intention via stronger opportunity alertness (Maalaoui *et al.*, 2023). This emphasizes the fact that many of our existing models do not include an option unique to the challenges of students with disabilities.

This study aims to fill this gap by conducting a systematic review of the factors influencing entrepreneurial intentions among students with disabilities. The focus of this study will be on the role of vocational education, entrepreneurial management, and social support in shaping the entrepreneurial intentions of students with disabilities. By understanding these factors, this research

hopes to contribute practical insights to the development of more inclusive policies and education programs for individuals with disabilities. Theoretically, this research will enrich the understanding of the dynamics of entrepreneurship education among marginalized groups and open opportunities for further research in this field.

METHODOLOGY

Method

This study utilizes a systematic literature review (SLR) methodology to examine the intersection of vocational management, entrepreneurial intention, and the educational experiences of students with disabilities. The review was conducted using the Scopus database, applying the following predefined search query: ("Vocational Management" OR "Vocational Education" OR "Educational Management" OR "Vocational Training") AND ("Entrepreneurial Intention" OR "Entrepreneurship Education" OR "Self-employment Intention" OR "Entrepreneurial Motivation" OR "Entrepreneurial Skills") AND ("Students with Disabilities" OR "Disabled Students" OR "Special Needs Students" OR "Persons with Disabilities" OR Disability OR "Inclusive Education" OR "Inclusive Entrepreneurship") AND (EXCLUDE (PUBYEAR , 2025)) AND (LIMIT-TO (LANGUAGE , "English")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (OA , "all")) AND (LIMIT-TO (SRCTYPE , "j")).

Data

The data collection process began with an initial identification phase in which 502 records were identified through article titles, abstracts, and keywords in the Scopus database. These records were then screened for eligibility based on their relevance to the research questions and pre-established inclusion and exclusion criteria. The screening process followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, which includes sequential steps of inclusion based on document type, language, and subject relevance. Initially, 395 records were screened for inclusion, resulting in a final pool of 10 eligible documents. This final screening removed articles that were either published after 2025, in the early stage, or excluded based on the type of journal (e.g., open access).

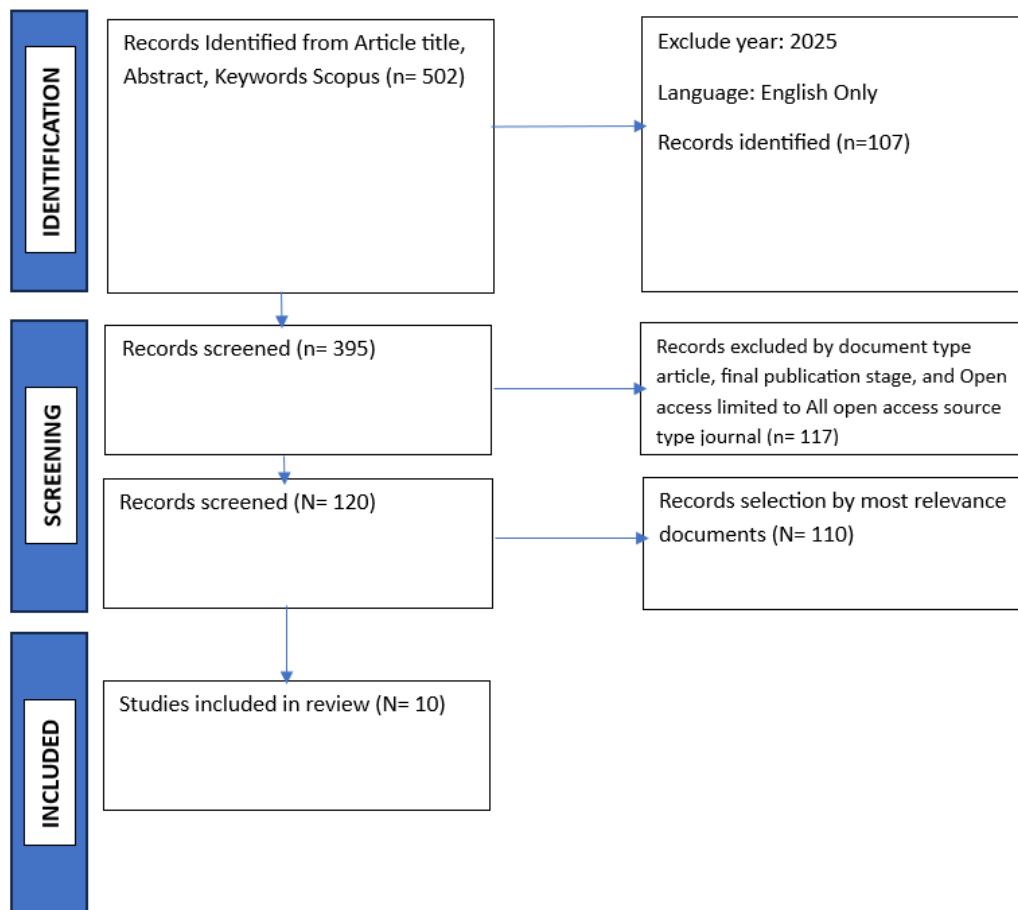


Figure 1. PRISMA Structure

The validation of data followed the PRISMA flowchart structure, ensuring transparency and consistency throughout the selection process. The exclusion criteria included articles published after 2025, non-English documents, and works that were not peer-reviewed. Furthermore, records excluded for not being in the final publication stage or not available in full-text open access form were systematically removed from consideration. The PRISMA methodology ensures that the data collection process is systematic, reproducible, and minimizes bias in the selection of studies.

