



Teacher Entrepreneurship In Education: Systematic Literature Review

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Abstract

Teacher Entrepreneurial Behavior (TEB) has gained increasing attention in educational literature in recent decades, in line with growing demands for innovation, adaptability, and sustainability in education systems. However, research on TEB remains scattered, conceptually and methodologically diverse, and has not been systematically synthesized. This article aims to map and synthesize the development of research on TEB through a Systematic Literature Review (SLR) approach. The article search process was conducted in accordance with the PRISMA guidelines using the Scopus database, identifying 25 articles that met the criteria for further analysis. The analysis focused on annual publication trends, geographical distribution, journal classification, theoretical foundations, and methodological approaches used in previous studies. The results of the analysis show that research on TEB has increased in the last decade and is dominated by studies conducted in East Asia, particularly China and Hong Kong. Theoretically, Social Cognitive Theory (SCT) and Theory of Planned Behavior (TPB) are the most widely used foundations, while methodologically, quantitative survey-based approaches and Structural Equation Modeling (SEM) dominate. However, the findings also reveal limitations in terms of geographical generalization, the dominance of cross-sectional designs, and the lack of exploration of the context and long-term impact of TEB. This article contributes by providing a comprehensive mapping, identifying research gaps, and formulating future research directions to strengthen the development of entrepreneurial theory and practice in the teaching profession.

INTRODUCTION

Teacher Entrepreneurial Behavior (TEB) is gaining attention in global academic education literature as demands for innovation, adaptability, and sustainability in education systems increase (Bearman et al., 2024). Teachers are no longer seen merely as implementers of the curriculum, but as agents of change who can recognize opportunities, take initiative, and manage resources to improve the quality of learning (Joensuu-Salo et al., 2021; Peltonen, 2015). In the 21st century, TEB is relevant because it contributes to the development of students' creativity, critical thinking, and entrepreneurial competencies in schools (Saygin et al., 2024). Additionally, rapid developments, particularly the digital transformation and global socioeconomic pressures, require teachers to adopt more innovative practices and be responsive to changes in the educational environment (Ho et al., 2021). Given the urgency of TEB, the topic of TEB needs to be discussed systematically to understand its role in improving the quality and relevance of education.

Research on TEB has developed substantially and is widely documented in empirical studies across diverse educational and geographical contexts. Early research on TEB emphasized the importance of collaborative learning and the development of teachers' entrepreneurial competencies, particularly in the context of teacher education in Northern Europe (Peltonen, 2015). Subsequent research expanded to focus on psychological factors, such as self-efficacy, which has been shown to play a significant role in fostering entrepreneurial behavior among teachers in primary and secondary schools (Amorim Neto et al., 2018). Furthermore, in the context of higher education, it shows that educators' entrepreneurial

orientation is positively associated with teaching and learning effectiveness (Joensuu-Salo et al., 2021). Furthermore, in the Asian context, Ho et al. (2021) conducted research on TEB and developed a conceptualization that emphasizes recognizing opportunities and fostering innovation in a competitive education system. The development of this topic indicates that TEB has been studied across contexts, albeit with varying focuses and approaches.

The growing body of literature on TEB indicates that several gaps and weaknesses remain inadequately addressed. First, research on TEB remains fragmented, with studies divided into small conceptual units and differing in definitions, indicators, and components (Ho et al., 2021; Joensuu-Salo et al., 2021). Second, most empirical studies and reviews still focus primarily on specific geographical contexts, such as the United States, Finland, or China, thereby limiting the generalization of findings to educational contexts in other regions (Liu et al., 2024; Martin et al., 2018; Peltonen, 2015). Third, the methods used tend to be cross-sectional, thereby failing to capture the long-term dynamics of TEB, especially amid policy changes and digital transformation (Huang et al., 2024; Liu et al., 2024). Furthermore, contemporary issues relevant to today, such as artificial intelligence, digital literacy, sustainability, and inclusivity, have not yet been systematically integrated into previous literature syntheses, even though they have emerged in empirical research (Ho & Bryant, 2025; Huang et al., 2024).

