

## Ten Years of Evolving Edupreneurship Study: A Systematic Literature Review

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### Abstract

Edupreneurship research has shown a relatively increasing publication trend over the past decade, although the cumulative volume remains limited. This study aims to map the development of edupreneurship research, identify research gaps, and formulate future research agenda recommendations using the Theory, Context, and Methodology (TCM) framework. The study applies a Systematic Literature Review following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol on Scopus-indexed journal articles. The selection process uses strict inclusion and exclusion criteria, while data are analyzed descriptively and thematically. The findings reveal an increasing annual publication trend, geographically concentrated research contexts, dominance of quantitative survey methods, limited use of explicit theories, and concentration of publications in high-reputation journals. Wordcloud analysis indicates a diversity of keywords that has not been fully explored in broader contexts. The implications emphasize the need to strengthen theoretical foundations, expand cross-national and cross-disciplinary contexts, and diversify methodological approaches to support more integrated and sustainable edupreneurship research.

### Kata Kunci:

kewirausahaan  
pendidikan;  
kewirausahaan guru;  
orientasi  
kewirausahaan guru.

### Abstract

Penelitian edupreneurship menunjukkan tren publikasi yang relatif meningkat dalam satu dekade terakhir, meskipun secara kumulatif masih terbatas. Penelitian ini bertujuan memetakan perkembangan riset edupreneurship, menemukan celah penelitian, dan merumuskan rekomendasi agenda riset masa depan menggunakan kerangka Theory, Context, and Methodology (TCM). Penelitian ini menggunakan metode Systematic Literature Review dengan protokol Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) terhadap artikel jurnal terindeks Scopus. Proses seleksi dilakukan melalui kriteria inklusi dan eksklusi yang ketat, sedangkan analisis data dilakukan secara deskriptif dan tematik. Hasil penelitian menunjukkan tren publikasi tahunan yang relatif meningkat, distribusi geografis yang masih terkonsentrasi di wilayah tertentu, dominasi pendekatan survei kuantitatif, penggunaan teori yang relatif terbatas, serta konsentrasi publikasi pada jurnal bereputasi tinggi. Analisis wordcloud mengungkap keberagaman kata kunci yang belum sepenuhnya dieksplorasi dalam konteks yang lebih luas. Implikasi penelitian menyoroti perlunya penguatan landasan teoretis, perluasan konteks lintas negara dan lintas disiplin, serta diversifikasi pendekatan metodologis. Kerangka TCM digunakan sebagai dasar untuk mengarahkan pengembangan riset edupreneurship yang lebih utuh, kontekstual, dan berkelanjutan di masa depan.

## INTRODUCTION

Edupreneurship, or entrepreneurship in education, has developed into a strategic issue over the past decade alongside increasing demands for innovation, accountability, and the adaptation of education systems to global social, economic, and technological changes. This concept represents the integration of entrepreneurial principles into educational practice, emphasizing innovativeness, risk-taking, proactive orientation, and the adaptive capacity of educational actors in dealing with uncertainty (Ho et al., 2020, 2021). The relevance of edupreneurship has become stronger as education systems are confronted with competitive pressures, digitalization, and increasingly complex performance demands, in both developed and developing countries (Ho & Lee, 2023; Larey, 2025). These conditions indicate that edupreneurship is not merely an alternative approach, but a structural necessity for maintaining the sustainability and relevance of education in an era of global transformation.

Studies on edupreneurship have been consistently documented since the mid-2010s, with an initial focus on the development of teachers' entrepreneurial competencies as key actors in educational innovation. Peltonen (2015) shows that collaborative learning plays a role in strengthening teachers' entrepreneurial competencies in Finland, while Martin et al. (2016) emphasize the role of STEM teachers in shaping transformative learners through effectual reasoning. Subsequent developments expanded the scope of inquiry to leadership and educational governance dimensions, as shown by Pashiardis and Brauckmann (2019) through the concept of edupreneurial leadership in the context of public management reform. In later years, research increasingly focused on teachers' entrepreneurial behavior and the role of educational institutions within competitive and innovation-oriented systems, particularly in Asia and Europe (Ho et al., 2020, 2024; Joensuu-Salo et al., 2021).