Table 1. Chosen Documents

Rank	Author	Cites	Title
1	Dakung, R.J., Bell, R., Orobia, L.A., Yatu, L.	12	Entrepreneurship education and the moderating role of inclusion in the entrepreneurial action of disabled students
2	Ostapenko, R.I., Ostapenko, G.S., Shcherbakova, I.V.	1	Ensuring the psychological safety of persons with disabilities, taking into account gender and age differences
3	Kyambade, M., Kaliisa, G., Birungi, F., Tushabe, M.	6	Social capital and self-employment of persons with disabilities (PWDs): mediation role of self-efficacy
4	Romanova, O.	7	Embedding employability skills into vocational education and training: What works best for students' self-evaluation and aspirations?
5	Dakung, R.J., Bell, R., Orobia, L.A., Dakung, K.R., Yatu, L.N.	4	Passion and intention among aspiring entrepreneurs with disabilities: the role of entrepreneurial support programs
6	Vodă, A.I., Florea, N.	29	Impact of personality traits and entrepreneurship education on entrepreneurial intentions of business and engineering students

7	Purnomo, E., Setiadi, B.R., Ishartiwi, Damayanto, A., Wibawa, E.A.	0	A Case Study of Doormat Craft Business Management by Disabled People's Organizations
8	Kent, C.D., Adigun, O.T., Mosia, P.A.	2	Implications of entrepreneurial education, self-efficacy and personality traits on the entrepreneurial intentions of deaf/hard of hearing students post COVID-19 lockdown
9	Haddoud, M.Y., Onjewu, A.-K.E., Nowinski, W., Alammari, K.	38	Assessing the role of entrepreneurship education in regulating emotions and fostering implementation intention: evidence from Nigerian universities
10	Wang, R., Liu, R.	2	Factors influencing female students' entrepreneurial intention in vocational colleges: A multi-group analysis based on household income

Table 1 presents a selection of the most influential and frequently cited documents within the context of the systematic literature review. The list ranks the chosen articles based on their citation counts, reflecting their impact and relevance in the fields of vocational management, entrepreneurial intention, and students with disabilities. At the top of the list is the article by Dakung *et al.* (12 citations), which explores the role of entrepreneurship education and the moderating role of inclusion in the entrepreneurial actions of disabled students. Following closely is Ostapenko *et al.* (1 citation), which focuses on ensuring the psychological safety of persons with disabilities, taking into account gender and age differences. Other notable works include Kyambade *et al.* (6 citations), which investigates social capital and self-employment among persons with disabilities, and Romanova (7 citations), which examines the integration of employability skills into vocational education and training.

Other influential studies include Dakung *et al.* (4 citations), focusing on the role of entrepreneurial support programs in fostering passion and intention among aspiring entrepreneurs with disabilities, and Vodă and Florea (29 citations), which analyze the impact of personality traits and entrepreneurship education on entrepreneurial intentions of business and engineering students. The list also includes significant works on the role of entrepreneurial education in deaf/hard of hearing students (Kent *et al.*, 2 citations), and a case study on business management by disabled people's organizations (Purnomo *et al.*, 0 citations). Haddoud *et al.* (38 citations) discuss the role of entrepreneurship education in regulating emotions and fostering implementation intention in Nigerian universities, while Wang and Liu (2 citations) analyze factors influencing female students' entrepreneurial intentions in vocational colleges.

The data analysis was carried out through a literature analysis approach, which included the extraction of key findings, themes, and patterns from the selected studies. The primary aim was to identify how vocational management and entrepreneurial intention are shaped for students with disabilities, particularly focusing on the role of educational models that support entrepreneurial development. All 10 articles identified through the screening were analyzed thematically, focusing on their relevance to the overarching research objectives. In-depth content analysis was performed to extract insights regarding the barriers, motivations, and success factors influencing entrepreneurial intentions in students with disabilities.

To synthesize the findings, the review focused on categorizing and comparing the identified studies based on their core themes, such as the types of entrepreneurial skills developed, the influence of vocational education on self-employment intentions, and the role of support systems for students with disabilities. The synthesis process ensured that a clear understanding of the intersection between vocational education and entrepreneurship for students with disabilities emerged. This was done by mapping out common themes across studies and identifying the most frequently cited articles, which are considered foundational in the field of vocational education and

entrepreneurial intention for this group. Table 1 provides an overview of the ten most-cited articles in the reviewed literature, further contextualizing the synthesis.