In response to this research gap, this study aims to compile a Systematic Literature Review that synthesizes and provides an in-depth mapping of research developments on TEB. The first objective is to trace the dynamics of research development by analyzing the geographical distribution, annual publication trends, journal characteristics and classifications, theoretical foundations, and methodological approaches referenced in previous studies. The second objective is to provide an understanding of the research gap through a critical review of the limitations in theoretical, contextual, and methodological aspects that have not received much attention in the literature on TEB, so that a more reflective understanding of the direction and potential for research development in the field of TEB can be obtained. The third objective is to provide recommendations for future research and practice that are in line with contemporary educational challenges, especially those related to digital transformation, demands for inclusivity, and strengthening entrepreneurial competencies for teachers. With a systematic approach, this SLR article not only provides an overview of the existing literature but also synthesizes scattered findings to build a more comprehensive and integrated understanding. Specifically, the novelty of this article lies in the fact that, to date, no SLR article has explicitly examined Teacher Entrepreneurial Behavior, making this research the first systematic effort to summarize, integrate, and guide research developments in the field of TEB.

METHODS

This study applies a Systematic Literature Review (SLR) approach, following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Moher et al., 2009). The use of PRISMA aims to ensure transparency, repeatability, and methodological consistency in literature search, selection, and synthesis. We chose Scopus as the main data source because of its guaranteed indexing quality and stricter article selection compared to Google Scholar, which often contains duplicate or low-quality articles (Hariningsih et al., 2025; Lasda Bergman, 2012; Rocha et al., 2019). Data searches were conducted using a combination of specific keywords, namely "teacher entrepreneurial behaviors," "teachers entrepreneurial behavior," "teacher entrepreneurial behavior," "teacher entrepreneur," "teacherpreneur," "teacher entrepreneurial," and "teacher intrapreneurial," to find studies most relevant to the topic of teacher entrepreneurship

