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From Intention to Hybrid Entrepreneurship: A Systematic Review of Transition Determinants

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Abstract

Purpose: This study aims to synthesize the multidimensional determinants of Entrepreneurial Intention (EI), Entrepreneurial Behavior (EB), and Hybrid Entrepreneurship (HE), and propose an integrated framework explaining the transition from intention to full entrepreneurship, with implications for Indonesia.

Research Methodology: A systematic literature review was conducted according to the PRISMA 2020 guidelines. Thirty-five Scopus-indexed Q1–Q4 studies published between 2020 and 2025 were selected and analyzed using qualitative thematic synthesis based on the Theory of Planned Behavior, Social Cognitive Theory, Resource-Based View, and Family Embeddedness Perspective.

Results: Self-efficacy, attitudes, perceived behavioral control, mindset, and psychological capital predicted EI and EB. Entrepreneurship education mainly influences EI indirectly through self-efficacy, mindsets, and attitudes. Family, social, and peer support strengthen EI, with contextual and demographic factors moderating these relationships. Hybrid entrepreneurship enables a low-risk transition to full entrepreneurship through financial motivation, family support, and work experience.

Conclusions: Entrepreneurial development can be best explained as a sequential process from EI to EB, HE, and full entrepreneurship, with self-efficacy and family support serving as the core mechanisms.

Limitations: This review included only 35 Scopus Q1–Q4 studies published between 2020 and 2025.

Contributions: This study provides an integrated framework for entrepreneurship research and offers practical recommendations for entrepreneurship education, family support systems, and hybrid entrepreneurship policies in Indonesia.

Keywords: *Entrepreneurial Behavior, Entrepreneurial Intention, Hybrid Entrepreneurship, Self-Efficacy, Systematic Literature Review*

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1. Introduction

Entrepreneurial Intention (EI) and Entrepreneurial Behavior (EB) are two central constructs in contemporary entrepreneurship research, particularly in developing countries seeking to accelerate innovation-based economic growth. Indonesia illustrates this urgency clearly: its entrepreneurship ratio stands at only around 3.47%, far below the 10–14% typical of developed economies. This gap underscores the need to understand what drives individuals toward entrepreneurial intention and behavior while also addressing structural challenges such as unemployment and weak economic competitiveness. Closely related is the growing phenomenon of Hybrid Entrepreneurship (HE), in which individuals run a business while remaining employed. HE has emerged as a relatively safe transition strategy for those facing capital constraints, financial risk, or a need for income stability, allowing them to recognize opportunities, test business models, and build psychological readiness before committing to full-time entrepreneurship (Song, Su, Ding, Wu, & Fan, 2025; Uriarte, Mandakovic, & Amorós, 2024).

The literature further suggests that EI and EB cannot be explained by any single factor. Prior studies show that self-efficacy, entrepreneurial attitude, psychological capital, experiential learning, family support, social norms, and contextual conditions operate complementarily in shaping the entrepreneurial process (Fan, Hu, & Wang, 2024; Gao, & Qin, 2022; Neneh, 2022). However, findings across these studies frequently diverge depending on the cultural context, methodology, and sample characteristics, pointing to the need for a systematic synthesis grounded in the latest empirical evidence.

Despite considerable progress in research on EI, EB, and HE, three interrelated gaps remain evident from the search and synthesis process underlying this Systematic Literature Review (SLR). Empirically, findings on the relationship between Entrepreneurship Education (EE) and EI remain inconsistent: some studies report a direct positive effect, while others find this relationship weak or contingent on psychological mediators such as entrepreneurial mindset and attitude (Abbes, 2024; Yousaf, Ali, Ahmed, Usman, & Sameer, 2021; Saptono, Wibowo, Narmaditya, Karyaningsih, & Yanto, 2020). Similar inconsistency appears for contextual predictors such as social norms, which are significant in some settings but not in others highlighting the need to map the mediating mechanisms that bridge the EE-EI intention-action gap (Barrero, Delgado-García, & Pérez-Fernández, 2024; Yang, Jingzu, Siyu, & Masud, 2023). Theoretically, most studies rely on a single framework, predominantly the Theory of Planned Behavior (TPB), while others draw separately on Social Cognitive Theory (SCT), the Resource-Based View (RBV), or the Family Embeddedness Perspective, with no integrative model yet combining psychological factors, family resources, experience, and risk dynamics to explain the progression from intention to behavior and ultimately to hybrid entrepreneurship. Methodologically, prior studies are dominated by quantitative, cross-sectional, and explanatory designs, with few SLRs following the PRISMA 2020 protocol to assess evidence quality, extract cross-study patterns, and build data-based theoretical integration. A comprehensive SLR of 35 Scopus-indexed studies is therefore needed to address these gaps.

Building on this rationale, the present study aims to map the multidimensional factors influencing EI, EB, and HE based on a synthesis of 35 Scopus-indexed studies published between 2020 and 2025; identify the mediators and moderators underlying the relationship among EI, EB, and HE; integrate TPB, SCT, RBV, and the Family Embeddedness Perspective into a comprehensive conceptual framework; and generate an evidence-based synthesis model explaining the layered transition from intention to behavior to hybrid entrepreneurship.

This study contributes to the entrepreneurship literature in four ways. Theoretically, it integrates the TPB, SCT, RBV, and Family Embeddedness Perspective into a single cross-level model, addressing the fragmentation evident in prior work. Empirically, its thematic synthesis clarifies which variables, such as attitude, self-efficacy, psychological capital, and family support, show consistent effects, and which, such as subjective norms, religiosity, gender, and institutional support, remain inconsistent across studies. Methodologically, it applies a transparent, replicable PRISMA 2020 protocol for identification, screening, eligibility, and inclusion. Practically, its findings inform entrepreneurship

education, policy, and practice: institutions can strengthen experiential learning and self-efficacy formation, policymakers can reinforce family-based support and social capital, and aspiring entrepreneurs can treat hybrid entrepreneurship as a safe, strategic pathway into full-time business ownership. Accordingly, this review is guided by the following four research questions:

RQ1. *What multidimensional determinants of EI, EB, and HE have been identified in Scopus Q1-Q4 articles from 2020-2025?*

RQ2. *Which mediators and moderators explain the mechanisms linking these determinants to EI, EB, and HE outcomes?*

RQ3. *How can the TPB, SCT, RBV, and Family Embeddedness Perspective be integrated into a model of the transition from intention to behavior to hybrid entrepreneurship?*

RQ4. *What contextualized implications can be drawn for Indonesia based on Indonesian studies and comparable developing-country contexts?*

2. Literature Review

2.1 The Evolution of the Entrepreneurship Intention (EI) Paradigm in Contemporary Literature

Entrepreneurship has been globally recognized as a key catalyst for economic growth, poverty alleviation, and the reduction of unemployment through job creation and innovation (Neneh, 2022; Saptono et al., 2020). In the landscape of modern entrepreneurship management research, the focus of research has shifted from merely identifying static personality traits toward a deep understanding of complex cognitive processes (M. A. Georgescu & E. Herman, 2020; Ndofirepi, 2020). Entrepreneurial Intention (EI) emerges as the most fundamental construct in understanding this process, defined as a cognitive state preceding the conscious initiation of entrepreneurial behavior. As a primary predictor of actual action, EI reflects an individual's mental readiness, desire, and planned commitment to launch a new venture or become an entrepreneur (Neneh, 2022; Shahriar, Hassan, Islam, Sobhani, & Islam, 2024).

