

Entrepreneurial Education And Readiness: A Bibliometric Analysis

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Abstract

This study aims to determine previous research trends on the impact of entrepreneurship education on entrepreneurial readiness in universities and provide recommendations for future research directions. The research method used descriptive bibliometric analysis. Based on data retrieved from the Scopus database, 76 recent scientific articles are used in this review which are then converted into RIS format and processed with VOSviewer. The main findings of this study are: (1) research related to entrepreneurship education and entrepreneurial readiness emerged in 1997 and experienced rapid development in the last decade; (2) the number of authors, institutions, and countries producing research in this field is still very limited; (3) research collaboration has not been significantly established; (4) the most productive journals in this field are Industry and Higher Education and International Journal of Entrepreneurial Behaviour and Research; (5) five common themes are discussed in the literature on entrepreneurship education and readiness over the last 26 years; entrepreneurship education and learning in higher education; the impact of entrepreneurship education on the readiness to become an entrepreneur; entrepreneurship learning methods; and entrepreneurship.

Keywords: Entrepreneurship Education; Entrepreneurial Readiness; Bibliometric Analysis

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Introduction

Entrepreneurship is a crucial role in a country's economy. In addition to being a means of promoting long-term economic growth, entrepreneurship can also improve of society by creating jobs opportunities as an alternative to unemployment (Zulfiqar et al., 2017). Some countries emphasize to create entrepreneurs to drive the economy because of the critical role of entrepreneurship (Khamimah, 2021). Essential characteristics of an entrepreneur are the ability to recognize possibilities, willingness to take calculated risks, ability to assemble a strong team, independence, inventive resource-gathering abilities, basic business planning abilities, and future-focused vision (Utomo et al., 2020). "Entrepreneur is not only born but also made" means that entrepreneurship is a skill that can be acquired and entrepreneurial personality cannot be molded by talent alone. To foster strong entrepreneurs, it is necessary to improve

entrepreneurship education (Dissanayake et al., 2022).

Entrepreneurial readiness is a form of maturity of an individual regarding knowledge, skill and experience in building and developing a pioneer business. Olugbola (2017) argued that there are three readiness provisions must be considered in preparing someone to enter the business world, are mentality, knowledge and skills, and resources. This statement is supported by Sulistyowati et al. (2022) who argued a courage is the primary resource required to enter the business world. However, it is not enough to have courage, as courage devoid of entrepreneurial skills and abilities frequently leads to failure.

Entrepreneurship education has an impact on entrepreneurial readiness. Entrepreneurial knowledge gained from both family entrepreneurial experiences and entrepreneurship education at the university level has an impact on

students' readiness for entrepreneurship (Pham et al., 2023). In other words, entrepreneurship education can support student skills toward entrepreneurial readiness (Rippa et al., 2022). Several studies findings entrepreneurship education affects entrepreneurial readiness (Andriaskiton & Wang, 2022; William & Rodhiah, 2022; Hoang et al., 2023). The findings emphasize the significance of entrepreneurship education in enhancing one's readiness to become an entrepreneur. It becomes a crucial component for entrepreneurs to succeed by equipping them with the skills and knowledge that they need to stay ahead in the competitive business world.

A number of studies have been carried out to review the literature on entrepreneurship education using bibliometric analysis (Gillani et al., 2022; Kakouris & Georgiadis, 2016; Tiberius & Weyland, 2023). Tiberius & Weyland (2023) recently conducted a bibliometric analysis on the literature on entrepreneurship education that was only published through 2021.

Bibliometric analyses is recommended to track the development of research, therefore it should be done regularly. According to an analysis of the annual development of publications through mid-2023 (Figure 1), numerous new articles have been published. In addition, citations have also increased exponentially. After a few years, citation-based analyses might portray a different picture because the distribution of citations and the focus of following research may shift. After a few years, citation-based analyses might present a different image because the distribution of citations and the focus of following research may shift.

A bibliometric analysis of entrepreneurial education and readiness has not been conducted in any study, as to the researchers' knowledge. So, by performing a bibliometric analysis of entrepreneurial education and entrepreneurial preparedness throughout the years 1997–2023, this study seeks to close this gap. Focuses of this

study is to identify lead researchers in the domain of entrepreneurial education and readiness. The rapid growth of this research aims to show how ideas are introduced, addressed and discussed in the literature of this decade. In addition, this study will measure quantitatively relevant citations over time to identify trends and improvements in entrepreneurship education and entrepreneurship research.