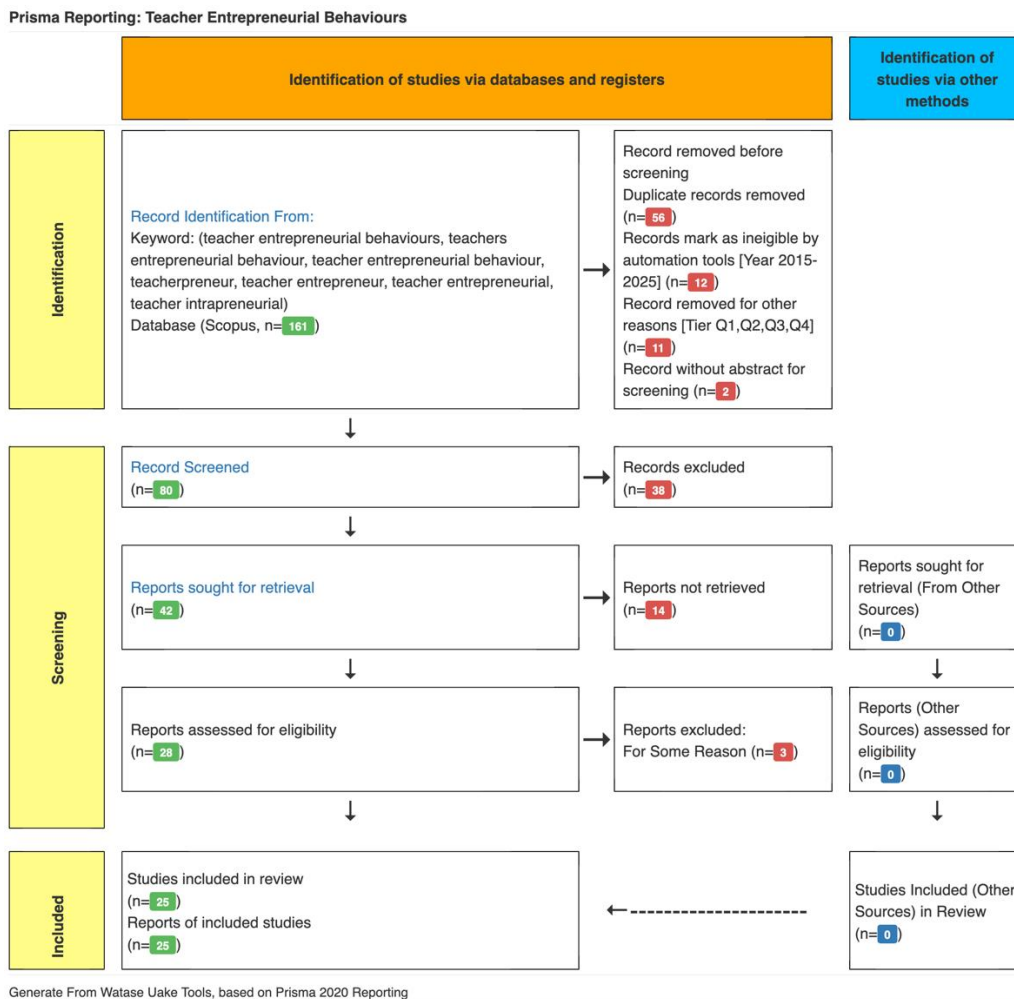


Figure 1. PRISMA flow

The detailed article selection process is shown in Figure 1. An initial search in Scopus yielded 161 articles. During the identification stage, we removed 56 duplicate articles, 12 articles published outside the 2015–2025 period, 11 articles that did not meet journal quality standards (Q1-Q4), and 2 articles without abstracts. From the remaining 80 articles, we screened the titles and abstracts and removed 38 that were not relevant to the topic. Next, we attempted to download the full texts of 42 articles, but 14 were inaccessible. After reviewing the full texts of the remaining 28 articles, we excluded 3 additional articles because they did not meet the eligibility criteria. Finally, 25 articles were selected for analysis in this study.

The inclusion stage produced 25 articles that met all criteria and were included in the final analysis. These articles represent the most relevant and credible studies related to TEB. The integration of the PRISMA procedure and thematic analysis ensures that the SLR process is not only systematic and transparent but also consistent with international methodological standards and produces robust findings to support research development in the field of TEB

RESULTS AND DISCUSSION

A. Result

Country Classification

Geographical distribution analysis shows that literature on TEB is highly concentrated in East Asia, which collectively dominates the global research map. Based on Figure 2, China ranks first with eight studies, the majority of which highlight the integration of entrepreneurship in higher education as a response to digital economic transformation and institutional innovation (Gao et al., 2024; Huang et al., 2024; Jinke et al., 2024, 2025; Liao et al., 2022; D. Liu et al., 2024; Y. Liu et al., 2024; Sun et al., 2020). This position is followed significantly by Hong Kong with seven studies (Ho et al., 2021, 2022; Ho &

Bryant, 2025; Ho & Chen, 2025; Ho & Lu, 2024; Ho & Man, 2022). The high research productivity in Hong Kong is strongly influenced by a competitive, market-oriented education policy ecosystem, in which school leadership plays a crucial role in facilitating TEB (Ho et al., 2021). The dominance of these two regions indicates that current research on TEB is strongly driven by the education reform agenda in Asia, which requires teachers to adapt as innovators amid the pressures of modernization.