The evolution of EI research during the 2020–2025 period indicates a shift from identifying simple antecedents to exploring its dynamic nature and broader contextual influences (Gao & Qin, 2022; Ndofirepi, 2020). Contemporary literature emphasizes that this intention is not merely a passive desire but rather an accumulation of inspiration, awareness, and skills triggered by specific entrepreneurial events. Such inspiration is viewed as a transformative experience that alters cognitive and emotional structures, which in turn shapes a proactive entrepreneurial mindset (Saptono et al., 2020). A detailed comparison of the definitions and focuses of entrepreneurial intention is presented in Table 1 below.

Table 1. Comparison of definitions and focus of entrepreneurial intention (2020–2025)

Dimensions of Analysis	Characteristics and Focus of Recent Literature	Primary References
Conceptual Definition	A planned commitment and psychological readiness to pursue business creation as a career goal.	(Fragoso, Rocha-Junior, & Xavier, 2020; Martins, Shahzad, & Xu, 2023)
Theoretical Framework	The Theory of Planned Behavior (TPB) is integrated with social cognition theory.	(Gao & Qin, 2022; Yousaf et al., 2021)
Driving Factors	The interaction between self-efficacy, education, and personal aspirations (need for achievement).	(Jiatong et al., 2021; Neneh, 2022)
Contextual Role	The influence of the university environment, global shocks, and sociocultural norms.	(Barrero et al., 2024; Zhang, Li, Zhang, Gong, & Liu, 2022)
Predictive Validity	EI is viewed as a predictor of behavior, despite the existence of an "intention-action gap."	(Mei et al., 2022; Yan, Huang, & Xiao, 2022)

During this period, research highlights that high levels of EI within a population promote economic dynamism (Ndofirepi, 2020). However, the formation of these intentions is strongly influenced by demographic variables and socioeconomic background, including gender and family business

background (Cardella, Hernández Sánchez, de Miranda Justo, & Sánchez García, 2024; M. A. Georgescu & E. Herman, 2020).

2.2 Cognitive Framework: Theory of Planned Behavior (TPB)

The Theory Of Planned Behavior (TPB) remains the most dominant theoretical framework in research on entrepreneurial intention. The core premise of TPB is that intention is shaped by three primary antecedents: attitude toward behavior, subjective norms, and perceived behavioral control (Gao & Qin, 2022; Yousaf et al., 2021).

Attitude toward behavior reflects an individual's assessment of the desirability of becoming an entrepreneur (Yousaf et al., 2021). Individuals who view entrepreneurship as a desirable career choice will have a stronger EI (Abbes, 2024). Subjective norms relate to perceptions of social pressure or support from family, peers, or mentors (Ben Moussa & Kerkeni, 2021; Chauhan et al., 2024). Perceived behavioral control (PBC) refers to an individual's belief regarding the ease or difficulty of engaging in entrepreneurial behavior (Gao & Qin, 2022). The specific mechanisms of the TPB components in shaping entrepreneurial intentions are presented in Table 2.

Table 2. Mechanisms of TPB components in shaping entrepreneurial intentions

TPB Antecedents	Significant Findings (2020–2025)	Primary References
Attitude	Consistently a strong predictor, influenced by entrepreneurship education.	(Abbes, 2024; Yousaf et al., 2021)
Subjective Norm	Impact varies and is stronger in developing countries.	(Susanti, Martono, Hindrayani, & Noviani, 2025; Yang et al., 2023)
Behavioral Control (PBC)	It is important to bridge the gap between intention and actual action.	(Gao & Qin, 2022; Ndofirepi, 2020)

One of the key contributions of the TPB is the concept of "full mediation," in which exogenous factors (such as education) must pass through the intention pathway before translating into behavior (Yousaf et al., 2021). However, criticism remains regarding the "intention-action gap," wherein individuals with strong intentions fail to act due to external barriers (Zhang et al., 2022).

2.3 Self-Efficacy and Social Mechanisms: A Social Cognitive Theory (SCT) Perspective

Social Cognitive Theory (SCT) emphasizes the interaction between personal, behavioral, and environmental factors (Neneh, 2022). A key construct in SCT that is highly relevant is entrepreneurial self-efficacy (ESE) (Jiatong, Murad, Bajun, Tufail, Mirza, & Rafiq, 2021; Lin, Pan, Yu, Feng, & Chen, 2023). ESE is defined as an individual's belief in their ability to successfully perform entrepreneurial tasks (Lin et al., 2023). ESE influences individuals' decisions to pursue an entrepreneurial path and their perseverance in the face of challenges (Neneh, 2022). Individuals with strong ESE tend to exhibit higher levels of optimism, which fosters stronger intentions (Jiatong et al., 2021). The role of self-efficacy as a mediator of these intentions is presented in Table 3.

Table 3. The role of self-efficacy as a mediator of intentions

Mediation Path	Impact of Findings	Primary References (APA7)
Education→ EI	ESE mediates the effect of education on intention through increased awareness.	(Xu, Fu, & Zhang, 2023; Yousaf et al., 2021)
Passion → EI	Entrepreneurial passion increases ESE, which drives intentions.	(Neneh, 2022)
Family Support → EI	A family business background enhances family members' ESE through observation.	(Georgescu & Herman, 2020)

Table 3 shows that ESE mediates the effects of education, entrepreneurial passion, and family support on EI. Education strengthens ESE through increased awareness, passion reinforces confidence in entrepreneurial abilities, and a family business background builds ESE through observation. These

pathways highlight ESE's role in translating educational, motivational, and family influences into entrepreneurial intentions (Jiatong et al., 2021; Yan, Huang, & Xiao, 2022).

2.4 Transition from Intention to Behavior (EB): The Intention-Action Gap Phenomenon

The transition from intention to actual behavior does not always occur automatically (Mei, Ma, Zhan, Ning, Zuo, Wang, & Huang, 2022; Yan, Huang, & Xiao, 2022). This phenomenon is referred to as the intention-action gap (Zhang, Li, Zhang, Gong, & Liu, 2022). Psychological factors such as fear of failure have been shown to weaken the relationship between intention and action (Zhang et al., 2022). Various factors influencing this transition from EI to EB are summarized in Table 4.

Table 4. Factors influencing the transition from EI to EB

Factor Category	Specific Variables	Primary Reference
Barriers	Fear of failure and lack of capital.	(Ndofirepi, 2020; Zhang et al., 2022)
Enablers	Self-efficacy, entrepreneurial competence, government support.	(Mei et al., 2022; Zhang et al., 2022)
Contextual	University atmosphere, regional entrepreneurial climate	(Cardella et al., 2024)

Table 4 distinguishes barriers that constrain action, enablers that support implementation, and contextual conditions that shape this process. This distinction suggests that strengthening EI alone may be insufficient; translating intentions into EB also requires addressing resource constraints and creating conditions that support action (Yan et al., 2022; Zhang et al., 2022).

2.5 Hybrid Entrepreneurship (HE): Transition Strategies and Risk Diversification

Hybrid Entrepreneurship (HE) is a situation in which individuals run a business while continuing to work as salaried employees (Song, Su, Ding, Wu, & Fan, 2025; Stephan, Demir, Lasch, Vossen, & Werner, 2023; Uriarte, Mandakovic, & Amorós, 2024). HE serves as a low-risk transition path toward full-time entrepreneurship (Uriarte et al., 2024). This approach allows individuals to balance business ambitions with income stability (Prasad, Kalavakolanu, De, & Satyaprasad, 2024). As shown in Table 5, several studies have identified the typology and characteristics of this hybrid approach.

