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A Bibliometric Analysis: Higher Educational Institutions Role in Social Entrepreneurship

Kiran Kumari¹

¹ Mody University of Science and Technology

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Abstract

The purpose of this paper is to explore awareness of social entrepreneurship and to determine what is needed to create more graduate social entrepreneurs. Many colleges have begun to offer social entrepreneurship courses in order to increase the employability of recent graduates while providing students with entrepreneurial skills that are necessary when they enter the workforce. Social entrepreneurship in higher education can enable students build more networks with many social entrepreneurs as the university provides them platform for developing their skills and networks.

Index terms— social entrepreneurship, higher educational institutions

1 Introduction

Higher education is going through a great deal of change worldwide. The world pandemic because of Covid-19 has highlighted the importance of active engagement by its citizens and social innovation by all public, private, and governmental actors. The catalyst for social change and innovation is to ensure and sustain an economy that benefits everyone in society. One response to these challenges is the development of the entrepreneurial university model, which adds a strong third mission to Higher Education Institutions (HEI's) (Stolze, 2021).

Social innovation has been receiving growing attention from policy makers, international institutions, non-governmental organizations, researchers and the business sector around the world. Despite a growing belief that social innovation represents one of the key solutions to solving current societal problems, the field of social innovation research in higher education institutions (HEIs) provides disparate discussions of this phenomenon. This situation severely impedes the advancement of social innovation practice and research in its policy area. Communities are expecting the HEIs to actively engage with them and take responsibility by transferring their competence to the direct local context to stimulate social innovation and sustainable development. One of the greatest challenges faced by higher education institutions is the effective management of their efforts to solving societal problems, such as the sustainable development goals (SDGs), in an increasingly complex and competitive global environment. This environment evolved dynamically to include numerous aspects that HEIs should carefully consider (Whittle & Rampton, 2020):

1. Cooperation with actors from surrounding ecosystem for the transfer of knowledge and talents.
2. Cooperation on innovative pedagogies that empower academics and students as social innovators and change makers.
3. Uptake of digitalization, empowering the further transition to knowledge-and digitally driven universities; and
4. Development of digital and entrepreneurial skills among academics, researchers and students.

2 Need for New Roles for Higher Education Institutions:

The 2020 global pandemic began a period of enormous change and created unparalleled societal challenges. Many HEI's had to embrace digital technology in order to meet its obligations to students. Teaching remotely becomes the norm for HEI's. It transformed the whole concept of education and placed enormous emphasis on community wellbeing and engagement. Sustainability has made inroads into HEIs, with only few universities

43 implementing it holistically (Menon & Suresh, 2020). Initiatives adopted by institutions have been successful in
44 incorporating sustainability in education, research, campus operations and outreach programs (Menon & Suresh,
45 2020) Experiences of community partners with higher education qualifications highlight the importance of the
46 third level education providers in promoting social justice, recognizing that community challenges are not confined
47 to a lack of H material resources, but a dearth of knowledge about the local resource (Machimana et al., 020).
48 Universities can partner with communities to address critical twenty-first century challenges and LaDuca et al.
49 (2020) reflected on an innovative initiatives mat provided for trans disciplinary community engagement in pursuit
50 of social justice.

51 Core Arguments, Themes, and Issues Addressed: In an increasingly complex and rapidly changing world,
52 discussions about how best to educate and prepare graduates for the new challenges of the twenty-first century
53 abound. Knowledge Alliances between HEIs and businesses which aim to foster innovation, entrepreneurship,
54 creativity, employability, knowledge exchange and/or multi-disciplinary teaching, learning and research are
55 therefore becoming increasingly necessary and relevant. The changing nature of contemporary society highlights
56 that social issues are often highly complex and multi-faceted. As we enter an era where cooperative and creative
57 skills, competencies and attitudes are recognized as significant in responding to societal challenges, developing
58 graduates capable of operating effectively in multi-disciplinary and inter-disciplinary environments is critical. The
59 challenge of equipping students with relevant skills and knowledge in the future employment markets can only be
60 achieved by working globally and collaboratively and learning from the wide variety of partners and their networks
61 about the various ways to prepare graduates across disciplines. Higher education includes a set of systematized
62 knowledge and practical skills, which allow solving theoretical and practical problems on a professional profile,
63 using and creatively developing modern achievements of science, technology and culture. Consequently, higher
64 education aims to ensure that their graduates, by realizing their acquired knowledge in the process of working
65 life, benefit society and the State as a whole, ensuring its constant development.