Although the number of studies on edupreneurship continues to increase, the existing literature reveals several significant conceptual and synthesis-related weaknesses. Previous review studies tend to be partial, with limitations related to specific geographic contexts, narrow thematic focus, or methodological approaches that have not been comprehensively integrated (Darwish, 2019; Ho et al., 2021). These gaps become more apparent as recent empirical developments, such as the use of artificial intelligence in developing teachers' entrepreneurial competencies, have not been systematically accommodated in earlier synthesis studies (Li, 2025). In addition, existing studies have not been able to connect psychological, organizational, and technological dimensions simultaneously, resulting in an understanding of edupreneurship that remains fragmented and insufficiently reflective of the complexity of contemporary educational practice (Saygın et al., 2024).

Based on these conditions, this Systematic Literature Review aims to provide a structured contribution through three main objectives. The first objective is to map the development of edupreneurship studies based on annual trends, geographic distribution, methods classification, grand theory approaches, journal tier classification, and wordcloud analysis. The second objective is to identify research gaps derived from the mapping results. The third objective is to formulate future research recommendations using the Theory, Context, and Method (TCM) framework to strengthen theoretical consolidation and the empirical relevance of edupreneurship studies.

## METHODS

This study applies a Systematic Literature Review following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure transparency, consistency, and reporting quality in systematic reviews (Moher et al., 2009; Panic et al., 2013). The PRISMA framework was selected due to its broad adoption across disciplines and proven flexibility in various contexts (Huurne et al., 2017; Siddaway et al., 2019). The literature search was conducted using the Scopus database, which offers rigorous journal selection, extensive international coverage, and high credibility in providing peer-reviewed articles (Bergman, 2012; Cai & Guo, 2021; Rocha et al., 2019). The search employed keywords related to edupreneurship (Edupreneurship, Edupreneurial, Teacherpreneur, Teacherpreneurial, Teacherpreneurship, Teacher Entrepreneurial Orientation, Teacher Entrepreneurial Behavior, Entrepreneurial Teacher) and limited publications to the 2015–2025 period to ensure relevance (Sauer & Seuring, 2023).

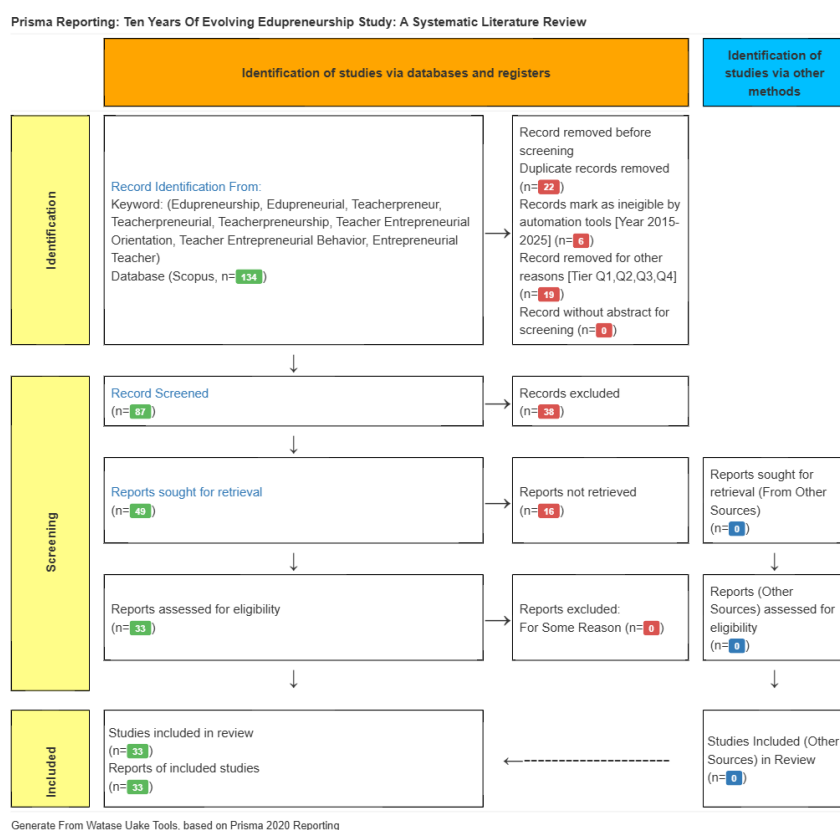


Figure 1. PRISMA Diagram

The initial search retrieved 134 articles from Scopus. The screening process removed 22 duplicate records, 6 irrelevant articles identified through automation tools, and 19 articles that did not meet the inclusion criteria, resulting in 87 articles for abstract screening. The screening stage excluded 38 articles due to irrelevance and identified 49 articles for full-text assessment, of which 16 were inaccessible. The eligibility assessment included 33 articles that fully met the inclusion criteria in accordance with the PRISMA protocol. The thematic analysis employed the Watase Uake tool to support systematic and consistent theme mapping,