This study aims to: 1) review publication trends related to entrepreneurship education and readiness; 2) review citation trends related to entrepreneurship education and readiness; 3) review the dissemination of articles and trends collaboration in research related to entrepreneurship education and readiness; 4) review the distribution of journal rankings according to quartile scores related to entrepreneurship education and readiness; and 5) review research focuses on entrepreneurship education and readiness.

Based on the research objectives, it is imperative to determine the condition the state of knowledge, research trend and research requirements about entrepreneurial education and readiness. In this study, the quality of earlier research on the subject of entrepreneurial education and readiness from 2006 to 2023 is evaluated using bibliometric analysis. The contributions are demonstrated including trends in publication and citation; top articles; prominent authors, top journals, leading educational institutions, as well as countries that have a significant role in this research. In addition, a network analysis is performed to determine the correlation of keywords by authors related to entrepreneurial education and readiness. The findings indicate current and future research areas and give scholars and readers insights into the evolution and expansion of entrepreneurial education and readiness.

Literature Review

Entrepreneurial Education

Entrepreneurship education plays an important role in determining the readiness for entrepreneurship (Rodriguez & Lieber, 2020). Entrepreneurship education will provide knowledge about entrepreneurship to students (Hendrawan & Pelitawati, 2022). Entrepreneurial knowledge is expected to shape the social patterns, attitudes, and behaviors of an entrepreneur and provide a theoretical basis for the concept of entrepreneurship (Kurnia et al., 2018). Entrepreneur need to have sufficient to direct themselves to seek out business possibilities, create business concepts, make plans, enter the markets, and operate (organization/alone) so that they can enjoy added value and develop themselves. As explained in the theory of entrepreneurial human capital (EHC), individuals who have entrepreneurial knowledge tend to become entrepreneurs (Marvel et al., 2016). Human capital, including experience, skills and abilities, is an important factor in entrepreneurial success (Van Trang et al., 2019).

Entrepreneurial Readiness

Entrepreneurial readiness is seen as personal competence and potential for entrepreneurial activity. Entrepreneurial readiness is the ability to explore various environmental opportunities, utilize available resources, and have sufficient knowledge and skills to start a business (Utami & Denmar, 2020). According to Krueger & Brazeal (2018) entrepreneurial readiness is a person's ability to recognize business opportunities, generate innovative ideas, make decisions, build networks and mobilize the resources required to start and develop a business venture. Entrepreneurial readiness is a complex concept that involves different skills and abilities in identifying and analyzing business opportunities. Entrepreneurial readiness is the initial capital that a person must have to be prepared to face the various opportunities and challenges of

entrepreneurship. Mature entrepreneurial readiness is supposed to minimize the possibility of failure through sufficient preparation (Larviamto & Ratnawati, 2018).

Entrepreneurial Education and Readiness

Entrepreneurial education and entrepreneurial readiness are distinct but related concepts. Entrepreneurship education is a process of learning aimed at developing skills and knowledge in managing a business. Meanwhile, entrepreneurial readiness refers to a person's capacity to start and expand a business, such as creativity, persistence, risk-taking, and self-confidence. Entrepreneurship education can assist in preparing individuals with the necessary knowledge and skills to effectively manage a business and help prepare themselves to be successful as entrepreneurs.

Several studies demonstrate that entrepreneurship education has an affect on entrepreneurial readiness (Farkhan, 2020; Kamilah et al., 2022; Rakicevic & Jaksic, 2018). Students' knowledge and skills in business have been shown to improve with entrepreneurship education, which also motivates them to launch a business after graduation (Egan et al., 2017; Loy, 2014; Vaughan, 2014). Supporting this, the study by Nabi et al. (2018) also found that student participation in entrepreneurship education can provide significant benefits for learning entrepreneurship, so it can assist students in getting ready themselves to start a business. Entrepreneurial education and entrepreneurship readiness complement each other and can help individuals succeed in business.