Table 5. Typology and characteristics of hybrid entrepreneurship

Dimensions of Analysis	Literature Findings (2020–2025)	Key References
Transitional Function	Early stage before becoming a full-fledged entrepreneur: mitigating financial risk.	(Stephan et al., 2023; Uriarte et al., 2024)
Primary Motivation	Financial motives and job satisfaction.	(Prasad et al., 2024; Stephan et al., 2023)
Cognitive Benefits	Increased recognition of opportunities through formal work experience	(Uriarte et al., 2024)
Family Factors	Family diversity encourages the use of a hybrid model.	(Dvouletý & Bögenhold, 2023; Song et al., 2025)

Table 5 presents HE as a multidimensional approach shaped by transitional goals, personal motivations, cognitive benefits, and family circumstances. Beyond reducing financial exposure, HE is driven by financial motives and job satisfaction. Formal employment experience can improve opportunity recognition, enabling individuals to apply workplace knowledge to their ventures. Family diversity also encourages the adoption of hybrid arrangements, indicating that this choice reflects both individual aspirations and household circumstances. Together, these dimensions help explain why individuals combine salaried employment with business ownership before considering full-time entrepreneurship (Song et al., 2025; Uriarte et al., 2024).

2.6 The Resource-Based View (RBV) Perspective on Business Sustainability

The Resource-Based View (RBV) explains how the management of unique resources is key to competitive advantage. For new entrepreneurs, strategic resources include human capital (education, experience) and organizational capital (Urbano, Turro, Wright, & Zahra, 2022). In the context of hybrid business, individuals leverage existing capital (such as work experience) to conduct business experiments (Uriarte et al., 2024).

2.7 The Family Embeddedness Perspective in Entrepreneurial Decisions

Entrepreneurial decisions are deeply embedded in family contexts. The Family Embeddedness Perspective (FEP) argues that families provide crucial financial stability, emotional support, and social networks (Song et al., 2025). The direct influence of these family dynamics on business entry modes is presented in Table 6.

Table 6. The influence of family dynamics on business entry modes

Family Variables	Impact Findings	Primary References
Family Diversity	Internal diversity (experience and education) promotes hybrid modes.	(Dvouletý & Bögenhold, 2023; Song et al., 2025)
Family Support	This strengthens the influence of motivational factors on sustainable intentions.	(Chauhan et al., 2024)
Business Background	Serving as a primary resource and network in developing countries	(Ben Moussa & Kerkeni, 2021; Georgescu, 2020)

Table 6 distinguishes three ways family dynamics shape entrepreneurial choices. Diversity in family members' education and experience promotes hybrid entry, while family support strengthens the relationship between motivation and sustainable entrepreneurial intentions. A family business background provides access to resources and networks, particularly in developing countries. These findings suggest that family influence operates through both motivational support and practical resources, with different implications for entry modes and the continuity of entrepreneurial intentions (Song et al., 2025).

2.8 The Role of Entrepreneurship Education and Experiential Learning

Entrepreneurship Education (EE) is a strategic mechanism for fostering entrepreneurial intentions among students (Fan et al., 2024; Gao & Qin, 2022; Saptono et al., 2020). EE has proven effective in fostering a creative mindset and enhancing self-efficacy (Jiatong et al., 2021; Saptono et al., 2020). Recent research has emphasized the importance of experiential learning over mere theory (Saptono et al., 2020; Yan et al., 2022).

2.9 Integrative Conceptual Model of EI-EB-HE-FE

Based on a synthesis of 35 studies (2020–2025), this study proposes a multidimensional transition model that integrates the TPB, SCT, RBV, and FEP (Saptono et al., 2020; Song et al., 2025; Uriarte et al., 2024). This model describes the dynamic flow from the formation of intent to the creation of a full-fledged business, as illustrated in Figure 1.

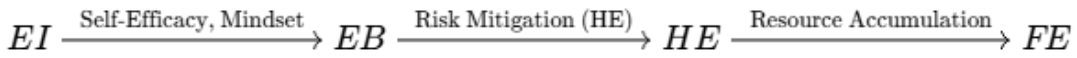


Figure 1. Integrative conceptual model of the transition from entrepreneurial intention to full entrepreneurship

In this model, Entrepreneurial Intention (EI) is shaped by psychological and educational factors (Gao & Qin, 2022). Self-Efficacy (ESE) acts as the primary mediator toward Entrepreneurial Behavior (EB) (Jiatong et al., 2021; Neneh, 2022). Hybrid Entrepreneurship (HE) serves as a strategic transitional stage for testing business ideas (Uriarte et al., 2024). The accumulation of Experience And Family

Support (FEP) ultimately facilitates the transition to Full-Fledged Entrepreneurship (FE) (Song et al., 2025; Stephan et al., 2023)

2.10 Literature Search Strategy

The search combined keywords across three domains Entrepreneurial Intention (EI), Entrepreneurial Behavior (EB), and Hybrid Entrepreneurship (HE) using the following Scopus TITLE-ABS-KEY query: TITLE-ABS-KEY(("entrepreneurial intention" OR "entrepreneurial behavior" OR "intention-behavior transition" OR "hybrid entrepreneurship" OR "hybrid entrepreneur" OR "multiple jobholding" OR "moonlighting") AND ("entrepreneurship education" OR "self-efficacy" OR "attitude" OR "social norms" OR "family support" OR "social capital" OR "mediator" OR "moderator" OR "transition")) AND PUBYEAR > 2019 AND PUBYEAR < 2026

The 2020–2025 range was chosen to capture the period of significant growth in EI–EB–HE publications, yielding 282 articles before deduplication. Searches were conducted from 21-9-2025 to 17-11-2025 in the TITLE-ABS-KEY field; DOI, indexing status, journal quartile, and publisher metadata were verified on 29-11-2025 via Crossref, official publisher websites, and SJR data, used solely to validate bibliographic information rather than to identify additional articles. A summary of this systematic approach is presented in Table 7.

Table 7. Mini-prisma table

Element	Description (Based on 35 Verified studies)
Primary Database	Scopus. All 35 verified studies were sourced from reputable international journals with an SJR of 2025 and quartiles Q1–Q4.
Supporting Databases	Web of Science (citation tracking), official publisher websites (Elsevier, Springer, Emerald, Taylor & Francis, MDPI), and Crossref for DOI validation.
Key Terms	“entrepreneurial intention, ” “entrepreneurial behavior, ” “intention–behavior transition, ” “entrepreneurial education, ” “experiential learning, ” “self-efficacy, ” “attitude, ” “family support, ” “social norms, ” “social capital, ” “hybrid entrepreneurship, ” “multiple jobholding, ” and “moonlighting.”
Boolean Operators	The three preliminary keyword groups were consolidated into the final Scopus query reported above
Year Range	2020–2025, in accordance with the inclusion criteria of this review.
Article Type	Empirical articles (SEM, PLS-SEM, regression, logit, and panel data), primary SLR articles, and conceptual articles that meet Q1–Q4 standards. Empirical studies, review-based studies, and conceptual/qualitative studies were included when they provided extractable statistical findings, theoretical mechanisms, synthesis-based evidence, or comparable evidence relevant to EI, EB, HE, or entrepreneurship transition.
Inclusion Criteria	Indexed in Scopus; Active DOI verified by Crossref; Q1–Q4reputable journals (SJR 2025); discusses EI, EB, or Hybrid Entrepreneurship; presents statistical/empirical results; and uses relevant theories (TPB, SCT, RBV, FEP, DST, Social Support Theory).
Exclusion Criteria Search Date Search Field Search Boundary	Non-Scopus; No DOI; Proceedings/book chapters/dissertations; Irrelevant to the theme of EI–EB–HE; Qualitative or conceptual articles were excluded when they did not provide extractable theoretical mechanisms, variable relationships, or comparable evidence relevant to EI, EB, HE, or entrepreneurial transition. The Scopus search was conducted on 21-9-2025 until 17-11-2025. DOI, publisher, SJR, and Scopus quartile verification was completed on 29-11-2025. The search was conducted using the Scopus TITLE-ABS-KEY field, which covers article titles, abstracts, and keywords. CrossRef, official publisher websites, and SJR were used only for DOI, publisher, and indexing verification. These were not treated as additional article-identification databases.