By utilizing this rigorous systematic review methodology and adhering to PRISMA standards, this study ensures a comprehensive, transparent, and reproducible approach to understanding the intersection of vocational management, entrepreneurial intention, and students with disabilities. The final set of ten studies included in the review represents the most relevant and high-quality research in this academic field.

RESULTS AND DISCUSSION

Results

To better understand the intersection of vocational management, entrepreneurial intention, and the experiences of students with disabilities, a review of key studies in these areas provides valuable insights. Table 2 presents a synthesis of research on topics such as vocational education, entrepreneurship education, and self-employment intention among students with disabilities. These studies highlight the importance of integrating vocational education frameworks, entrepreneurial support, and self-efficacy in fostering entrepreneurial intentions among students with disabilities. The table below outlines the methods, objectives, and results of each study, offering a comprehensive overview of the findings and their implications.

Table 2. Systematic Literature Review

No	Author	Title	Method	Objective	Results
1	Dakung, R.J., Bell, R., Orobia, L.A., Yatu, L.	Entrepreneurship education and the moderating role of inclusion in the entrepreneurial action of disabled students	Cross-sectional quantitative method using a survey of 253 students with physical disabilities from tertiary institutions in Nigeria. Structural Equation Modeling (SEM) was used for data analysis.	To investigate the role of entrepreneurship education in the development of physically disabled students' entrepreneurial action and the moderating role of inclusion in this relationship.	The study found a significant positive relationship between entrepreneurship education and the entrepreneurial action of physically disabled students. Inclusion was also found to be a significant moderator of this relationship.
2	Ostapenko, R.I., Ostapenko, G.S., Shcherbakova, I.V.	Ensuring the psychological safety of persons with disabilities, taking into account gender and age differences	A questionnaire survey was conducted with 1,000 students (38% male, 62% female) from the Voronezh State Industrial and Humanitarian College in Russia. Data was analyzed using Spearman correlation analysis, principal component analysis, and semantic analysis.	To study students' opinions on the capabilities of citizens with disabilities and to explore the formation of tolerant attitudes toward them, which contributes to their social and psychological safety.	The main factor identified was "tolerant attitude towards persons with disabilities," which was not dependent on age, gender, or place of residence and was formed through communication. About 51.5% of respondents treated people with disabilities as ordinary individuals.

No	Author	Title	Method	Objective	Results
3	Kyambade, M., Kaliisa, G., Birungi, F., Tushabe, M.	Social capital and self-employment of persons with disabilities (PWDs): mediation role of self-efficacy	A quantitative survey was used to collect data from 106 individuals with diverse disabilities in Uganda. Data was analyzed using PROCESS MACRO to examine the direct and indirect effects of social capital on self-employment outcomes, mediated by self-efficacy.	To address the research gap in understanding how self-efficacy mediates the relationship between social capital and self-employment among persons with disabilities.	The study found a significant positive relationship between social capital and self-employment, social capital and self-efficacy, and self-efficacy and self-employment. However, the mediation analysis revealed no mediation effect of self-efficacy on the relationship between social capital and self-employment, suggesting a direct effect of social capital on self-employment.
4	Romanova, O.	Embedding employability skills into vocational education and training: What works best for students' self-evaluation and aspirations?	A quantitative study using data from a survey of 9,178 Russian VET students from the Monitoring of Education Markets and Organizations (MEMO) in 2020. Ordered logistic regressions and logistic regression were used for analysis.	To investigate how the explicit integration of employability skills into the VET curriculum affects students' self-evaluation of their skills and to model predictors of entrepreneurial aspirations.	The explicit embedding and integration of employability skills were significantly related to students' positive self-evaluation of social and self-learning skills. Students explicitly taught entrepreneurial skills were more likely to want to start their own business after graduation.
5	Dakung, R.J., Bell, R., Orobia, L.A., Dakung, K.R., Yatu, L.N.	Passion and intention among aspiring entrepreneurs with disabilities: the role of entrepreneurial support programs	A closed-ended questionnaire survey with validated scales was used to sample 209 students with physical disabilities at tertiary institutions in Nigeria. Hierarchical regression was performed for data analysis.	To examine the relationship between entrepreneurial passion, entrepreneurial support programs, and entrepreneurial intention, and the moderating role of entrepreneurial support programs in this relationship, among students with physical disabilities in Nigerian tertiary institutions.	Both entrepreneurial passion and entrepreneurial support programs were found to be significantly and positively related to entrepreneurial intention. The study also found that entrepreneurial support programs moderated the relationship between entrepreneurial passion and entrepreneurial intention.
6	Vodă, A.I., Florea, N.	Impact of personality traits and entrepreneurship education on entrepreneurial intentions of business and engineering students	A quantitative design based on a questionnaire survey was conducted with a sample of 270 students from two major Romanian universities. Multivariate logistic regression estimates and frequency analysis were used to test the hypotheses.	To verify the relationship between locus of control, need for achievement, entrepreneurial education, and entrepreneurial intention among Romanian youth, and to examine the moderating effects of gender.	The results showed that locus of control, need for achievement, and entrepreneurship education were important determinants for venture creation among young students. Males were found to be more inclined to become entrepreneurs than females, and entrepreneurship education had a negative but significant influence on the probability of starting a business.