Methods

This study uses a bibliometric approach to map the research literature on entrepreneurial education and readiness using metadata extracted from the Scopus database. The review included empirical and review articles only and it was

written in English. Other literature, such as books, book chapters, and conference proceedings, were not included in the analysis. The methods of data collection and analysis used in this study are shown in Figure 1. Generally, bibliometric analysis involves five phases: research design planning, data collection, analysis, visualization, and interpretation (Zupic & Čater, 2014).

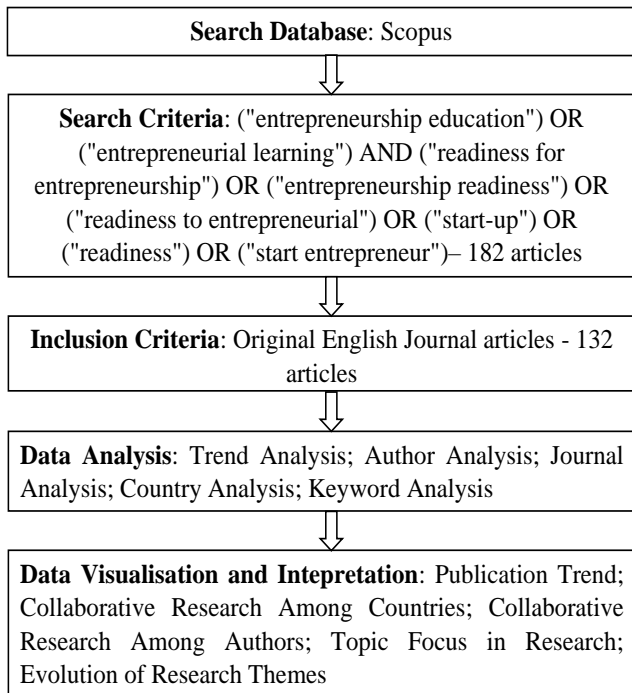


Figure 1. Paper Methodology
 Source: Adapted from (Zupic & Čater, 2014)

A data search was conducted from 1997 to 2023 in the third week of September 2023. To generate a sample collection of documents for the study, the following keywords were added to the database: ("entrepreneurship education") OR ("entrepreneurial learning") AND ("readiness for entrepreneurship") OR ("entrepreneurship readiness") OR ("readiness to entrepreneurial") OR ("start-up") OR ("readiness") OR ("start entrepreneur"). There were a total of 182 publications found when the search was restricted to the title column to eliminate pointless results. These publications have been sorted by document type and language. Only journal publications and those written in English were considered by the researcher, yielding 132 documents in total. After

that, the researcher looked over the 132 documents' titles and abstracts and assessed the articles. At the end of the stage, the study produced 76 publications. For each document retained, authors extracted bibliometric data related to the year of publication, number of citations, authors, institution, country, journal, references cited, and keywords from the document.

This study investigated publication trends, sources, countries, authors, and keyword analyses using bibliometric analysis methodologies. Lastly, tables and figures are used to illustrate the data including publication trends: collaborative research among countries; collaboration research among authors, topic focus, and evolution of research themes. It is used to get useful findings.

Results and Discussion

Publication Tren

A topic's publication count is significant since it indicates the degree of interest and concentration of the field's research (Khan et al., 2021). The publication trend since 1997 is depicted in Figure 2. The growth was almost stable until 2012. There are three waves to observe: the first wave peaked in 2014 with 4 publications; the second wave peaked in 2018 with 10 publications; the third wave peaked in 2022 with 14 publications. This trend continued in 2023 with 9 publications published.

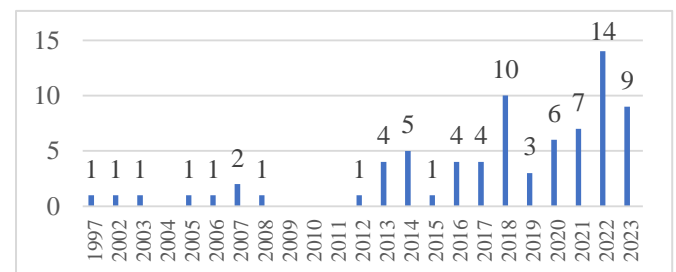


Figure 2. Total of Publication Entrepreneurial Education and Readiness (1997-2023)

Table 1 displays publications that have the most papers overall. Based on the dataset, Industry and Higher Education Journal has the

highest number of published articles on entrepreneurial education and readiness with 6 documents. The International Journal of Entrepreneurial Behaviour and Research comes in second place with 5 documents. Meanwhile, other sources only offer a few publications on this subject.