Table 7 outlines the search boundaries and eligibility criteria used to select the 35 verified studies. It distinguishes article identification through Scopus from bibliographic verification using supporting sources. The review accommodates different study designs, allowing statistical findings, theoretical

mechanisms, and synthesis-based evidence to inform the analysis of EI, EB, and HE. Eligibility therefore depends on both thematic relevance and the availability of extractable evidence, while publication and indexing requirements define the scope of the included literature.

3. Research Methodology

3.1 Research Design

This study adopts a Systematic Literature Review (SLR) design, with reporting guided by PRISMA 2020 to ensure transparent documentation of article identification, screening, eligibility assessment, and inclusion (Page et al., 2021). Data synthesis uses open, axial, and selective coding adapted from grounded theory procedures (Corbin & Strauss, 1990). Open coding generates initial codes from the included studies, axial coding connects these codes into thematic categories, and selective coding integrates the categories into cross-study conceptual clusters. These procedures organize evidence from the 35 included studies on entrepreneurial intention, entrepreneurial behavior, and hybrid entrepreneurship.

3.2 Data Sources and Databases

Scopus served as the primary database, supplemented by reputable scientific databases and publisher platforms for metadata and reference verifications. All articles in the final dataset were required to be Scopus-indexed, published in Q1–Q4 journals (SJR 2025), and possess an active, verifiable DOI; no non-indexed sources were used in this study.

3.3 Inclusion Criteria and Exclusion Criteria

Articles were included if they were Scopus-indexed with an active DOI, published in Q1–Q4 journals (SJR 2025), focused on EI, EB, HE, or intention–behavior transition, reported empirical data, statistical findings, or extractable theoretical mechanisms, grounded in relevant theories (TPB, Social Cognitive Theory, Resource-Based View, Family Embeddedness Perspective, Dynamic Skill Theory, or Social Support Theory), and provided extractable evidence such as β coefficients, p-values, R^2, mediation/moderation results, qualitative mechanisms, or synthesis-based findings. Conversely, articles were excluded if they were not Scopus-indexed or lacked an active DOI, were proceedings or book chapters, were not focused on EI, EB, or HE, or if qualitative or conceptual did not meet methodological validity by yielding extractable theoretical mechanisms, variable relationships, or comparable evidence.

3.4 Screening Process (PRISMA)

Article selection followed the PRISMA 2020 four-stage flow. Identification: the initial search yielded 282 articles; after removing duplicates and publications outside the 2020–2025 range, 177 remained. Screening: title-and-abstract review excluded 98 records 51 for insufficient relevance to the review's scope and 47 for not addressing EI, EB, HE, or closely related constructs (entrepreneurial entry, intention–behavior transition, multiple jobholding, and moonlighting) leaving 79 articles for full-text eligibility assessment. Eligibility: full-text analysis excluded 44 articles 30 using qualitative designs or methodological approaches that did not yield extractable theoretical mechanisms, variable relationships, or comparable evidence, and 14 for unverifiable Scopus indexing or quartile classification resulting in 35 studies included in the final synthesis, consistent with the Mini-PRISMA and the PRISMA 2020 flow diagram. The complete article selection flow is depicted in Figure 2.

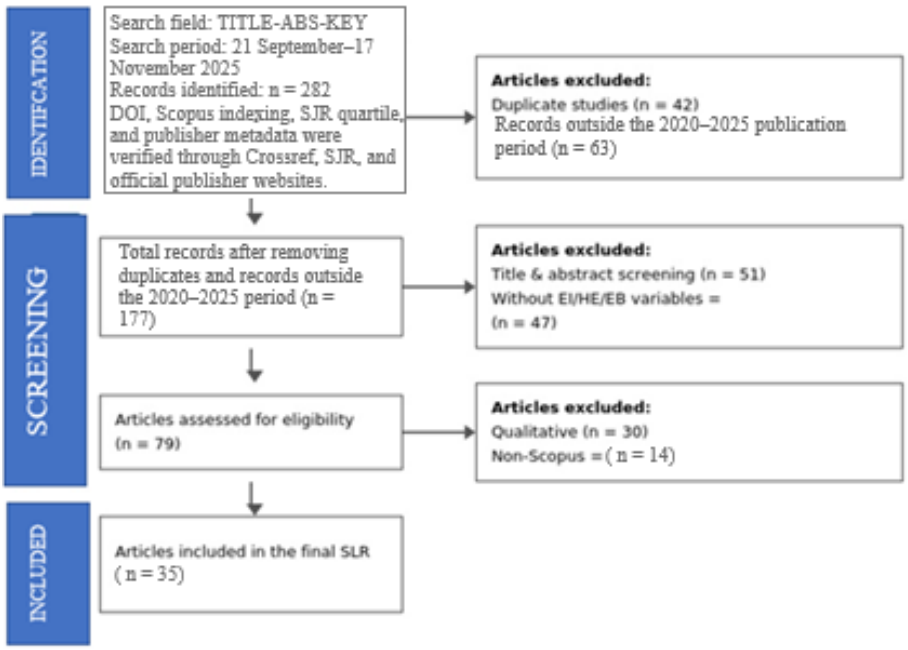


Figure 2. PRISMA 2020 flow diagram

3.5 Data Extraction Procedure

Data were extracted using a standardized extraction sheet template applied consistently across all articles meeting the inclusion criteria, capturing article identity (author, year, journal, DOI), country context, theories used, research variables (IV, MV, moderator, DV), analysis method (SEM, PLS-SEM, panel, regression), sample size, empirical results (β, p-value, mediation/moderation effectiveness), and theoretical and practical implications. All extraction was performed manually and re-verified against source articles no data were assumed. The complete extraction matrix, additionally recording significant/non-significant findings, SJR value, and Scopus quartile for each article, is provided in the Appendix.

3.6 Article Quality Assessment

Article quality was assessed against journal evaluation standards covering theoretical relevance and coherence with the EI–EB–HE variables, methodological quality, including completeness of statistical reporting, empirical rigor (construct validity, reliability, model appropriateness), strength of scientific contribution to the EI–EB–HE literature, and academic integrity (clarity of purpose, theoretical position, and transparency of reporting). All articles in the final dataset met these quality standards.

3.7 Data Synthesis and Variable Mapping

Thematic synthesis proceeded through open coding (generating substantive codes from empirical findings), axial coding (connecting codes to identify relational patterns, including mediation and moderation), and selective coding (mapping patterns into five main clusters). Variables extracted from the 35 articles were organized accordingly, namely psychological variables attitude, self-efficacy, perceived behavioral control, prosocial motivation, mindset, passion, and psychological capital; family and social variables family support, role model, kinship, social capital, and social norms; educational variables entrepreneurial education, experiential learning, creativity, and entrepreneurial mindset; contextual variables cultural norms, environmental perceptions and exposure, institutional support, and economic conditions; and hybrid entrepreneurship variables financial motives, income stability, work experience, and transition factors toward full entrepreneurship. This synthesis produced an integrative conceptual model of EI–EB–HE that forms the basis for the analysis.