Country Classification

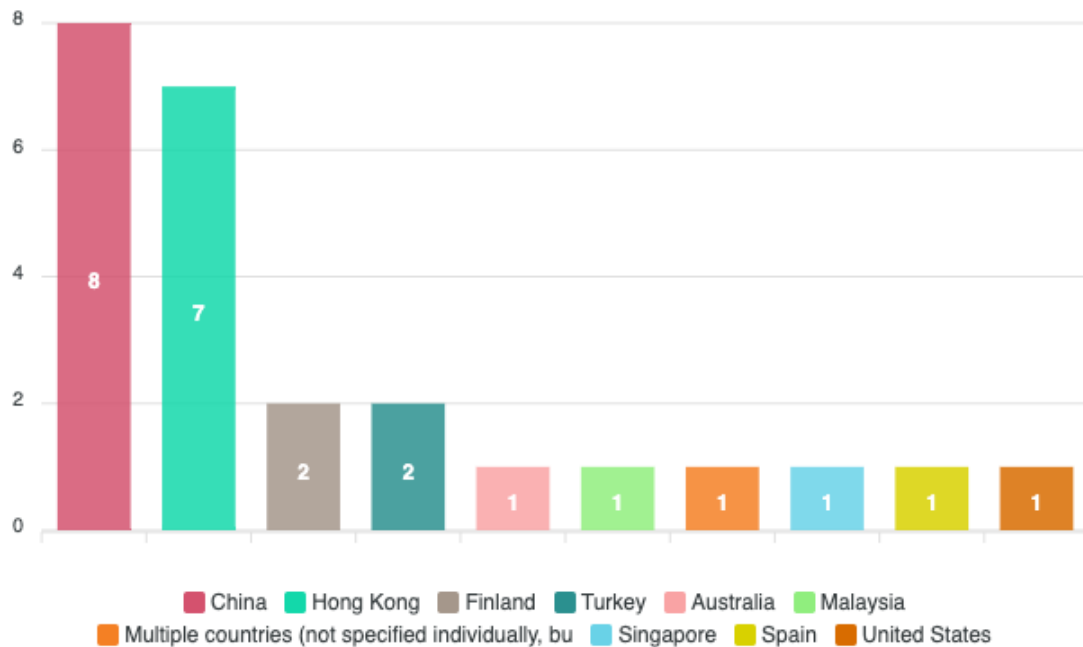


Figure 2. Country Classification

Outside East Asia, the distribution of research shows a more scattered pattern, but with clear differences between developed and developing countries. Finland and Turkey each contributed two studies, while other countries, such as Singapore, Australia, Spain, the United States, and Malaysia, contributed one study each. Research in developed countries, such as Finland (Joensuu-Salo et al., 2021; Peltonen, 2015) and the United States (Amorim Neto et al., 2018), tends to focus on the stability of the system and cultural factors that support TEB. Conversely, studies in developing countries such as Malaysia and Turkey have explored implementation challenges and structural barriers in the curriculum (Mahmud et al., 2022; Saygın et al., 2024).

Year Article Classification

Analysis of publication trends shows rapid growth in research on TEB over the past decade. In the early stages, publications were still very limited, with only a single article from Finland by Peltonen (2015) focusing on entrepreneurial pedagogy training for teachers. Significant developments were seen after 2020, especially in East Asia. Research by Ho et al. (2021) and Ho and Man (2022) in Hong Kong has prompted greater scientific attention to innovative teacher practices in the context of education policies that emphasize creativity and sustainability. This upward trend peaked in 2024, with 9 publications from countries such as China, Hong Kong, Singapore, and Turkey, and demonstrated a diversity of research scope, ranging from primary to higher education. Figure 3 in the annual publications illustrates a stable, progressive growth pattern, with a sharp increase in 2024, indicating the growing urgency of research on entrepreneurship in the teaching profession.