complemented by validation procedures to ensure the reliability of the findings (Wahyudi, 2024).

## RESULT AND ANALYSIS

### Year of Publication Trends

Annual publication trends show that edupreneurship research remains limited, as reflected by a relatively low number of publications throughout the period. The trend demonstrates gradual growth accompanied by noticeable fluctuations, indicating an inconsistent increase over time. The year 2024 marks the highest publication output, with eight articles. This pattern suggests that academic interest in edupreneurship has strengthened over the past decade but has not yet achieved consistency or a stable publication volume.

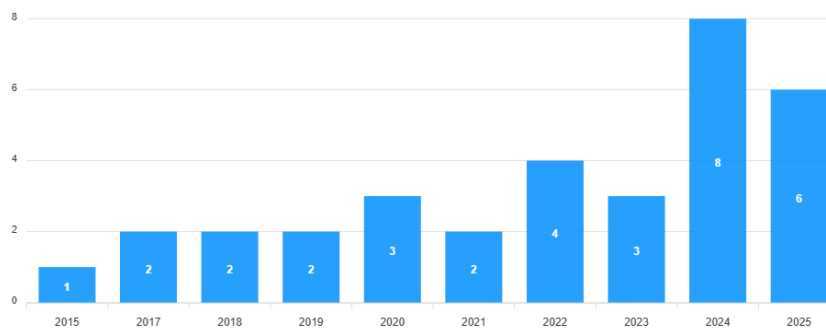


Figure 2. Year of Publication Trends

The synthesis of these trends indicates that edupreneurship remains in a developmental phase, characterized by rising scholarly attention that has not fully stabilized. The publication peak in 2024 represents momentum for deeper conceptual exploration and the expansion of research scope. This condition underscores the need for systematic efforts to enhance research continuity to ensure that edupreneurship development is sustained rather than temporary.

### Geographical Distribution

Country classification shows that Hong Kong and China, and the United States dominate edupreneurship research output. Hong Kong holds the leading position with 9 studies examining teachers' entrepreneurial behavior and educational leadership (Ho et al., 2020, 2021, 2022, 2024; Ho & Bryant, 2025; Ho & Chen, 2025; Ho & Lee, 2023; Ho & Lu, 2024). China ranks second with 7 studies that strengthen edupreneurship discourse through institutional and technology perspectives (Huang et al., 2024; Jinke et al., 2025; Li, 2025; Li & Qin, 2022; Liao et al., 2022; Liu et al., 2024; Zhu et al., 2023). The United States ranks third with four studies emphasizing policy and educational leadership dimensions in edupreneurship contexts (Martin et al., 2018; McCluskey & Narayanan, 2025).

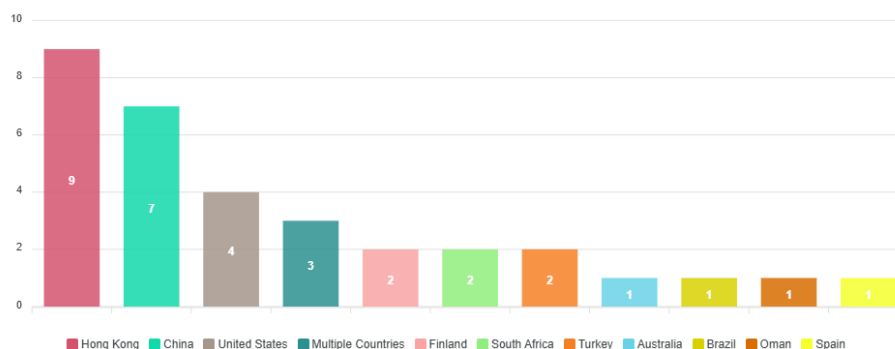


Figure 3. Geographical Distribution

Other countries, including Finland, South Africa, Turkey, Australia, Brazil, Oman, and Spain, contribute a relatively limited number of edupreneurship studies (Darwish, 2019; Larey, 2025; Peltonen, 2015; Polat et al., 2025). This distribution demonstrates that edupreneurship research spans developed and developing countries, while research intensity remains uneven. Studies categorized as multiple countries reflect early cross-national efforts aimed at broadening perspectives (Ho et al., 2024). This pattern indicates that edupreneurship research remains in a growth stage and requires broader multi-country engagement to deepen understanding of contextual, social, economic, and cultural dimensions.