Table 1. Top 5 Most Productive Journals

Title of the Journal	Total Articles
Industry and Higher Education	6
International Journal of Entrepreneurial Behaviour & Research	5
International Journal of Management Education	3
Education and Training	2
Journal of Technology Transfer	2

Source: Processed Data, 2023

In terms of citations, the Industry and Higher Education is more popular than the International Journal of Entrepreneurial Behavior and Research, despite having a higher number of documents. As seen by Table 2, the Journal of Small Business and Enterprise Development is among the top five most influential publications in terms of citations. The article "Does prior start-up experience matter for entrepreneurs' learning? A comparison between novice and habitual entrepreneurs" is ranked first on the list written by Politis (2008), which was cited 128 times. This study adds to the current body of literature and research on entrepreneurial learning by creating innovative metrics to assess individual learning outcomes shaped by prior experiences.

Table 2. Most Influential Publications by Total of Citations

Title	Publisher	Year	Cited
1. Does prior start-up experience matter for entrepreneurs' learning?: A comparison between novice and habitual entrepreneurs	Journal of Small Business and Enterprise Development	2018	128
2. Improving perceived entrepreneurial abilities through education: Exploratory testing of an entrepreneurial self efficacy scale in a pre-post setting	International Journal of Management Education	2013	105
3. Opportunity development as a learning process for entrepreneurs	International Journal of Entrepreneurial Behaviour & Research	2006	80
4. Entrepreneurial learning from observing role models	Entrepreneurship and Regional Development	2017	62
5. Do entrepreneurs really learn? Or do they just tell us that they do?	Industrial and Corporate Change	2013	61

Source: Processed Data, 2023

Leading Authors, Institutions and Countries/Regions

This dataset contains 76 publications that were published by 216 writers that are connected to 161 institutions in 44 different countries. Table 3 shows the main authors of the research on entrepreneurial education and readiness in higher education. Based on the dataset, each author has the same number of articles as 2 documents

published in Scopus on this topic. Stefan A. Sanz-velasco has 87 citations, which is a substantial difference from the other writers despite having the same number of publications. As the topic of entrepreneurial education and readiness is relatively new among researchers, only 4 out of 216 authors produced at least 2 articles, which means 98.14% of the authors in our dataset published only one article.

Table 3. Top Authors by Number of Publications and Citations

No	Author	Documents	Citations
1.	Stefan A. Sanz-velasco	2	87
2.	Nor Hafiza Othman	2	8
3.	Norasmah Othman	2	8
4.	Noor Hasni Juhdi	2	8

Source: Processed Data, 2023

However, the composition of lead authors differs significantly based on the number of citations. As listed in Table 3, the author (Politis, 2008) who does not rank in the top five most prolific writers, has 128 citations with the title "Does prior start-up experience matter for entrepreneurs' learning? A comparison between novice and habitual entrepreneurs" in the Journal of Small Business and Enterprise Development published by Emerald Insight. It is significantly higher than Stefan A. Sanz-Velasco as the most prolific author in this field with 2 documents and 87 citations.

Universiti Kebangsaan Malaysia is the leading institution conducting research related to entrepreneurial education and readiness with 2 documents. It is located in Asia, which means Asia dominates research and publications in this area, although other continents have started research related to entrepreneurial education and readiness.

Tabel 4 displays the leading countries for total research on entrepreneurial education and readiness. It provides a list of the top 10 countries that have published a minimum of 2 articles in this field. The United Kingdom is the most publications with a total of 12 articles and 189 citations. India, Indonesia, Sweden, United States and Vietnam have an equal number of publications with a total of 6 articles. Despite having the same number of publications, Sweden

has more citations (344) than its peers, securing the second position. Five of the ten nations are located in Asia, and the remaining five are distributed throughout the other continents.