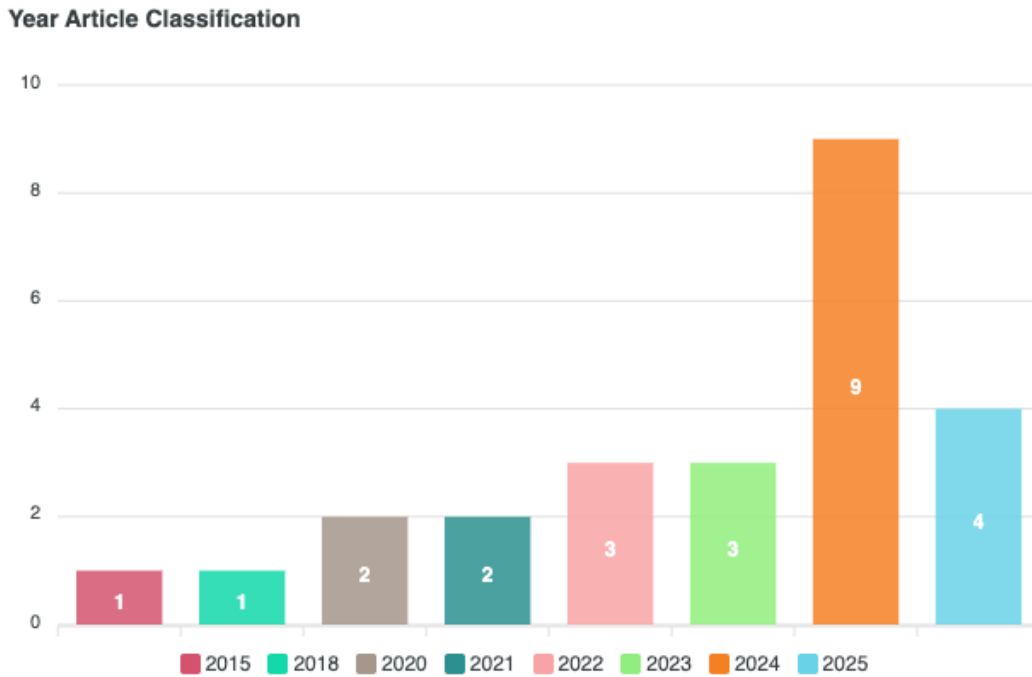


Figure 3. Year Article Classification

From a methodological and research context perspective, the focus on developing countries in Asia is increasingly dominant in the latest literature. In Hong Kong, a qualitative approach through multi-site case studies and document analysis was used to describe how teachers apply entrepreneurial behavior in complex learning situations (Ho et al., 2021; Ho & Man, 2022), which was then developed into a survey-based quantitative study by Ho et al. (2024). Meanwhile, research in China by Gao et al. (2024) and Liu et al. (2024) explored higher education, emphasizing the contribution of educators' experience and cognitive capacity to the success of entrepreneurial learning. In a different context, Polat et al. (2025) in Turkey examined the entrepreneurial behavior of prospective teachers in relation to the demands of 21st-century competencies. Overall, this trend confirms the increasing scientific interest across countries and indicates that studies on TEB are increasingly strategic in supporting educational transformation in the era of global innovation.

Journal Classification

An analysis of the publication landscape shows that literature on TEB has gained strong academic legitimacy, as evidenced by the dominance of publications in reputable journals that apply strict selection criteria. Based on journal classification mapping, *Frontiers in Psychology* recorded the highest number of publications with three articles, followed by leading education and management journals such as *The International Journal of Management Education*, *Teaching and Teacher Education*, *Frontiers in Education*, and *Journal of Professional Capital and Community*, each of which published two articles. The high number of publications in these journals reflects the intensity of research from the Asian region, particularly Hong Kong and China, highlighting teachers' adaptation to the pressures of neoliberal policies and the digitalization of education (Ho et al., 2021; Huang et al., 2024). This phenomenon confirms that TEB has become an important topic widely discussed by researchers worldwide and studied across various educational contexts, from Finland to Australia.

Table 1. Journal Classification

No	Journal	Total Articles
1.	<i>Frontiers in Psychology</i>	3
2.	<i>The International Journal of Management Education</i>	2
3.	<i>Teaching and Teacher Education</i>	2
4.	<i>Frontiers in Education</i>	2
5.	<i>Journal of Professional Capital and Community</i>	2
6.	<i>Journal of Educational Administration</i>	1

No	Journal	Total Articles
7.	The Australian Educational Researcher	1
8.	Sustainability	1
9.	Research in Science Education	1
10.	Leadership and Policy in Schools	1
11.	Journal of Intelligent & Fuzzy Systems	1
12.	Journal of Educational Change	1
13.	Asia Pacific Journal of Education	1
14.	Industry and Higher Education	1
15.	Heliyon	1
16.	European Journal of Investigation in Health, Psychology and Education	1
17.	Education Sciences	1
18.	Education + Training	1
19.	Current Psychology	1