### Methods Classification

Methods classification shows that research is dominated by quantitative approaches, with survey as the most frequently used strategy. Fifteen studies employ surveys, reflecting a strong tendency to measure edupreneurship constructs through structured instruments and statistical analysis (Felgueira & Rodrigues, 2020; Li, 2025; Zhu et al., 2023). Case study methods rank second with six studies, followed by mixed-methods designs comprising four studies that integrate quantitative and qualitative data (Ho & Chen, 2025; Martin et al., 2018). This distribution indicates that edupreneurship knowledge development relies primarily on survey-based empirical testing, with limited use of diverse methodological designs.

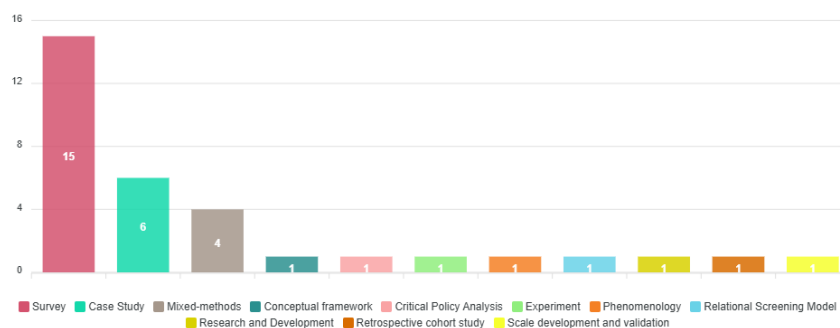


Figure 4. Methods Classification

The dominance of survey research reflects an emphasis on examining relationships among variables, often supported by advanced analytical techniques (Ho & Bryant, 2025; Zhu et al., 2023). Other approaches, including conceptual frameworks, critical policy analysis, phenomenology, experiments, scale development and validation, and cross-approach designs, appear in limited numbers and signal early efforts to expand the methodological scope. This condition highlights the need for greater methodological diversification to capture the complexity of edupreneurship.

### Grand Theory Approaches

Theoretical classification shows that grand theory usage in edupreneurship studies is dominated by the not available (NA) category, which includes seventeen studies. This category reflects the absence of explicit positioning within established grand theoretical frameworks, as most studies emphasize empirical exploration, contextual concept development, or practical analysis without clearly stated theoretical foundations. This condition indicates that edupreneurship remains in a formative stage, where research prioritizes phenomenon mapping

and variable relationship testing rather than theoretical consolidation. This pattern suggests that systematic theoretical development in edupreneurship has not yet emerged.