No	Author	Title	Method	Objective	Results
7	Purnomo, E., Setiadi, B.R., Ishartiwi, Damayanto, A., Wibawa, E.A.	A Case Study of Doormat Craft Business Management by Disabled People's Organizations	A qualitative case study method was used to explore the business management strategies of the Disabled People's Organization (DPO) named Pusat Pemberdayaan Mitra Sejahtera (PPDMS) in Indonesia. Data was collected through interviews, observation, and document review with six participants.	To explore the challenges faced by a DPO in running a doormat craft business during the COVID-19 pandemic and the strategies used to overcome them.	The key determinants of the DPO's business survival were identified as transformative leadership based on cooperation, the productivity of DPO members and their families, and the use of accessible assistive technology for doormat craft.
8	Kent, C.D., Adigun, O.T., Mosia, P.A.	Implications of entrepreneurial education, self-efficacy and personality traits on the entrepreneurial intentions of deaf/hard of hearing students post COVID-19 lockdown	A descriptive research design with a structured paper questionnaire was used to collect data from 250 Deaf and Hard of Hearing (DHH) students in Nigeria. Data was analyzed using descriptive statistics, Pearson Product Moment Correlation, and hierarchical multiple regression.	To examine the influence of entrepreneurial education (EE), entrepreneurial self-efficacy (ESE), and personality traits (PT) on the entrepreneurial intentions (EI) of DHH students after the COVID-19 lockdown.	The entrepreneurial intentions of DHH students had a significant positive correlation with EE, agreeableness, and conscientiousness. However, it had a significant negative correlation with ESE, neuroticism, and openness. Personality traits and ESE were the highest predictors of entrepreneurial intention.
9	Haddoud, M.Y., Onjewu, A.-K.E., Nowinski, W., Alammari, K.	Assessing the role of entrepreneurship education in regulating emotions and fostering implementation intention: evidence from Nigerian universities	Data was collected from a sample of 1,314 Nigerian students across five universities using a survey with a non-probability convenience procedure. Linear regression PLS-SEM was used to test the hypotheses.	To investigate the mediating role of emotion-based indicators (passion, optimism, inspiration, and ambiguity tolerance) in the relationship between entrepreneurial education and entrepreneurial intention.	Entrepreneurial education was found to enhance entrepreneurial intention by regulating students' emotions. Specifically, inspiration, passion, and optimism were found to positively and significantly influence entrepreneurial intention. Ambiguity tolerance, surprisingly, had a negative effect on implementation intention.

No	Author	Title	Method	Objective	Results
10	Wang, R., Liu, R.	Factors influencing female students' entrepreneurial intention in vocational colleges: A multi-group analysis based on household income	A quantitative study was conducted using online questionnaires with 2,149 female students from vocational colleges in three Chinese provinces. Data was analyzed using a partial least squares structural equation model (PLS-SEM) and multi-group analysis.	To investigate the factors affecting female students' entrepreneurial intention and to determine if household income moderates the relationship between entrepreneurial education, attitude, competence, self-efficacy, and entrepreneurial intention.	Entrepreneurial competence, self-efficacy, and attitude positively affected entrepreneurial intention, while entrepreneurial education did not have a direct effect. Household income was found to significantly moderate the relationship between entrepreneurial education, attitude, competence, and intention, but not the relationship between self-efficacy and intention.

Based on the analysis of the 10 reviewed articles, several key patterns, themes, and concepts emerged, highlighting the relationship between vocational management, entrepreneurial intention, and students with disabilities. These findings are grouped into three main themes: (1) The Role of Entrepreneurship Education and Vocational Management, (2) The Influence of Psychological and Social Factors, and (3) The Impact of Environmental and Cultural Context.

The Role of Entrepreneurship Education and Vocational Management

Entrepreneurship education and students, even disabled students, entrepreneurship intention keeps appearing in the key success factors lists. This confirmed that suitable course might have a direct impact on the entrepreneurial ambitions and behaviour of physically disabled students (Dakung *et al.*, 2023). Another research by Romanova showed that there was a significant relationship between students' positive self-assessment of their social skills and self-education skills and the explicit introduction of employability skills into the curriculum in vocational education and training (VET) (Romanova, 2022). In addition, students who took an entrepreneurship course were more likely to have higher aspirations of starting a business after graduation.

Nevertheless, the results on the pure relative impact of entrepreneurship education are inconclusive. For instance, Wang and Liu discovered that although entrepreneurial ability and attitude led positively influence on entrepreneurial intention; however, entrepreneurship education had no direct effect (Wang & Liu, 2024). However, this also points toward the significance of delivery—of not just the presence of education but in how its contents and understanding are instilled within students. Haddoud *et al.* provide a richer insight into how entrepreneurship education sways emotions to impact on entrepreneurial intentions. Entrepreneurship programs arguably need to train not just other aspects of EQ but also emotional resilience, optimism, inspiration, a sense of identity and a positive mindset within their participants (Haddoud *et al.*, 2022).