Theory Classification

Analysis of the theoretical classifications in research on TEB shows that *Social Cognitive Theory* (Bandura, 1986) is the most dominant theoretical framework, used in four studies (Amorim Neto et al., 2018; Gao et al., 2024; Huang et al., 2024; Saygin et al., 2024). This dominance is evident in Table 2, which shows that this theory is the primary reference for explaining how interactions among cognitive, behavioral, and environmental conditions influence teachers' entrepreneurial actions. Additionally, the Theory of Planned Behavior (Ajzen, 1991) appears in two studies (Liao et al., 2022; Polat et al., 2025), underscoring the importance of psychological mechanisms that shape teachers' intentions to engage in entrepreneurial behavior. Table 2 also presents a number of other theories, such as Open Social Systems Theory, Adizes' Organizational Lifecycles Model, Experiential Learning Theory, and Expectancy-Value Theory, each of which was used in only one or two articles, but represents a variety of approaches that enrich the understanding of TEB.

Table 2. Theory Classification

No	Theory	Total Article	Authors
1	Social Cognitive Theory	3	(Amorim Neto et al., 2018; Gao et al., 2024; Saygin et al., 2024)
2	Open Social Systems Theory	2	(Jinke et al., 2024, 2025)
3	Theory of Planned Behavior	2	(Liao et al., 2022; Polat et al., 2025)
4	Adizes' Organizational Lifecycles Model	1	(Ho et al., 2024)
5	Discovery Theory	1	(Ho & Man, 2022)
6	Emotional Contagion Theory	1	(Ho & Chen, 2025))
7	Entrepreneurial Orientation (EO) theory (Bolton and Lane, 2012), Gibb's (2005, 2011) framework of entrepreneurial teaching and learning	1	(Joensuu-Salo et al., 2021)
8	Expectancy-Value Theory (FIT-Choice framework)	1	(Bates et al., 2024)
9	Experiential Learning Theory (Kolb, 2014); Competency Theory (McClelland, 1973)	1	(Y. Liu et al., 2024)
10	Interpretative Phenomenological Analysis (IPA) rooted in phenomenology, hermeneutics, and symbolic interactionism.	1	(Peltonen, 2015)
11	Reciprocal Determinism Theory	1	(Huang et al., 2024)
12	Rough Set Theory	1	(Sun et al., 2020)
13	Structuration Theory (Sewell, 1992)	1	(Tan & Teo, 2025)
14	Walker's Connective Pathways (Cultural, Structural, Relational Connectors)	1	(Ho et al., 2022)

On the other hand, Table 2 also shows the diversity of theories with low frequency of use but still have different conceptual contributions, such as Emotional Contagion Theory (Ho & Chen, 2025), Entrepreneurial Orientation Theory (Joensuu-Salo et al., 2021), Interpretative Phenomenological Analysis (Peltonen, 2015), Reciprocal Determinism Theory (Huang et al., 2024), Structuration Theory (Tan & Teo, 2025), and Walker's Connective Pathways (Ho et al., 2022). This variation shows that although research in the field of teacher entrepreneurial behavior tends to use psychological theories as the mainstream, there is still a tendency to explore other alternative frameworks that highlight organizational dynamics, learning experiences, and socio-cultural relationships. Overall, the picture in the table reinforces the study's theoretical framework as heterogeneous, with the core movement remaining focused on understanding how individual and environmental factors shape teachers' entrepreneurial capacity and actions.

Research Design Classification

Analysis of the research designs shows that quantitative approaches are the most dominant in studies on TEB. Of the 25 articles analyzed, 17 used quantitative designs, as shown in Figure 4, with the largest proportion. Survey methods and Structural Equation Modeling (SEM) were widely used to empirically test relationships among variables, as in studies by Gao et al. (2024) and Liu et al. (2024) in China, and by Joensuu-Salo et al. (2021) in Finland. On the other hand, qualitative approaches are applied in research that emphasizes understanding the context and experiences of teachers, as demonstrated by studies by Peltonen (2015) in Finland and Ho et al. (2021) in Hong Kong, which use case studies and thematic analysis to explore the dynamics of entrepreneurial behavior in actual school practices. Mixed approaches have also begun to emerge, as in Bates et al. (2024) in Australia, which combine qualitative and quantitative data to provide a more comprehensive understanding.