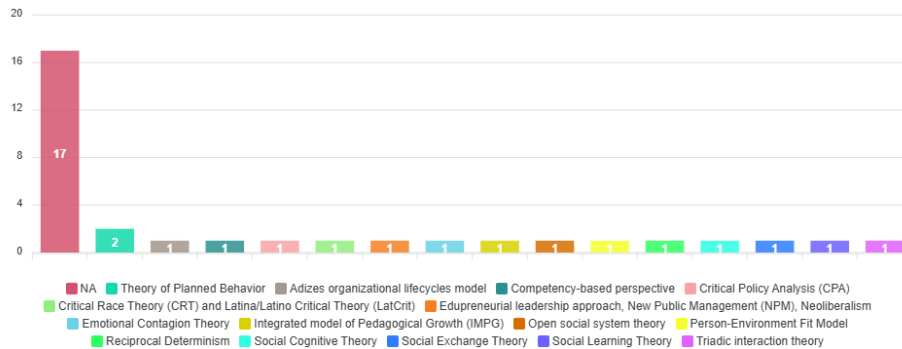


Figure 5. Grand Theory Approaches

Explicit theory application appears limited and dispersed across multiple frameworks used by a small number of studies. The Theory of Planned Behavior (Ajzen, 1991) is applied consistently to explain entrepreneurial intentions and behaviors (Liao et al., 2022; Polat et al., 2025). Other theories, including the Adizes organizational lifecycles model, competency-based perspective, Critical Policy Analysis, Critical Race Theory and Latina and Latino Critical Theory, emotional contagion theory, Integrated Model of Pedagogical Growth, Open Social System Theory, Person–Environment Fit Model, Reciprocal Determinism, Social Cognitive Theory, Social Exchange Theory, Social Learning Theory, and Triadic Interaction Theory, each appear in a single study. This distribution indicates fragmented theoretical use and the absence of a dominant conceptual framework to guide cumulative knowledge.

**Tier Journal Classification**

Journal tier classification shows that edupreneurship research is predominantly published in high-reputation. *Teaching and Teacher Education* appears as the most frequent outlet, positioning edupreneurship within core discussions of teacher professional development. *Journal of Educational Administration* strengthening the link between educational leadership, and school organizational effectiveness. This distribution indicates that edupreneurship is integrated in education, management, and leadership rather than treated as an isolated topic.

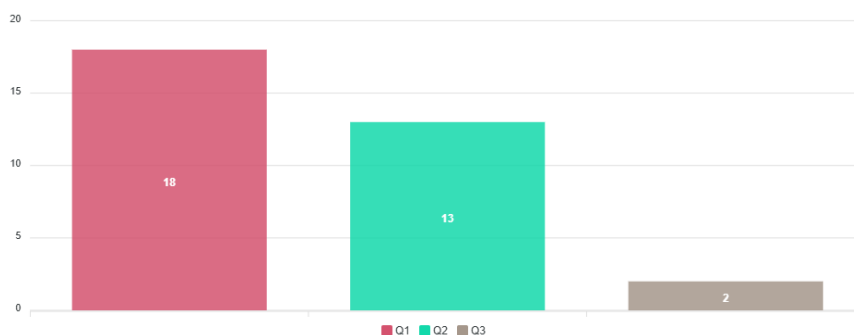


Figure 6. Tier Journal Classification

The synthesis of journal distribution indicates strong acceptance of edupreneurship studies. The prevalence of Q1 and Q2 publications reflects an emphasis on conceptual clarity, methodological rigor, and practical relevance in addressing contemporary educational challenges. Publications in Q3 journals demonstrate diversity in dissemination channels,

although their presence remains limited. This pattern suggests that edupreneurship is developing with high publication quality while retaining opportunities to expand research volume and contextual diversity to support sustainable scholarly growth.

### Wordcloud Analysis

Wordcloud analysis of article keywords shows that edupreneurship research is dominated by entrepreneurship and entrepreneurship education across diverse educational contexts. Prominent keywords such as entrepreneurial behavior, teacher entrepreneurial behavior, educational administration, teacher leadership, and entrepreneurial competence indicate a strong focus on educators as central actors in driving change and improving educational organizational effectiveness. The frequent appearance of innovativeness and risk-taking reinforces an orientation toward teacher entrepreneurship, positioning innovative capacity and risk acceptance as core components of edupreneurship practice. This distribution indicates a shift toward observable behaviors and concrete actions within educational settings.



Figure 7. Wordcloud Analysis

The synthesis of keyword patterns indicates substantive development of teacher entrepreneurial orientation in the literature. Innovativeness is reflected in attention to pedagogical innovation, technology integration, and adaptive learning approaches. Risk-taking appears in discussions of strategic decision-making, implementation of new practices, and uncertainty management in educational environments. Proactiveness, although not explicitly labeled, emerges through emphasis on teacher leadership, entrepreneurial initiative, and competency development oriented toward future needs. This pattern suggests that teacher entrepreneurial orientation has become internalized within edupreneurship research.