Table 4. Top Countries by Number of Publications and Citations

No	Country	Documents	Citations
1	United Kingdom	12	189
2	Sweden	6	344
3	United States	6	112
4	India	6	111
5	Vietnam	6	60
6	Indonesia	6	37
7	Italy	4	22
8	Malaysia	4	13
9	Denmark	3	168
10	China	3	9

Source: Processed Data, 2023

Collaboration Network Between Author and Country

Citations and collaborations are two metrics that can be used to measure the quality of research. The result of research will be disseminated more widely through increased collaboration across institutions and countries (Melati et al., 2023). Figure 2 shows the research collaboration between countries. It was discovered that 24 of the 44 countries in the dataset had collaborated academically on at least one publication. There are 7 clusters of country collaboration with different countries involved. The large nodes represent the intensity of collaboration. Based on Figure 3, United Kingdom engages in more collaborative activities than other countries. This is followed by Indonesia, United States, Sweden, Vietnam and India. Despite being dominated by countries in European and Asian, Australia, Ghana and South Africa are in the process of collaborating with countries around the world.



Figure 3. Collaborative Research among Countries

A number of co-authorship analyses were carried out in order to ascertain the patterns of scientific collaboration in the field of entrepreneurial education and readiness research among authors, institutions, and nations. Figure 4 presents the collaboration of authors in writing publications related to entrepreneurial education and readiness with at least one published document. Out of 216 writers in a cluster, only 12 make up the greatest set of associated authors because publications in this field are still **extremely rare.**

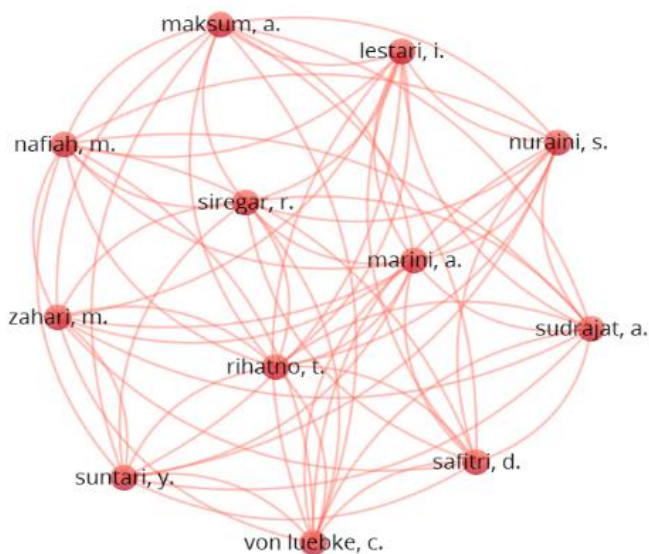


Figure 4. Collaborative Research among Authors

Research Focus and Research Novelty

The common topics of articles on entrepreneurial education and preparation in higher education were investigated through a co-occurrence analysis. The keywords in the word set, title, and abstract were all examined in this study. Keywords that occur in the word set at least three times are considered eligible keywords. As

seen in Figure 5, from 315 keywords after lowering the barrier to just 21 keywords.

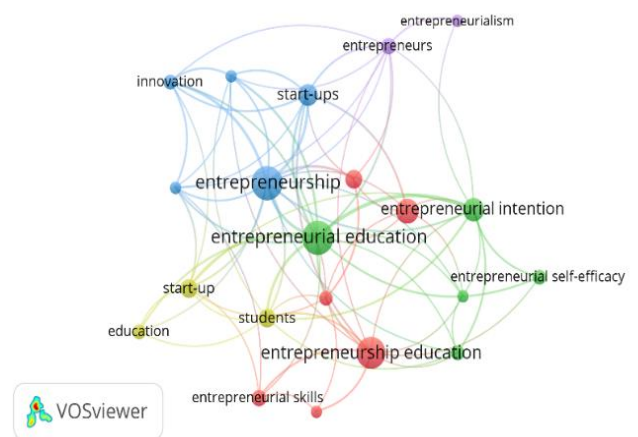


Figure 5. Topic Focus in Research

The clusters that are shown, which include multiple colors in Figure 5 above, demonstrate the research's main focus. The study groupings about entrepreneurial education and readiness are indicated by these colors. Red is the largest of the five groups, followed by green, blue, yellow, and purple. This means that a keyword's color can be used to identify its cluster and denote a recurring theme in the field.