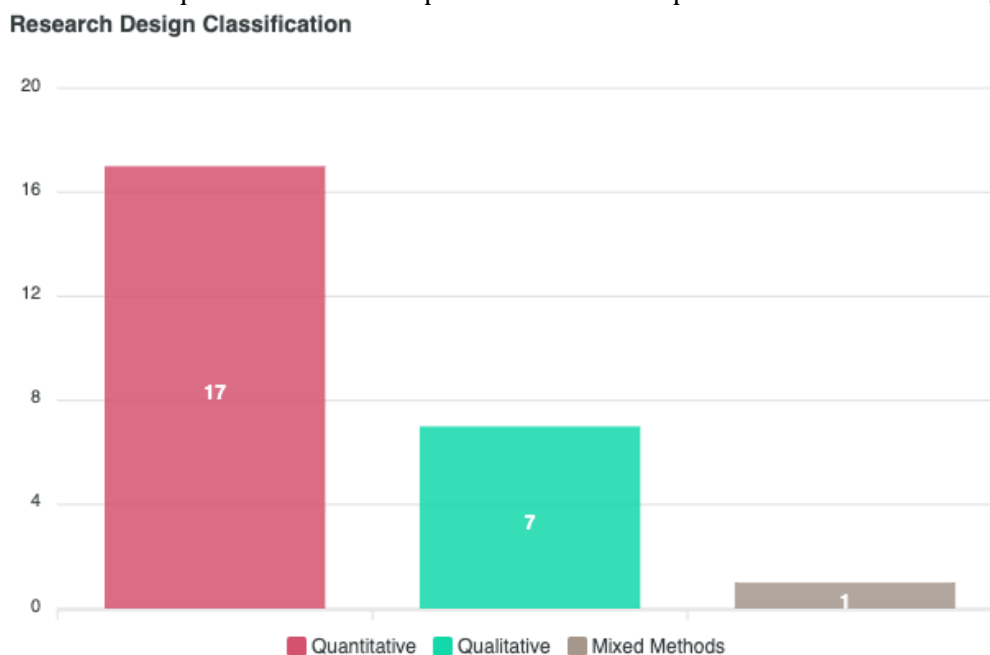


Figure 4. Research Design Classification

The distribution of research designs across countries shows that quantitative approaches are more widely used in Asia, especially in China and Hong Kong, which are now centers of research on TEB (Gao et al., 2024; Ho et al., 2021). Qualitative approaches are more prevalent in studies focusing on policy and school culture changes, while mixed methods offer an alternative to address the limitations of single-method approaches. These findings indicate that although quantitative methods dominate in producing generalizable empirical evidence, qualitative research remains important for understanding the contextual factors that shape teachers' entrepreneurial behavior across education systems.

B. Discussion

The findings from this SLR article indicate that research on TEB is developing, but its distribution remains geographically focused on East Asia, particularly China and Hong Kong. The trend of TEB research in this region is closely related to the education reform agenda, neoliberal policy pressures, and demands for innovation and global competitiveness, which can encourage teachers and lecturers to become agents of change in schools and universities (Gao et al., 2024; Ho et al., 2021, 2022). Another difference is reflected in the choice of methodological approach, where research in China tends to use a quantitative SEM-based approach to produce empirical generalizations (Gao et al., 2024; Y. Liu et al., 2024), while some studies conducted in Hong Kong utilize case studies and qualitative approaches to capture the dynamics of teachers' innovative practices in depth (Ho et al., 2021, 2022). These findings suggest that TEB development is not universal but is still influenced by the policy context, school culture, and education system structure in each country. Thus, these findings emphasize the importance of reading TEB as a contextual construct that cannot be separated from the institutional environment in which teachers teach.