3.8 Reliability and Validity of the SLR Process

Reliability was strengthened through theoretical triangulation (Theory of Planned Behavior, Social Cognitive Theory, Resource-Based View, and Family Embeddedness Perspective), methodological triangulation across the analysis methods used in the reviewed articles (SEM, regression, and

systematic literature review), and diversity of research contexts (single-country studies, multi-country datasets, regional contexts, and review-based studies). Validity was ensured by restricting the dataset to articles indexed in Scopus Q1–Q4 with a verifiable DOI, so that the quality and traceability of the data sources could be academically accounted for.

3.9 Ethical Considerations

As this study involved no human participants or primary data collection, formal ethics committee approval was not required. All literature sources were legally accessible scientific publications used in accordance with applicable academic regulations, and the citation and presentation of findings followed scientific writing ethics standards to preserve the authenticity of the work and avoid academic ethics violations.

4. Results and Discussions

4.1 Results

4.1.1 General Characteristics of Included Studies

The distribution of the reviewed articles by publication year is shown in Table 8.

Table 8. Distribution of articles by publication year (2020–2025)

Year	Number of Articles	List of Articles
2020	4	(Campion et al., 2020; Georgescu, 2020; Ndofirepi, 2020; Saptono et al., 2020)
2021	5	(Ben, 2021, Zhao, 2021; Yousaf et al., 2021; Jiatong et al., 2021; Acuña-Duran et al., 2021)
2022	6	(Gao, 2022; Mei et al., 2022; Yan et al., 2022; Zhang et al., 2022; Neneh, 2022; Urbano et al., 2022)
2023	6	(Stephan et al., 2023; Xu et al., 2023; Lin et al., 2023; Yang et al., 2023; Dvouletý, 2023; Maritz et al., 2023)
2024	11	(Fan et al., 2024; Chauhan et al., 2024; Gallegos et al., 2024; Shahriar et al., 2024; Cardella, 2024;Barrero et al., 2024; Barrera-Verdugo et al., 2024 Prasad et al., 2024; Abbes, 2024; Chakuzira et al., 2024; Uriarte et al., 2024)
2025	3	(Susanti et al., 2025; Antohi et al., 2025; Song et al., 2025)
Total	35 articles	—

Of the 35 articles that passed the inclusion stage, the publication years ranged from 2020 to 2025, making all the sources up to date. The dominant research method was SEM/PLS-SEM or SEM-related modeling (61.11%), followed by regression/logit-based analysis (25.00%), review-based studies (11.11%), and conceptual/qualitative studies (2.78%). The reviewed studies covered diverse research contexts across Asia, Europe, Africa, and Latin America, as well as multi-country datasets. Because several studies used cross-country datasets, systematic literature review designs, or did not explicitly state a single country context in the extraction matrix, the distribution is presented as a research context rather than the country of study. This classification was based strictly on the information reported in the extraction matrix, particularly the “Main Areas / Topics” and “Model / Method” columns. As shown in Table 9, the distribution of the reviewed studies spans various global research contexts.

Table 9. Distribution of reviewed studies by research context

Research Context	Number of Articles	List of Articles (Author – Year)
China	10	(Gao, 2022; Fan et al., 2024; Xu et al., 2023; Yan et al., 2022; Lin et al., 2023; Zhang et al., 2022; Mei et al., 2022; Jiatong et al., 2021; Song et al., 2025; Zhao, 2021)
Indonesia	2	(Saptono et al., 2020; Susanti et al., 2025)

Research Context	Number of Articles	List of Articles (Author – Year)
Pakistan	1	(Yousaf et al., 2021)
Tunisia	1	(Ben & Kerkeni, 2021)
Chile	1	(Acuña-Duran et al., 2021)
Bangladesh	1	(Shahriar et al., 2024)
Romania	2	(Georgescu, 2020 ; Antohi et al., 2025)
South Africa	1	(Neneh, 2022)
South Korea / Korea-	1	(Zhang et al., 2022)
Zimbabwe	1	(Ndofirepi, 2020)
Saudi Arabia	1	(Abbes, 2024)
Australia	1	(Maritz et al., 2023)
Peru	1	(Gallegos et al., 2024)
India	2	(Chauhan et al., 2024; Prasad et al., 2024)
Multi-country / multi-region / review-based context	5	Campion et al. (2020); Uriarte et al. (2024); Chakuzira et al. (2024); Urbano et al. (2022); Barrero et al. (2024)
Europe-based context	2	Stephan et al. (2023)-Germany; Dvouletý and Bögenhold (2023)-30 European countries
Latin America: Chile and Ecuador	1	Barrera-Verdugo et al. (2024)
Higher education context; country not explicitly stated in extraction table	1	Cardella et al. (2024)
Total	35 articles	-

As shown in Table 9, China represents the largest single-country context, with ten studies focusing on Chinese students, working adults, rural households, or family based hybrid entrepreneurship. Other single-country contexts included India, Indonesia, Romania, Tunisia, Bangladesh, Pakistan, South Africa, South Korea, Chile, Saudi Arabia, Peru, Zimbabwe, and Australia. In addition, several studies were classified as multi-country, multi-region, or review-based contexts because they relied on global datasets, cross-country samples, or systematic literature review designs, rather than a single empirical country setting. The distribution of these articles based on their research methods is summarized in Table 10.

Table 10. Distribution of reviewed articles by research method

No	Method Group (based on the Model/Method column)	Number of Articles	Percentage (%)	Sample Articles
1	SEM-based (SEM, PLS-SEM, SEM-PLS, SEM AMOS, Mixed-method SEM, etc.)	22	62.8	Gao and Qin (2022) - SEM; Fan et al. (2024) - SEM (Mplus); Zhang et al. (2022) - PLS-SEM; (Lin et al., 2023) - Mixed-method SEM; Barrera-Verdugo et al. (2024) - SEM; Yousaf et al. (2021) - Sequential Mediation Analysis (PROCESS Model 6, Bootstrapping 5,000)

No	Method Group (based on the Model/Method column)	Number of Articles	Percentage (%)	Sample Articles
2	Regression / Logit (Regression, OLS, Logistic Regression, Logit + RE)	9	25.8	Georgescu and Herman (2020) - Regression; Zhao and Li (2021) - Regression (OLS); Ndofirepi (2020) - Regression; Dvouletý and Bögenhold (2023) - Multivariate Logistic Regression; Song et al. (2025) - Conditional Logit / Logistic Regression; Uriarte et al. (2024) - Logit + Causal Mediation + Multilevel RE; Antohi et al. (2025)- Logistic regression + mediation
3	Literature Review / SLR (Systematic Literature Review, Structured LR, SLR + Applicational Design)	3	8.6	Campion et al. (2020) - Systematic Literature Review; Chakuzira et al. (2024) - Structured Literature Review; Urbano et al. (2022)- Systematic Literature Review;
4	Conceptual	1	2.8	Maritz et al. (2023) - Conceptual / Qualitative

4.1.2 Main Determinants of Entrepreneurial Intention

Entrepreneurship Education (EE) is the first cluster influencing Entrepreneurial Intention (EI). The synthesis of 18 articles indicates that EE rarely has a strong direct effect on EI; its effectiveness largely depends on developing an entrepreneurial mindset and self-efficacy (Saptono et al., 2020; Jiatong et al., 2021; Fan et al., 2024). Sequential mediation models further show that EE builds Entrepreneurial Self-Efficacy (ESE), which subsequently strengthens entrepreneurial attitudes and intentions (Abbes, 2024; Xu et al., 2023; Yousaf et al., 2021).