The Influence of Psychological and Social Factors

On the other hand, psychological factors such as self-efficacy, passion and personality are determinants of entrepreneurial intentions among students. Entrepreneurial passion and participation in entrepreneurial support programs were both significantly associated with greater entrepreneurial intention and program participation moderated the relationship between passion and intention (Dakung *et al.*, 2023). This suggests that intrinsic motivation by itself is not enough; one needs a helpful ecosystem.

Moreover, other studies underline self-efficacy or the belief in oneself as the primary variable. Kyambade *et al.* discovered that social capital has a direct effect on self-employment for individuals with disabilities and that this conversion is done through the catalytic mechanism of self-efficacy

(Kyambade *et al.*, 2024). A surprising finding was reported in the study of Kent *et al.* on deaf/hard of hearing students in Nigeria: entrepreneurial self-efficacy correlated negatively but significantly with entrepreneurial intention (Kent *et al.*, 2022). Still, they did find that simple personality traits such as agreeableness and conscientiousness had a highly significant positive relationship, which points to the idea that certain personality characteristics might be more indicative than self-belief in this instance.

It is also a social aspect. Ostapenko *et al.* note a positive worldview related to communication with individuals who have bodily impairments (Ostapenko *et al.*, 2021). This acceptance leads to a climate of ordinary living for people with disabilities, and no matter what activity we do in an economy—like taking part in entrepreneurship—one will have huge advantage.

The Impact of Environmental and Cultural Context

Entrepreneurship outcomes are largely shaped by social, cultural, and environmental contexts. The case study of Purnomo *et al.* from Indonesia illustrates how transformative leadership through collaboration and utilization of affordable assistive technology made possible the survival of a doormat craft livelihood enterprise promoted by a Disabled People's Organization (DPO) during the COVID-19 crisis (Purnomo *et al.*, 2023). This points to the need for adaptive management strategies and community support to meet environmental challenges.

Economic and demographic factors also play a role in entrepreneurial intention. Results from Vodă and Florea showed male students are more likely to become entrepreneurs, while those similar to Wang and Liu highlighted that household income played a significant moderating role in education, attitudes, competencies, and intentions towards entrepreneurship among female students in China (Vodă, A.I. & Florea, N., 2019; Wang & Liu, 2024). It reveals that broader socioeconomic forces and gender norms moderate entrepreneurial intentions and thus should be taken into account when designing interventions.

This demonstrates that overall, the entrepreneurial intention of students with disability is a multifaceted concept. Although entrepreneurship education seems a key driver, its effectiveness is moderated by the process through which it works (i.e., emotion regulation) and the multifaceted support system it operates in, ranging from social, cultural to technological. This is why a proper intervention should be multidimensional: including good technical education (vocational education), social and clinical psychological support for the dependent and its family, and whatever to avoid relapse.

Discussion

The systematic review conducted in this study aimed to explore the intersection of vocational management, entrepreneurial intention, and the educational experiences of students with disabilities. The findings from the reviewed literature highlight a multifaceted approach to understanding the factors that influence entrepreneurial intentions within this group. These findings are connected to various theoretical frameworks, such as the Theory of Planned Behavior (TPB) and Social Cognitive Career Theory (SCCT), as well as to previous research in the field of inclusive entrepreneurship education.

A significant finding across several studies is the role of vocational education and entrepreneurship education in shaping the entrepreneurial intentions of students with disabilities. As noted by Dakung *et al.* and Romanova, entrepreneurship education was found to have a positive relationship with entrepreneurial actions and intentions (Dakung *et al.*, 2023; Romanova, 2022). This finding aligns with the TPB, which suggests that educational programs that improve individuals' attitudes toward entrepreneurship and enhance their perceived behavioral control (through skill-building) are likely to boost entrepreneurial intentions (Aga & Singh, 2022; Kachkar & Djafri, 2022). However, contrasting findings were also observed, particularly in the study by

Wang and Liu, which indicated that while entrepreneurial competence and attitudes positively influenced entrepreneurial intention, the direct effect of entrepreneurship education was not as pronounced (Wang & Liu, 2024). This suggests that the efficacy of entrepreneurship education may depend not only on the curriculum but also on how the educational content is delivered and internalized by students.

Further, Haddoud *et al.* highlighted the importance of emotional resilience, suggesting that entrepreneurship education's role extends beyond skill acquisition to emotional regulation (Haddoud *et al.*, 2022). This finding expands the traditional understanding of vocational education by incorporating the psychological aspect of entrepreneurial readiness, aligning with the SCCT's focus on self-efficacy and outcome expectations. The role of psychological factors such as self-efficacy, passion, and personality traits is another important theme in this review. Dakung *et al.* and Kyambade *et al.* found that self-efficacy and entrepreneurial passion positively influenced entrepreneurial intention among students with disabilities, emphasizing that internal motivations are key drivers of entrepreneurial behavior (Dakung *et al.*, 2023; Kyambade *et al.*, 2024).