Figure 5 illustrates the first cluster, which is made up of six items about internal topics of higher education institutions such as entrepreneurship education, entrepreneurial learning, higher education, learning and entrepreneur skills. The five components of Cluster 2 are related to entrepreneurial education, intention, readiness, and self-efficacy. Meanwhile, cluster 3 which includes the keywords design/methodology/approach, entrepreneurship, experiential learning, innovation and start-ups highlights the technical aspects of teaching

entrepreneurship and contains the keywords. Three things make up Cluster 4 are education, start-ups and students. Two components make up Cluster 5 are entrepreneurialism and entrepreneurs.

The first cluster demonstrates that the majority of publications are on teaching and learning about entrepreneurship in higher education. Through an experiential learning methods, entrepreneurship education plays an important role in forming students' entrepreneurial abilities, intentions, and skills. According to research by problem-based learning in entrepreneurship curricula can effectively prepare graduates for entrepreneurship. This shows that the method of instruction can enhance the abilities and know-how required of students to become successful entrepreneurs. Research Almahry et al. (2018) also states that entrepreneurship education is essential in equipping people with the skills they need to launch their own enterprises. This study demonstrates how effective learning techniques can assist people in overcoming the difficulties and roadblocks they encounter when operating a business.

According to the second cluster in the data set, the majority of the publications are about the impact of entrepreneurial learning, with an emphasis on entrepreneurial education, entrepreneurial intention and entrepreneurial readiness. Entrepreneurial intention is influenced by several factors including entrepreneurship education and self-efficacy. Research by Liu et al. (2019), indicates that student self-efficacy and entrepreneurship education have an impact on entrepreneurial intentions. Entrepreneurial readiness is influenced by one's intention as well. This is consistent with the finding of Rochani & Suharsono (2023) that entrepreneurial readiness is significantly influenced by entrepreneurial intention. Research by Rodriguez & Lieber (2020) indicates that both entrepreneurial experience in the family environment and entrepreneurship education at university have an impact on

entrepreneurial readiness. The findings indicate that entrepreneurship education has a substantial influence on the development of individuals' personalities and attitudes, subsequently affecting how prepared they are to start a business.

The third and fourth clusters emphasize the significance of experiential learning which includes hands-on experience and practical applications of entrepreneurial concepts in the teaching of entrepreneurship. According to a study by Lantu et al. (2022), internship programs at start-ups are beneficial for all key stakeholders, but especially for students. This study offers fresh perspectives on experiential learning in creating a start-up internship program to boost students' entrepreneurial competencies and values. The implications of this study emphasize the importance of hands-on experience, practical application, and collaboration between educational institutions and industry to prepare students for future careers in entrepreneurship.

The fifth cluster has two items: entrepreneurialism and entrepreneurs. Depending on their degree of entrepreneurial aptitude, each person approaches launching a new company differently (Thompson, 2004). According to Thompson, an entrepreneur must have six main entrepreneurial characteristics as known FACETS (Focus, Advantage, Creativity, Ego-inner and outer, Team and Social). These findings imply that those who wish to launch businesses should develop entrepreneurial tendencies to increase their chances of success. Someone with an entrepreneurial spirit can overcome the challenges and unknowns of entrepreneurship.

The implication of these findings is that individuals who aspire to become entrepreneurs must develop entrepreneurial characteristics to increase the chances of success in entrepreneurship. Someone who has an entrepreneurial character will be able to face the challenges and uncertainties of entrepreneurship.

Figure 6 illustrates the development of research themes on entrepreneurial education and readiness from 1997 to the present (2023). The first article on entrepreneurial education and readiness was published in 1997 under the title "Can Entrepreneurship Be Taught? A Danish Case Study" published in the Journal Industry and Higher Education written by Heebøll (1997) from the Department of Technical University of Denmark claims that well-designed entrepreneurship education and training will have a greater impact and increase the birth rate of new businesses. In the future, it is anticipated that the literature and research on entrepreneurial education and readiness will continue to develop models of collaboration between educational institutions and stakeholders to keep learning relevant.