Self-efficacy emerges as the strongest predictor in more than half of the reviewed articles. It also mediates the relationships between education, social support, family support, and EI. Neneh (2022), Yousaf et al. (2021), and Chauhan et al. (2024) identify confidence in entrepreneurial abilities as a foundation for intention formation, while Zhang et al. (2022) demonstrate its role in supporting the transition from intention to behavior. Social and family support positively influence EI in 14 articles. Family, academic, and peer support strengthen individuals' entrepreneurial confidence and motivation (Georgescu & Herman, 2020; Ben Moussa & Kerkeni, 2021; Chauhan et al., 2024; Acuña-Duran et al., 2021). These influences are particularly pronounced in developing countries, where families provide essential resources and networks for prospective entrepreneurs.

Social norms and social capital constitute the fourth cluster shaping EI. Chauhan et al. (2024), Zhao and Li (2021), and Barrero et al. (2024) highlight the importance of social networks, norms, and perceptions of the social environment. These factors reinforce subjective norms and perceived behavioral control, consistent with the Theory of Planned Behavior (TPB), demonstrating how social surroundings contribute to entrepreneurial intention formation.

4.1.3 The Most Dominant Mediator

Analysis of the included articles shows that the role of mediating variables is an important element in explaining the relationship between entrepreneurial determinants and the outcomes. The existence of mediators indicates that the influence of independent variables is not always direct but rather works through certain psychological, cognitive, or social mechanisms. Therefore, identifying the most dominant mediators is an important step in understanding the process of forming entrepreneurial intentions, entrepreneurial behavior, and hybrid entrepreneurship in greater depth. The following mediators were most frequently found in the 35 articles.

Self-efficacy is the most frequently identified mediator across the 35 reviewed articles, particularly in the relationships between entrepreneurship education, social support, family support, and Entrepreneurial Intention (EI). It explains how these influences translate into confidence in

entrepreneurial abilities, supporting intention formation and entrepreneurial behavior (Xu et al., 2023; Yousaf et al., 2021; Zhang et al., 2022). Entrepreneurial mindset mediates the relationship between entrepreneurship education and EI. Saptono et al. (2020), Jiatong et al. (2021), and Fan et al. (2024) indicate that entrepreneurial learning develops creative and innovative thinking, which subsequently strengthens entrepreneurial intentions. This mechanism highlights the role of cognitive development in translating educational experiences into entrepreneurial aspirations.

Entrepreneurial attitude also mediates the relationship between education and EI. Yousaf et al. (2021), Cardella et al. (2024), and Abbes (2024) show that positive evaluations of entrepreneurship provide an important psychological link between learning and intention formation. These findings suggest that education encourages EI partly by shaping how individuals perceive and value an entrepreneurial career. Social influence and personal norms mediate the effects of values, social support, and other social factors on entrepreneurial intentions. Yang et al. (2023), Zhao and Li (2021), and Barrero et al. (2024) highlight how social expectations and personal obligations help translate these influences into EI. These mechanisms extend the explanation of intention formation beyond individual confidence, mindset, and attitude.

4.1.4 Findings on Moderator Variables

In addition to the mediating role, several studies in the dataset also identified the existence of moderator variables in explaining the relationship between entrepreneurial variables. Moderator variables indicate specific conditions or contexts that can strengthen or weaken the influence between independent and dependent variables. The existence of moderators confirms that entrepreneurial relationships are contextual and do not always apply uniformly under all conditions. Therefore, mapping findings related to moderator variables is important for understanding the variations in research results across studies. Several studies have identified moderator variables that strengthen or weaken the relationship between research variables.

Family support moderates the relationship between motivational factors and sustainable entrepreneurial intention (EI). Chauhan et al. (2024) found that stronger family support reinforces this relationship, indicating that the family environment shapes the extent to which entrepreneurial motivation translates into sustainable intentions. Gender influences the strength of educational and environmental effects on EI. Cardella et al. (2024) identified differences between male and female students, with male business students tending to report higher EI. These findings suggest that responses to entrepreneurial education and surrounding conditions may vary by gender.

Academic discipline also differentiates EI. Cardella et al. (2024) found that business students exhibited stronger entrepreneurial intentions than non-business students, highlighting the relevance of disciplinary background when interpreting differences in EI across student groups. Government support and cultural context shape relationships between entrepreneurial determinants and outcomes. Zhang et al. (2022) and Yang et al. (2023) found that these contextual factors strengthen the education–behavior and social perception–social entrepreneurial intention relationships, respectively, highlighting the role of institutional and cultural conditions in entrepreneurial development.

4.1.5 Specific Findings Regarding Hybrid Entrepreneurship

Six articles in the dataset focus on the phenomenon of hybrid entrepreneurship. These articles include those by Stephan et al. (2023), Campion et al. (2020), Dvouletý and Bögenhold (2023), Song et al. (2025), Uriarte et al. (2024), and Maritz et al. (2023). Key findings include: Hybrid entrepreneurship is a gradual transition process from wage employment to entrepreneurship. The study by Stephan et al. (2023) confirms that workers who start a side business tend to experience a decline in job and life satisfaction before eventually transitioning to full-time entrepreneurship. Determinants of HE include financial motive, job satisfaction, job dissatisfaction, family diversity, social capital, and procedural utility. Studies by Song et al. (2025) and Dvouletý and Bögenhold (2023) confirm that family diversity and family support strengthen individuals' opportunities to enter HE. HE serves as a low-risk entry point to entrepreneurship. These findings are consistent in developing countries, where the risk of business failure is relatively high.

4.1.6 Findings on Entrepreneurial Behavior

Several studies by Zhang et al. (2022), Mei et al. (2022), and Yan et al. (2022) have discussed the transition from intention to behavior. In general, this transition is influenced by self-efficacy, entrepreneurial competence, government support, and relevant learning experiences. Research results show that intention does not automatically turn into behavior but rather through a gradual process depending on internal and external factors. The overall synthesis shows the following patterns. Entrepreneurship education, social support, and self-efficacy are the most consistent determinants of EI. Self-efficacy and entrepreneurial mindset are the strongest and most frequently appearing mediators. Family support plays an important role in developing countries. Hybrid entrepreneurship has unique characteristics and factor patterns compared to conventional EI. The transition from intention to behavior is influenced by government support, competence, and entrepreneurial experience.

4.2 Discussion

4.2.1 Interpretation of Key Findings

This section interprets the main findings synthesized from the 35 studies, organized through a coding-based thematic synthesis (open–axial–selective) to link recurring variable relationships across different contexts. The discussion revolves around three core constructs: Entrepreneurial Intention (EI), Entrepreneurial Behavior (EB), and Hybrid Entrepreneurship (HE), which form the axis connecting multidimensional determinants and transition mechanisms. By highlighting consistencies and variations across studies, this section builds upon the descriptive results of Section 4.1 to provide an evidence-based foundation for the theoretical integration discussed in subsequent subsections.