66 To draw possible solutions to the complex challenges mentioned above, the core themes discussed below include:

67 1. Introduction of the spheres of influence for enhancing social innovation in higher education and the
68 varied facets of social innovation in HEIs. 2. Contribution of the higher education institutions in fostering
69 the development of the social innovation ecosystem. 3. Uptake of digitalization in higher education institutions
70 as a driver of social oriented innovations. 4. Development of a social innovation competence framework meant
71 to educate entrepreneurs to go internationally. 5. Discussion of higher education practices for social innovation
72 and sustainable development.

73 6. Introduction of a higher education social enterprise program that advances understanding of social
74 entrepreneurship and social enterprise development in higher education. 7. Discussion of the dimensions of
75 societal impact of research produced by HEIs and introduction of a framework for managing research with societal
76 impact in HEIs. 8. Discussion of the role of HEIs in creating socially responsible innovations. 9. Analysis of how
77 responsible research and innovation activities are understood by regional stakeholders, particularly regarding how
78 the roles of different actors are constituted, and how different actors facilitate social innovation. 10. Introduction
79 of a co-creation platform developed on a quadruple helix framework for solving week social challenges. 11.
80 Analysis of social innovations emerging from academic nursing-community partnerships. 12. Discussion of social
81 innovation in HEIs from a Disability Studies perspective. 13. Analysis of the possibilities of using financial
82 instruments such as social impact bonds for additional funding of higher education institutions.

83 **3 Questions Raised and Solutions provided by following re-** 84 **search questions emerge:**

85 1. How to develop students to become the next generation of 'innovators' prepared to create, collaborate and
86 navigate the world's complexities (Der Zwaan, 2017)? 2. How can HEIs equip their students (and other learners)
87 with the knowledge and skills necessary to engage with and respond to twenty-first century challenges and
88 opportunities? 3. How can various stakeholders (academia, private and public sector institutions and end-users)
89 be more actively engaged in developing changes in education to support multi-disciplinary education? 4. How to
90 boost the HEIs' ability to translate research results into the economy and civil society? 5. How to foster digitally
91 facilitated social innovation collaboration?

92 The overall research questions that incorporate the above are two-fold: What is the HEIs' role in creating
93 social change, transformation and impact? And how to strengthen the HEIs' social innovation efforts in order to
94 be sustainable?

95 **4 Answers provided below include:**

96 1. Identifying conditions for innovation in academic settings to produce socially relevant outcomes.

97 **5 Insights about how HEIs promote social innovation**

98 and suggests how the present system can be improved.

99 3. Understanding the capacity of the HEIs in fostering community-based learning that leads to social
100 change and inclusion. 4. Exploring digital challenges in HEIs and social innovation opportunities from digital

101 transformation in HEIs. 5. Highlighting the key role that the HEIs play in production of research with societal
102 impact. 6. Discussing higher education practices for social innovation and development, stressing the importance
103 of a multidisciplinary approach. 7. Presenting innovative pedagogies that empower students as social innovators
104 and change makers. 8. Debating the potential of social innovation in higher education from a user-led, inclusive
105 and participatory perspective related to disability studies. 9. Examining the co-creation platform concept aimed
106 at improving the wellbeing of those in the most vulnerable positions through co-creating societal innovations,
107 services, and capacity building. 10. Outlining the crossing points of the quadruple-helix model and the priority
108 guidelines for the development of scientific research and innovations with societal impact. 11. Exploring the
109 peculiarities of social impact bonds and the possibilities of their application in higher education for additional
110 funding of HEIs.