### DISCUSSION AND CONCLUSION

This study aims to map the development of edupreneurship research over the past ten years and to identify the patterns, characteristics, and knowledge structures that have emerged. A Systematic Literature Review is employed to understand the direction of publication growth, contextual distribution, methodological approaches, theoretical frameworks, and thematic focus of the research. This approach is selected because edupreneurship lies at the intersection

of education and entrepreneurship, which requires systematic mapping across multiple dimensions. Therefore, this review serves as an analytical foundation for assessing the level of maturity of the edupreneurship field. The findings indicate that edupreneurship publication trends remain relatively limited and fluctuating, although there is a tendency toward growth during certain periods. This pattern suggests that edupreneurship has not yet developed as a stable and sustainable research agenda. The geographic distribution of studies shows a strong concentration in a limited number of countries, with certain contexts dominating over other regions. This condition indicates that the development of edupreneurship knowledge is still shaped by geographically constrained contexts.

From a methodological perspective, edupreneurship research is dominated by survey-based quantitative approaches, while other approaches are employed to a limited extent. This dominance indicates a tendency for research to test relationships among variables rather than to explore edupreneurship processes and practices in depth. Theoretical classification shows that most studies do not explicitly employ established grand theories, as reflected in the dominance of the not available category. This finding indicates that the edupreneurship field remains at a stage of conceptual exploration and has not yet achieved theoretical consolidation. Journal analysis shows that edupreneurship studies are largely published in high-reputation journals within the fields of education and educational administration. This pattern confirms the academic legitimacy of edupreneurship as a research topic, while simultaneously indicating limited expansion into other relevant disciplines. Keyword analysis reveals a strong focus on educators' behavior and capacities, particularly teacher entrepreneurial behavior and teacher entrepreneurial orientation. The dimensions of innovativeness and risk-taking appear explicitly, while proactiveness is reflected through terms describing initiative, leadership, and the strategic roles of teachers. Overall, this review indicates that edupreneurship is a developing field that remains fragmented. The main research gaps lie in the instability of publication trends, limited geographic contexts, methodological homogeneity, weak theoretical consolidation, and the lack of integration of core conceptual dimensions within a coherent analytical framework. These findings indicate that the development of edupreneurship knowledge still requires structural maturation in order to evolve as an established and cumulative field of study.

## **FUTURE RESEARCH AGENDA**

The future research agenda in this study is positioned within the Theory, Context, and Method (TCM) framework. This framework structures the direction of research development systematically based on findings and patterns identified in the literature over the past ten years.

**T - Theory.** The theoretical dimension of edupreneurship research remains dominated by studies that do not explicitly employ well-established theoretical frameworks. Several studies tend to adapt theories from general entrepreneurship or behavioral psychology without developing conceptual foundations specific to the edupreneurship context. This condition indicates that the theoretical understanding of edupreneurship remains partial and has not yet fully captured the complexity of relationships among actors, institutions, and educational systems. Future research is expected to engage more reflectively with existing theories or to develop new theories capable of explaining edupreneurship as a comprehensive educational phenomenon with distinctive characteristics.

**C - Context.** The contextual dimension shows that the number of publications on edupreneurship research remains relatively limited despite an observable increasing trend. This condition provides broad opportunities for researchers to enrich the understanding of edupreneurship through more diverse contextual explorations. Studies need to be conducted in both developed and developing countries because education constitutes a strategic foundation for national advancement. Cross-country research is required to generate more comprehensive comparative insights into the dynamics of edupreneurship. Recognition of this topic in high-reputation journals indicates that scholarly contributions in the field of edupreneurship possess strong academic legitimacy and merit further development. Wordcloud analysis also indicates opportunities for contextual expansion into economic, social, and cultural domains, given that edupreneurship is not confined to a single domain but is inherently interdisciplinary.

**M - Methods.** The methodological dimension indicates that edupreneurship research is predominantly characterized by survey-based approaches as the primary method. This approach remains relevant when it delivers clear theoretical and practical contributions. A high level of dependence on a single methodological approach may limit perspectives in understanding the edupreneurship phenomenon. Exploration of alternative methodological approaches is therefore necessary to enable edupreneurship research to develop in a more balanced manner and to capture processes, experiences, perspectives, and contexts in broader, more diverse, and deeper ways.

The concluding perspective highlights limitations of this review that arise from reliance solely on the Scopus database as the source of literature. This limitation has implications for the scope of findings and the generalizability of results. Edupreneurship as a research topic remains relatively limited when compared to other fields within education and entrepreneurship studies. This condition underscores that edupreneurship remains a research area with substantial potential and requires sustained scholarly contributions to achieve maturity as an established field of study.

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