The findings of the synthesis show that psychological factors such as attitude, self-efficacy, perceived behavioral control, entrepreneurial attitude, mindset, passion, and psychological capital are the most consistent determinants of EI. This is consistent with the Theory of Planned Behavior (TPB), which places attitude and perceived behavioral control as two strong predictors of intention formation. However, the results of 35 articles confirm that self-efficacy is the most dominant predictor among other variables. Self-efficacy not only acts as a direct predictor but also as a mediator that explains how educational, social, and family factors influence EI. The dominance of self-efficacy reinforces the principles of Social Cognitive Theory (SCT), which emphasizes the role of self-belief in directing entrepreneurial motivation and action. Thus, the relationship between psychological factors and intention is hierarchical and influenced by individuals' perceptions of their abilities and learning experiences.

Entrepreneurial Education (EE) emerged as a key determinant of EI in 18 articles, but the relationship was not direct. Entrepreneurial education influences EI by fostering an entrepreneurial mindset, self-efficacy, and an entrepreneurial attitude. In other words, entrepreneurial education is effective when it can change cognitive structures, mindsets, the ability to interpret opportunities, and individuals' perceptions of control over entrepreneurial actions. These results are consistent with the TPB, which predicts that educational interventions shape intentions by changing attitudes and perceptions of control. Simultaneously, these findings reinforce the SCT principle that direct experience, observation, reflection, and structured practice play an important role in building psychological capabilities and confidence to be an entrepreneur. Theoretical entrepreneurial education is insufficient to produce strong EI; experience-based education and experiential learning are more significant.

Cross-study findings show that family support, peer influence, academic support, social capital, and social norms significantly contribute to EI. This pattern is stronger in developing countries, where family structures serve as providers of financial stability, emotional support, social networks, and social legitimacy. These findings are consistent with the Family Embeddedness Perspective (FEP), which emphasizes that entrepreneurial decisions are never entirely individual but are embedded in family dynamics and cultural norms. In addition, social capital strengthens perceived behavioral control in the TPB, as social networks make individuals feel more confident, accessible, and capable of starting a business. The role of social-normative factors is also evident in the contribution of social

norms, which influence individuals' beliefs and perceptions regarding the desirability of entrepreneurship.

Contextual variables such as government support, institutional quality, cultural norms, and social environmental conditions play an important role in strengthening or weakening the relationship between psychological, social, and educational variables and EI and EB. In countries with strong regulatory support, access to training, capital, and entrepreneurial ecosystems help accelerate the transition from intention to behavior. However, in developing countries with weaker regulatory support, the role of family and social networks becomes the main determinant. These findings indicate that the process of forming entrepreneurial intentions and behavior is greatly influenced by the structure of external opportunities available to individuals.

4.2.2 Theoretical Integration: TPB, SCT, RBV, and Family Embeddedness

This section integrates four theoretical frameworks TPB, SCT, RBV, and the Family Embeddedness Perspective (FEP) to comprehensively explain the transition from entrepreneurial EI to EB and hybrid entrepreneurship HE. Because the complex mechanisms bridging education, psychological constructs, and socio-environmental factors cannot be explained by a single theoretical lens, a multiperspective approach is required. Consequently, the TPB serves as the foundational framework for EI formation; SCT accounts for the role of self-efficacy and learning processes; RBV explains the resources necessary for transitioning to EB and HE; and FEP captures the critical influence of family dynamics on entrepreneurial trajectories.

Rather than arbitrarily combining theories, this integration assigns specific explanatory functions based on empirical findings: the TPB identifies the proximal predictors of EI (attitudes, norms, and perceived control); SCT explains the cognitive pathways of self-belief and learning; RBV clarifies how resources and institutional support facilitate the intention-behavior transition; and FEP contextualizes the family as a source of support, legitimacy, and constraint. Ultimately, this theoretical integration elucidates both the specific determinants and their underlying mechanisms across the EI, EB, and HE spectra, establishing a solid foundation for the synthetic conceptual model presented in the subsequent section.

TPB is the most widely used theory in empirical articles and highly relevant review/conceptual studies and serves as the basic framework for understanding EI. Attitudes toward entrepreneurship, subjective norms, and perceived behavioral control have been shown to be strongly correlated with intention. However, TPB does not explicitly explain the role of social capital, family support, and resource factors in entrepreneurial decision-making; therefore, it needs to be combined with other theories.

The contribution of SCT is evident in its explanation of the role of self-efficacy, observational learning, and experiential learning. The findings show that entrepreneurship education works by increasing self-efficacy and experiential learning. SCT fills the gap in TPB by explaining the internal psychological mechanisms that link education, experience, and social support to the formation of entrepreneurial intention.

RBV plays a role in the transition stage from EI to EB, as well as in the phenomenon of hybrid entrepreneurship. Individuals with adequate financial capital, work experience, social networks, and access to opportunities are better able to turn intentions into behavior. The findings that hybrid entrepreneurship is often chosen as a low-risk transition path support the RBV argument that individuals utilize their existing capital to diversify their income and experiment with business ventures.

FEP explains how family values, emotional support, financial stability, kinship, and family social structure shape decisions related to EI and HE. The role of the family is not peripheral but is a core determinant in developing countries. Family support has been shown to strengthen the influence of motivational factors on sustainable EI and to be a moderator in other relationships such as education → EI and social support → EI.

4.2.3 Mediator and Moderator Mechanisms

This section examines the indirect relationships between determinants and outcomes within the synthesized literature, focusing on intermediary mechanisms (mediators) and boundary conditions (moderators). Rather than merely listing variables, it elucidates the operational dynamics that explain why specific determinants exhibit varying strengths in different studies. In this review, mediators refer to the mechanisms driving EI formation, whereas moderators refer to the contextual characteristics that alter these relational strengths. Consequently, this subsection bridges the thematic findings of Section 3 with the theoretical integration in Section 4.2, mapping how psychological, educational, socio-familial, and contextual constructs interact along the EI-EB-HE pathway to clarify the cross-contextual and methodological variations.

Operationally, these mechanisms are derived from recurring relational patterns, such as the indirect pathways linking education and socio-familial support to EI. These findings highlight that interventions, such as entrepreneurship education, do not automatically generate intention; rather, they alter how individuals evaluate opportunities, gauge their own capacities, and interpret surrounding social support. Concurrently, moderators explain the divergent intensities of EI or behavioral transitions when these pathways operate within varying familial, cultural, or institutional contexts. Accordingly, this subsection systematically outlines the primary mediators facilitating the entrepreneurial process and the key moderators governing contextual disparities in empirical influence.

The synthesis findings revealed four main mediators: self-efficacy, entrepreneurial attitude, entrepreneurial mindset, and social influence. Self-efficacy was the most dominant mediator, bridging the relationship between education, social support, and family support on EI. The entrepreneurial mindset and entrepreneurial attitude bridge the relationship between entrepreneurship education and EI, while social influence plays a role in the relationship between values, social norms, and social capital on EI. Several factors act as moderators that strengthen or weaken the relationships among the main variables. Family support strengthens the relationship between motivational factors and EI. Gender moderates the effectiveness of education and social influence on EI. Academic discipline differentiates the effects of entrepreneurship education on business and non-business students. Cultural context and government support also emerged as important moderators in the transition from EI to EB. This variation in the moderator effects causes cross-country results to be inconsistent.