However, the study by Kent *et al.* introduced an unexpected result, showing a negative correlation between entrepreneurial self-efficacy and entrepreneurial intention among deaf and hard-of-hearing students (Kent *et al.*, 2022). This highlights the complexity of self-efficacy as a construct, suggesting that it may not always function as a universally positive predictor of entrepreneurial intentions. This finding contrasts with much of the literature, which underscores the importance of self-efficacy in vocational education and entrepreneurial outcomes (Ariyono & Wiwid, 2022; Yeh *et al.*, 2021). The variation in these findings might be attributed to differences in the types of disabilities or specific demographic factors, suggesting that self-efficacy may need to be understood in context.

Moreover, the social context, such as the attitudes of society toward people with disabilities, plays a critical role. Ostapenko *et al.* emphasized the importance of fostering tolerant attitudes towards people with disabilities as a prerequisite for their active participation in entrepreneurship (Ostapenko *et al.*, 2021). This finding resonates with the TPB assertion that subjective norms—the social pressures or support perceived by an individual—are essential in shaping intentions. The more supportive and inclusive the environment, the more likely students with disabilities are to engage in entrepreneurial activities (Ezeonwumelu *et al.*, 2025; Malhotra *et al.*, 2025). The environmental and cultural context also emerged as an influential factor in entrepreneurial intentions.

The case study by Purnomo *et al.* illustrated how community-driven initiatives, such as transformative leadership and accessible assistive technology, helped a Disabled People's Organization (DPO) navigate the challenges posed by the COVID-19 pandemic (Purnomo *et al.*, 2023). This emphasizes the importance of external support systems and technological aids, which are crucial in reducing barriers and facilitating entrepreneurial action. This insight suggests that while individual traits and education are important, the surrounding environment—both in terms of community support and access to resources—plays a critical role in determining entrepreneurial outcomes.

Socioeconomic factors also influence entrepreneurial intentions. Vodă and Florea found that gender and other demographic factors significantly impacted entrepreneurial aspirations. Wang and Liu further confirmed that household income moderated the relationship between entrepreneurial education and intention, highlighting that broader socioeconomic factors must be considered when designing entrepreneurship education programs (Vodă, A.I. & Florea, N., 2019; Wang & Liu, 2024). These findings suggest that to create truly inclusive entrepreneurial ecosystems, educators and policymakers must address not only educational content but also the broader social and economic conditions that influence students' ability to pursue entrepreneurship.

The implications of these findings for practice are clear. Vocational management and entrepreneurship education programs for students with disabilities must adopt a holistic approach that integrates skill development with emotional support and addresses social and environmental barriers. The inclusion of employability skills, along with strategies for building self-efficacy and fostering positive psychological outcomes, can significantly enhance entrepreneurial intentions. Additionally, creating inclusive learning environments that consider the specific needs of students with disabilities and promote tolerance and acceptance in society is essential.

Moreover, the importance of external support systems, including assistive technologies and community-based initiatives, cannot be overstated. These support systems can help bridge the gap for students with disabilities, enabling them to overcome the challenges posed by their conditions and pursue entrepreneurial opportunities. As such, stakeholders in vocational and entrepreneurship education should collaborate with community organizations and policymakers to create an ecosystem that provides the necessary resources and support for these students.

The findings from this review carry significant practical implications for educators and policymakers. It is evident that vocational training, while foundational, is insufficient on its own to foster entrepreneurial intention. This review highlights that the effectiveness of entrepreneurship education is deeply intertwined with psychological and emotional factors. For instance, programs are more impactful when they actively help students regulate emotions, such as by building inspiration and optimism. Concurrently, the positive influence of entrepreneurial passion is significantly amplified by the presence of external support programs. Therefore, this study strongly advocates for a shift away from siloed educational models toward holistic, integrated support services. Practically, this involves the co-location or formal partnership of vocational trainers with psychological and emotional support counselors. Such a model would equip students not only with business management skills but also with the emotional resilience and self-efficacy required to navigate the unique environmental and social barriers they face.

CONCLUSION

The findings highlight the significant role that vocational education, entrepreneurial support, and psychological factors play in shaping entrepreneurial intentions among this group. The study emphasizes that while entrepreneurship education is a key driver, its impact depends not only on the curriculum but also on how it is delivered, the emotional resilience it fosters, and the broader social and environmental context. From a theoretical perspective, the review reinforces the relevance of frameworks such as the Theory of Planned Behavior (TPB) and Social Cognitive Career Theory (SCCT), showing that students with disabilities form entrepreneurial intentions based on a combination of perceived control, social support, and internal motivation. The study also adds to the literature by incorporating the influence of social attitudes and external support systems, which are often underexplored in existing models of entrepreneurship education.