From a theoretical perspective, research on TEB is dominated by the use of Social Cognitive Theory (SCT) and Theory of Planned Behavior (TPB), which view TEB as the result of interactions between cognitive aspects, environmental influences, and behavioral intentions (Ajzen, 1991; Bandura, 1986). The dominance of these two theories indicates that research on TEB seeks to understand various contexts, not only what teachers do, but also why and under what conditions TEB can develop. Previous empirical studies show that self-efficacy, perceptions of institutional support, and the school innovation climate play a crucial role in shaping TEB (Gao et al., 2024; Jinke et al., 2024). In terms of methodological and substantive aspects, the findings in this article show that research on TEB is still dominated by quantitative approaches, while qualitative and mixed-methods approaches remain relatively limited. Although quantitative approaches are effective for mapping relationships and influences among variables, qualitative approaches also make an important contribution by revealing teachers' contextual, adaptive entrepreneurial practices that are often not accessible to existing survey instruments (Ho et al., 2022; Peltonen, 2015). Furthermore, the findings of this article indicate that most research on TEB still focuses on the development of teacher competencies and entrepreneurial leadership (Jinke et al., 2024; Polat et al., 2025), while the long-term impact of TEB on student learning outcomes and the sustainability of educational innovation has yet to be explored in greater depth.

The results of this SLR article reveal several limitations of the research that need to be considered. First, the geographical distribution of research on TEB is still heavily dominated by East Asia, particularly China and Hong Kong, making it difficult to generalize the findings to other cultural contexts and education systems without bias. Second, research on TEB is still dominated by quantitative approaches based on surveys and SEM, which may limit a deep understanding of the contextual dynamics and social processes that shape TEB. Third, most research on TEB is cross-sectional, so long-term causal relationships regarding TEB cannot yet be conclusively established. These limitations indicate that there is room for methodological and conceptual development in future TEB research.

Based on the findings and limitations identified above, future research on TEB needs to be developed in a more extensive, in-depth, and integrative manner. Further research is recommended to expand the geographical scope or to conduct cross-national research, so that it is not focused solely on East Asia and thereby captures the diversity of cultures, education policies, and school systems globally. In addition, the dominance of research using a quantitative, Structural Equation Modeling (SEM)-based approach indicates the need for integration with a mixed-methods approach and longitudinal designs to gain a more comprehensive understanding of TEB dynamics and changes in teacher behavior over time. Future research should develop and test a more comprehensive theoretical framework by combining dominant theories, such as Social Cognitive Theory and the Theory of Planned Behavior, to describe TEB. In addition, contemporary issues that are relevant today, such as digital transformation, artificial intelligence literacy, and educational inclusivity, have been little explored in TEB studies. Although recent empirical research shows their relevance in shaping teachers' entrepreneurial practices in the digital age, they still need further development. Finally, future research is expected to examine in greater depth the long-term impact of TEB on student learning outcomes, the sustainability of educational innovation, and the transformation of the education system at large, so as to not only

enrich theoretical development but also provide a strong empirical basis for the formulation of entrepreneurship-based educational policies and practices.

CONCLUSIONS

This SLR article concludes that TEB is a strategic construct that is increasingly important in responding to the demands of educational transformation in the 21st century. TEB is no longer viewed and understood as an individual characteristic of teachers, but rather as a professional behavior shaped by interactions among cognitive factors, institutional support, entrepreneurial leadership, and the context of educational policy. The panel's findings indicate that TEB contributes to learning innovation, the strengthening of teachers' professional competencies, and the creation of an adaptive school climate in the face of global and digital changes. Research on TEB is still dominated by East Asia, particularly China and Hong Kong, which illustrate the strong systemic pressure and educational reform agenda in these countries and show that the development of TEB is greatly influenced by surrounding cultural and policy contexts.

From a methodological and theoretical perspective, research on TEB is dominated by quantitative approaches based on cross-sectional surveys and SEM, with SCT and TPB as the main theoretical foundations. Although this approach is effective for testing the relationship or influence between variables, it has limitations for explaining the social processes and contextual dynamics that shape changes in teacher behavior over time. Therefore, future research needs to adopt longitudinal designs and mixed-methods approaches, and to develop theoretical frameworks that combine psychological, organizational, and educational policy perspectives. These efforts are important for broadening the generalizability of findings, enriching theory development, and strengthening TEB's contribution as an empirical basis for innovative and sustainable educational policies and practices.

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