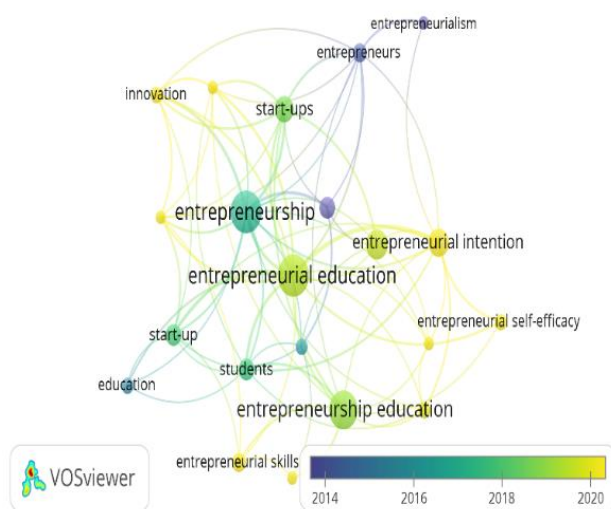


Figure 6. Evolution of Research Themes

Based on the findings of the study, the authors will provide some recommendations and recommendations for further research. Data visualization of the study illustrates that researchers to the theme of entrepreneurial education and readiness can contribute to designing strategies that focus on topics that are developing at the moment. The predictions and research trends about entrepreneurial education and readiness are experiential learning, entrepreneurial learning, innovation,

entrepreneurial readiness, entrepreneurial self-efficacy and entrepreneurial skill.

Conclusions

The study's objective is to map the development of preparedness and entrepreneurial education research from 1997 to 2023. The findings demonstrate that this is a relatively new area of research and that interest has grown over the past decade. After 2017, the progress changed to an exponential one, with the most prolific years being 2018–2023. Up to 44 different countries have contributed research to this topic. It is also discovered that the United Kingdom has contributed the highest number of worldwide publications. Despite the United Kingdom producing more papers, Sweden leads in terms of citations. Further, numerous reputable journals have played a role in advancing research in the domain of entrepreneurial education and readiness. The journal with the highest ranking is Industry and Higher Education Journal, which published a total of six articles.

The results also show that the author who has published the most in the area of entrepreneurial education and readiness research is (Sanz-Velasco, 2006). Furthermore, Universiti Kebangsaan Malaysia is also the most prolific institution in the area of entrepreneurial education and development. Findings on publication patterns, citations and author influence on the topics of entrepreneurial education and readiness offer a chance to evaluate the field's evolution and provide insight into the contributions of various actors in this field of study.

The current study also sheds light on how the field of entrepreneurial education and readiness has evolved and grown. For this purpose, the authors provide a network diagram that illustrates the co-occurrence of the keywords. The aforementioned network diagram effectively illustrates the various aspects such as entrepreneurship education, entrepreneurship, start-up, and entrepreneurs, which have finally

piqued the interest of scholars studying entrepreneurial education and readiness.

The study has also been able to pinpoint the thematic areas where research on entrepreneurial education and readiness has advanced recently by using graphic. Some of these theme areas are experiential learning, entrepreneurial learning, innovation, entrepreneurial readiness, entrepreneurial self-efficacy, and entrepreneurial skill. As such, the study presents valuable information on current and future research trends. It serves as a guide for researchers looking to conduct studies in this field.

The results also demonstrate how recent is the research on entrepreneurial preparation and education. It can be assumed that the topic is presently significant for researchers. To maintain the relevance of entrepreneurship education, a range of learning strategies, including problem-based learning and experiential learning via internships in start-up businesses in partnership with university stakeholders, are being employed. There appears to be a lot more to learn, thus academics who want to conduct research in this field have an exciting road ahead of them. Some potential can be investigated for future research, such as concentrating on more specific areas of entrepreneurial learning, such as experiential learning, innovation in learning, and entrepreneurial self-efficacy.

The study limitations are the data analyzed comes from the Scopus database, so there are still many other databases that can be used such as Web of Science and Google Scholar to produce a more varied bibliometric map. Also, this study only discusses how entrepreneurial education affects entrepreneurial readiness, so there are many other factors that can be further researched like personal traits.

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