Practically, this research calls for a more holistic approach to entrepreneurship education for students with disabilities. It suggests that programs should not only focus on skill development but also incorporate emotional support, inclusive learning environments, and the fostering of positive social attitudes toward individuals with disabilities. Additionally, vocational education systems should integrate employability skills that are specifically designed to address the challenges faced by these students. In terms of policy, this study underscores the need for inclusive policies that support both the educational and entrepreneurial aspirations of students with disabilities. Policymakers should prioritize creating environments that provide the necessary resources, such as accessible technologies and community-driven initiatives, to enable these students to overcome barriers and actively engage in entrepreneurial activities.

Furthermore, this review illuminates critical gaps in the existing literature, underscoring the need for more nuanced future research. The conflicting findings, particularly regarding the role of self-efficacy, suggest that the pathway from intention to action is complex and non-linear. Consequently, longitudinal studies are imperative; such research would allow for tracking students with disabilities over time to understand how their entrepreneurial intentions evolve, what barriers lead to attrition, and which support systems contribute to long-term venture survival beyond the educational setting. Moreover, this review identified that socioeconomic and demographic factors, such as household income and gender, significantly moderate entrepreneurial outcomes. This demands a move toward intersectional research frameworks. Future studies should explicitly investigate how disability intersects with other facets of identity—such as gender, socioeconomic status, and cultural background—to create compounded barriers or unique opportunities, thereby moving the field beyond a monolithic understanding of ‘students with disabilities.

REFERENCES

- Aga, M. K., & Singh, A. (2022). The role of entrepreneurship education on student entrepreneurial intentions: Mediating effect of attitude, subjective norms, and perceived behavioral control. *J. of Business and Management*, 28(1), 31–65. <https://doi.org/10.1504/JBM.2022.141294>
- Ariyono, S., & Wiwid, S. (2022). Study of the most important factors supporting the success of entrepreneurship in vocational education: Self-efficacy. *International Journal of Vocational and Technical Education*, 14(1), 21–30.
- Buntat, Y., Wan Roslan, W. N., Ibrahim, N., & Salleh, L. M. (2016). Challenges of entrepreneurship education for disabled people. *Advanced Science Letters*, 22(12), 4355–4358.
- Choudhary, A., Jasrotia, A., & Kumar, A. (2024). Mental health: A stigma and neglected public health issue and time to break the barrier. *Int J Community Med Public Health*, 11, 1378.
- Dakung, R. J., Bell, R., Orobia, L. A., Dakung, K. R., & Yatu, L. N. (2023). Passion and intention among aspiring entrepreneurs with disabilities: The role of entrepreneurial support programs. *Journal of Small Business and Enterprise Development*, 30(7), 1241–1263.
- Dakung, R. J., Orobia, L., Munene, J. C., & Balunywa, W. (2017). The role of entrepreneurship education in shaping entrepreneurial action of disabled students in Nigeria. *Journal of Small Business & Entrepreneurship*, 29(4), 293–311. <https://doi.org/10.1080/08276331.2017.1312217>
- Ezeonwumelu, V. U., Offor, U. I., Nwtkpo, M. N., Onunkwo, C. M., & Nwaru, P. E. (2025). Promoting inclusive education to boost entrepreneurial intentions: A catalyst for attainment of Sustainable Development Goals. *European Journal of Contemporary Education and E-Learning*, 3(1), 65–76.
- Haddoud, M. Y., Onjewu, A.-K. E., Nowinski, W., & Alammari, K. (2022). Assessing the role of entrepreneurship education in regulating emotions and fostering implementation intention: Evidence from Nigerian universities. *Studies in Higher Education*, 47(2), 450–468. <https://doi.org/10.1080/03075079.2020.1758652>
- Hagger, M. S., Cheung, M. W.-L., Ajzen, I., & Hamilton, K. (2022). Perceived behavioral control moderating effects in the theory of planned behavior: A meta-analysis. *Health Psychology*, 41(2), 155.
- Heo, H., Leppisaari, I., & Lee, O. (2018). Exploring learning culture in Finnish and South Korean classrooms. *The Journal of Educational Research*, 111(4), 459–472. <https://doi.org/10.1080/00220671.2017.1297924>
- Kachkar, O., & Djafri, F. (2022). Exploring the intentional behaviour of refugees in participating in micro-enterprise support programmes (MESP): Is theory of planned behaviour (TPB) still relevant? *Journal of Entrepreneurship in Emerging Economies*, 14(4), 549–576.
- Kent, C. D., Adigun, O. T., & Mosia, P. A. (2022). Implications of entrepreneurial education, self-efficacy and personality traits on the entrepreneurial intentions of deaf/hard of hearing students post COVID-19 lockdown. *Work*, 73(2), 393–404. <https://doi.org/10.3233/WOR-220133>