111 Many authors have performed bibliometric analysis to determine the trends in the Role of Higher Educational
112 Institutions for building Social Entrepreneur. The study checked the most research producing journal in the field
113 of Social Entrepreneurship, highly cited articles, most research producing countries, famous authors, and research
114 area. Campos et al. (2018) argued that organization distinguishes staff with behavior and social skills among all
115 Social Entrepreneurship is consider as most important, thus bibliometric technique used to find research trend
116 of Social Entrepreneurship in the field of management and leadership by obtaining data from Web of Science
117 In the light of previous studies conducted on Social Entrepreneurship, there is a chance to track and identify
118 the current development in the field of Social Entrepreneurship, using highly relevant keywords from the most
119 reliable worldwide abstracting and indexing database that is Dimensions. Current study took the opportunity
120 to fill the missing gap and present analysis by visualization of statistics.

121 The main objective of the study was to amalgamate the state-of-the-art research on Social Entrepreneurship;
122 current study collected published articles data from the software Dimensions during the year 2013-2022. The
123 study result explains under such perspective: yearly growth of publishing articles on Social Entrepreneurship,
124 most influential countries, articles, authors, institutions & research journals patterns. The current aim of the study
125 is to identify and evaluate Social Entrepreneurship publishing patterns and trends from the Year 2013-2022 by
126 considering the most productive authors, countries, organizations, key journals patterns.

127 The following research questions have been considered to answer the research objective:

128 **6 Methodology**

129 Bibliometric Analysis is a statistical investigation tool, deal with a quantitative approach (Makar & Trost, 2018)
130 (Wallace & Van Fleet, 2012) which access the trend of literally working on a particular field and conclude the
131 research outcomes (Blakeman, 2018). The bibliometric method has been adopted and widely used by different
132 fields of knowledge, mostly used by the medical science field (Hart & Perlis, 2021). WOS is one of the biggest
133 world-renowned databases, famous for providing abstracting and indexing services; universities around the world
134 acknowledge their researchers to publish in WOS indexed journals (Diem & Wolter, 2013). Data retrieved from
135 software Dimensions, employed title search "Higher Educational Institutions" AND "Social Entrepreneurship"
136 and it generates 2181 academic records. The data was retrieved and download on July 02, 2022, refine by
137 document type which consists of (i) article, (ii) proceeding paper, (iii) review, (iv) book chapter The bibliometric
138 research study presents network analysis, publishing trend, most productive author, journals, and countries ??Su
139 et

140 **7 a) Data Source and Search Strategy**

141 The data from software Dimensions was retrieved on July 02, 2022, as a result of a search query; the database
142 provides 2181 bibliographic records. A four-phase search and selection criteria were framed in Figure 1 (Khan et
143 al., 2020).

144 **8 Data Analysis**

145 This session provides a comprehensive analysis of the bibliometric study. After sort-out, each record and screening
146 of each bibliometric record by reading title and abstract, 186 unique records verified used for current studies.
147 The top research producing countries in the field of Social Entrepreneurship enlisted in table 1. United States
148 of America (USA) is the only country that has over 24 publications. The USA is the most research producing
149 county with 157 publications and 254 citations followed by Russia contributed 19 with 39 citations. India stands
150 at the sixth level of the list with only 10 publications with 77 citations.

151 **9 a) Total Publication Growth trend**

152 **10 f) Most productive authors and their affiliation**

153 The list of most productive authors in Social Entrepreneurship is compiled in Table 4. The author Farashah
154 (2013) affiliated with Umeå University, Sweden emerged as a top author with 83 total citations.

11 IV. Conclusions and Recommendations

155

156 Higher education providers are expected to encourage the members of their wider scientific and academic
 157 community to promote conversations amongst communities, governments, and businesses, at local, regional,
 158 national, or international level, leading to various opportunities for active community engagement, educational
 159 change, and social innovation. These areas, where social innovations can take place in higher education and
 160 priorities should be as follows:

161 Governance and Networking: For social innovation to happen there is a need for new, overarching, and
 162 connected governance structures, with distinctive, intercorrelated roles and responsibilities. Also, HEI's need to
 163 ensure that social and community engagement is endorsed and there is a social integration strategy in place.