4.2.4 Transition from EI → EB → HE → FE

The transition to entrepreneurship does not occur directly, but rather through a gradual process. EI does not directly result in EB, but rather through increased capabilities, self-confidence, learning experiences, and social support. EB then serves as an exploratory stage before entering hybrid entrepreneurship. In the context of hybrid entrepreneurship, individuals start a business while still working, minimizing financial risk and testing the feasibility of business ideas. Under certain conditions, HE becomes a gateway to Full Entrepreneurship (FE), especially when individuals have achieved financial stability, have sufficient experience, and receive strong social and family support. This pattern shows that the EI–EB–HE–FE relationship is progressive, consistent with the RBV and FEP perspectives that emphasize the importance of resources and social structures in ensuring the success of entrepreneurial transitions.

4.2.5 Consistency and Inconsistency of Findings Across Articles

The most consistent findings include the role of self-efficacy as a major predictor and mediator, the effectiveness of entrepreneurship education through mindset and attitude formation, and the central role of family in developing countries. Inconsistencies arise in the significance of subjective norms, the direct effect of education on EI, and variations in gender roles and government support. These inconsistencies can be explained by differences in cultural context, economic structure, and institutional quality across countries.

4.2.6 Theoretical Contribution of the Research

This study makes an important theoretical contribution by integrating four major theories TPB, SCT, RBV, and FEP into a single cross-level synthesis framework. The findings also clarify the mechanisms of the relationship through mediating roles such as self-efficacy, entrepreneurial mindset, and social influence. In addition, this study offers a transition model of EI → EB → HE → FE that comprehensively explains the dynamics of entrepreneurship from intention to behavior and job transition. This integration and mapping has not been systematically available in previous literature, thus providing a significant theoretical contribution to the development of entrepreneurship research.

4.2.7 Conceptual Synthesis Model of EI–EB–HE–FE (2020–2025)

The conceptual model in Figure 2 summarizes the integration of 35 empirical articles and highly relevant review/conceptual studies (2020–2025) by combining four main theoretical lenses: Theory of Planned Behavior (TPB), Social Cognitive Theory (SCT), Resource-Based View (RBV), and Family Embeddedness Perspective (FEP). This model illustrates how psychological, educational-experiential, social-normative, and family factors influence mediation mechanisms (self-efficacy, entrepreneurial attitude, entrepreneurial mindset, and social influence) in the formation of Entrepreneurial Intention (EI). Furthermore, this model explains how EI transitions to Entrepreneurial Behavior (EB), then to Hybrid Entrepreneurship (HE) as a transition stage and entry mode toward full entrepreneurship (FE). This diagram is a comprehensive synthesis of the direct, indirect, and conditional/boundary conditions found in the latest literature. The conceptual synthesis model is presented in Figure 3.

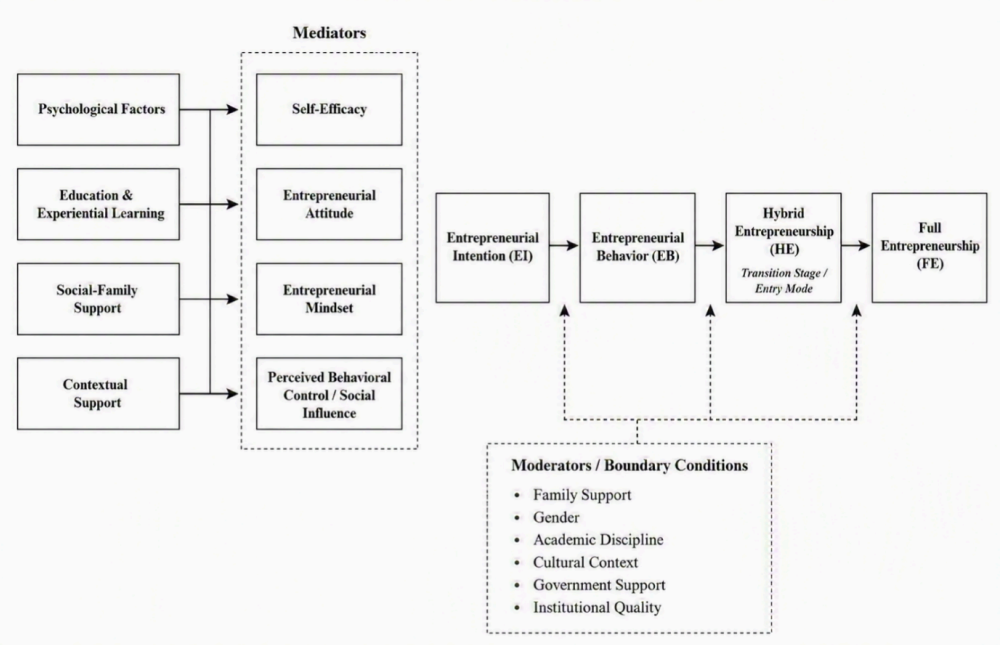


Figure 3. Conceptual synthesis model of SLR EI–EB–HE–FE

5. Conclusions

5.1 Conclusion

This SLR synthesizes 35 Scopus-indexed empirical articles and highly relevant review/conceptual studies (2020–2025), applying the PRISMA 2020 protocol to examine the multidimensional dynamics shaping Entrepreneurial Intention (EI), Entrepreneurial Behavior (EB), and Hybrid Entrepreneurship (HE). The results confirm that the entrepreneurial process is a cross-level phenomenon shaped by psychological, educational, family-social, and contextual-environmental factors. Self-efficacy is the most consistent predictor and mediator of EI, playing a central role in the EI-EB transition. Entrepreneurship education has a significant but largely indirect effect, operating through mindset, attitudes, and perceived behavioral control. Family support and social capital are especially critical in developing countries, where family resources form the primary foundation. Contextual factors, such as government support, cultural values, and institutional quality, explain cross-country variation in findings. Hybrid entrepreneurship represents a strategic transitional path, allowing individuals to test

business viability while sustaining a stable income, with the general trajectory progressing sequentially through EI, EB, HE, and finally full entrepreneurship (FE). By integrating four major theories, this study develops a comprehensive conceptual model explaining the dynamics of EI, EB, HE, and FE, confirming that entrepreneurial success results from the interaction of individual, social, educational, and environmental factors. These findings enrich the academic literature and offer practical guidance for future entrepreneurial policies, education, and practices.

5.2 Research Limitations

This study has several limitations that need to be acknowledged. First, the SLR only covered 35 Scopus studies, making it susceptible to selection bias. Second, variations in cultural, economic, and institutional contexts mean that the results must be generalized with caution. Third, most articles used a cross-sectional quantitative design, so the longitudinal dynamics of EI, EB, and HE have not been adequately recorded. Fourth, the definition of hybrid entrepreneurship is not entirely uniform across studies, affecting the consistency of the synthesis.

5.3 Suggestions and Directions for Future Research

Based on the findings and limitations, future research should use longitudinal designs to capture the temporal transitions of EI, EB, and HE. Mixed-methods approaches and in-depth qualitative studies are also needed to understand the psychological and social aspects that are not accessible by quantitative methods. New mediators and moderators, such as resilience, entrepreneurial commitment, psychological safety, and growth mindset, need to be explored. Additionally, the geographical context should be expanded to include Africa, the Middle East, and Eastern Europe. At the conceptual level, further empirical research is needed to test the integrative model of TPB, SCT, RBV, and FEP within a more comprehensive analytical framework

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Author Contributions

DE contributed to conceptualization, data curation, formal analysis, resources, visualization, writing original draft. WEDR contributed to methodology, supervision, validation, writing. TSK contributed to investigation (quality appraisal), supervision, validation. CMH contributed to project administration, writing . All authors have read and approved the final manuscript and agree to be accountable for all aspects of the work.

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