- Kyambade, M., Kaliisa, G., Birungi, F., & Tushabe, M. (2024). Social capital and self-employment of persons with disabilities (PWDs): Mediation role of self-efficacy. *Cogent Social Sciences*, 10(1), 2393888. <https://doi.org/10.1080/23311886.2024.2393888>
- Li, X., Dai, J., Zhu, X., Li, J., He, J., Huang, Y., Liu, X., & Shen, Q. (2023). Mechanism of attitude, subjective norms, and perceived behavioral control influence the green development behavior of construction enterprises. *Humanities and Social Sciences Communications*, 10(1), 1–13.
- Maalaoui, A., Rejeb, N., Razgallah, M., Perano, M., & Strologo, A. D. (2023). Perceived health as human capital in entrepreneurial intention among people with disability. *International Entrepreneurship and Management Journal*, 19(3), 1367–1394. <https://doi.org/10.1007/s11365-023-00870-5>
- Malhotra, S., Kaur, T., Jain, K., Pandey, P. K., & Sengupta, A. (2025). Inclusive entrepreneurship ecosystem for PwDs: A reflection on SDGs. *International Journal of Manpower*, 46(4), 736–769.
- Mitchell, U. A., Nishida, A., Fletcher, F. E., & Molina, Y. (2021). The long arm of oppression: How structural stigma against marginalized communities perpetuates within-group health disparities. *Health Education & Behavior*, 48(3), 342–351. <https://doi.org/10.1177/10901981211011927>
- Muñoz, R. M., Salinero, Y., Peña, I., & Sanchez de Pablo, J. D. (2019). Entrepreneurship education and disability: An experience at a Spanish university. *Administrative Sciences*, 9(2), 34.
- O'Brien, J., & Dempsey, I. (2004). Comparative analysis of employment services for people with disabilities in Australia, Finland, and Sweden. *Journal of Policy and Practice in Intellectual Disabilities*, 1(3–4), 126–135. <https://doi.org/10.1111/j.1741-1130.2004.04027.x>
- Ortiz García, P., & Olaz Capitán, Á. J. (2021). Entrepreneurship for people with disabilities: From skills to social value. *Frontiers in Psychology*, 12, 699833.
- Ostapenko, R. I., Ostapenko, G. S., & Shcherbakova, I. V. (2021). Ensuring the psychological safety of persons with disabilities, taking into account gender and age differences. *Online Submission*, 51(3), 316–328.
- Pérez-Macías, N., Fernández-Fernández, J. L., & Vieites, A. R. (2022). Resilience and entrepreneurial intentions of people with disabilities: In search of the Sustainable Development Goals (SDGs). *F1000Research*, 11, 726.
- Pérez-Macías, N., & Fernández-Fernández, J.L. (2022). Personal and contextual factors influencing the entrepreneurial intentions of people with disabilities in Spain. *Disability & Society*, 37(7), 1216–1238. <https://doi.org/10.1080/09687599.2021.1874302>
- Pérez-Macías, N., Medina-Molina, C., & Fernández-Fernández, J. L. (2024). To be or not to be... an entrepreneur. The existence and non-existence of entrepreneurial intention in people with disabilities through qualitative comparative analysis. *International Entrepreneurship and Management Journal*, 20(3), 1759–1822. <https://doi.org/10.1007/s11365-023-00914-w>
- Powers, B., Le Loarne-Lemaire, S., Maalaoui, A., & Kraus, S. (2021). “When I get older, I wanna be an entrepreneur”: The impact of disability and dyslexia on entrepreneurial self-efficacy perception. *International Journal of Entrepreneurial Behavior & Research*, 27(2), 434–451.
- Purnomo, E., Setiadi, B. R., Damayanto, A., & Wibawa, E. A. (2023). A case study of doormat craft business management by disabled people’s organizations. *Qualitative Report*, 28(11).
- Romanova, O. (2022). Embedding employability skills into vocational education and training: What works best for students’ self-evaluation and aspirations? *Journal of Teaching and Learning for Graduate Employability*, 13(1), 20–36.
- Shaheen, G. E. (2016). “Inclusive entrepreneurship”: A process for improving self-employment for people with disabilities. *Journal of Policy Practice*, 15(1–2), 58–81. <https://doi.org/10.1080/15588742.2016.1109963>
- Shrivastava, U., & Acharya, S. R. (2021). Entrepreneurship education intention and entrepreneurial intention amongst disadvantaged students: An empirical study. *Journal of Enterprising Communities: People and Places in the Global Economy*, 15(3), 313–333.

- Tiasakul, S., Abdulzaher, R., & Bazan, C. (2024). Accessibility of entrepreneurship training programs for individuals with disabilities: A literature review. *Administrative Sciences*, 14(8), 187.
- Vodă, A. I., & Florea, N. (2019). Impact of personality traits and entrepreneurship education on entrepreneurial intentions of business and engineering students. *Sustainability*, 11(4), 1192.
- Wang, R., & Liu, R. (2024). Factors influencing female students' entrepreneurial intention in vocational colleges: A multi-group analysis based on household income. *Plos One*, 19(5), e0304232.
- Yeh, C.-H., Lin, H.-H., Wang, Y.-M., Wang, Y.-S., & Lo, C.-W. (2021). Investigating the relationships between entrepreneurial education and self-efficacy and performance in the context of internet entrepreneurship. *The International Journal of Management Education*, 19(3), 100565.