164 Teaching and Learning: Engagement as a key element of institutional teaching and learning strategies needs
 165 to be embedded. HEI's need to ensure that all educational programmes leading to an award embed the concept
 166 of social community. This will assist in strengthening the Social and Community Engagement: HEI's should
 167 take responsibility to devise new methods to engage with communities to meet societal needs and demands.
 168 It is essential that the higher education institute bridges the gap with the local community and enriches
 169 development through education, focused research, volunteering, and activities specific to their region. Higher
 170 education students should be given opportunities for national and international engagement so that the learning
 171 environment is aligned with enterprise and the wider community. This would also assist in meeting social and
 172 economic objectives.

173 Cooperation and collaboration: HEI's should bring together capabilities of its staff and students to work
 174 collaboratively with local communities, businesses, industry leaders, to achieve sustainable outcomes for their
 175 mutual benefit. They need to support social, cultural, and economic development as identified by Conrad (2015).

176 Funding: Funding streams will vary across Europe. Inherent in any funding mechanism is the investment
 177 that provides and sustains equal access and also embraces diversity. Sustainable funding for teaching, leaning,
 178 research, and community engagement with different opportunities can lead to promote interdisciplinary research
 179 whilst identifying benefits for the community. Creative sources of funding, such as social impact bonds, are
 180 needed to create academic carrier incitements to engage in collaborative teaching, learning and research with the
 181 surrounding society for social innovations. Funding needs to be part of the wider discourse with governments
 focusing on a wider social policy strategy that discusses and addresses issues of hardship across society. ¹

1

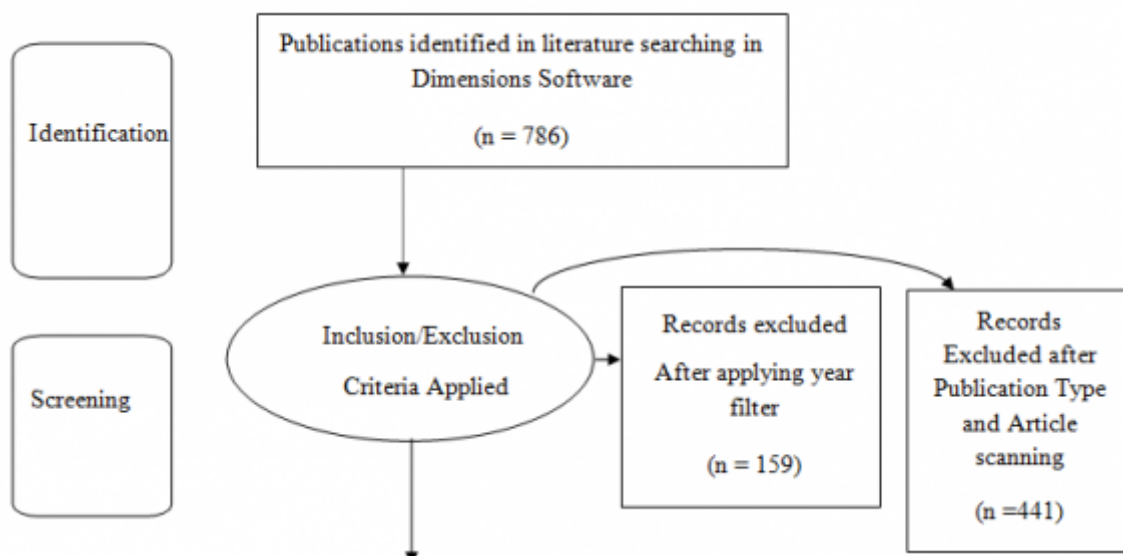


Figure 1: Fig. 1 :

182

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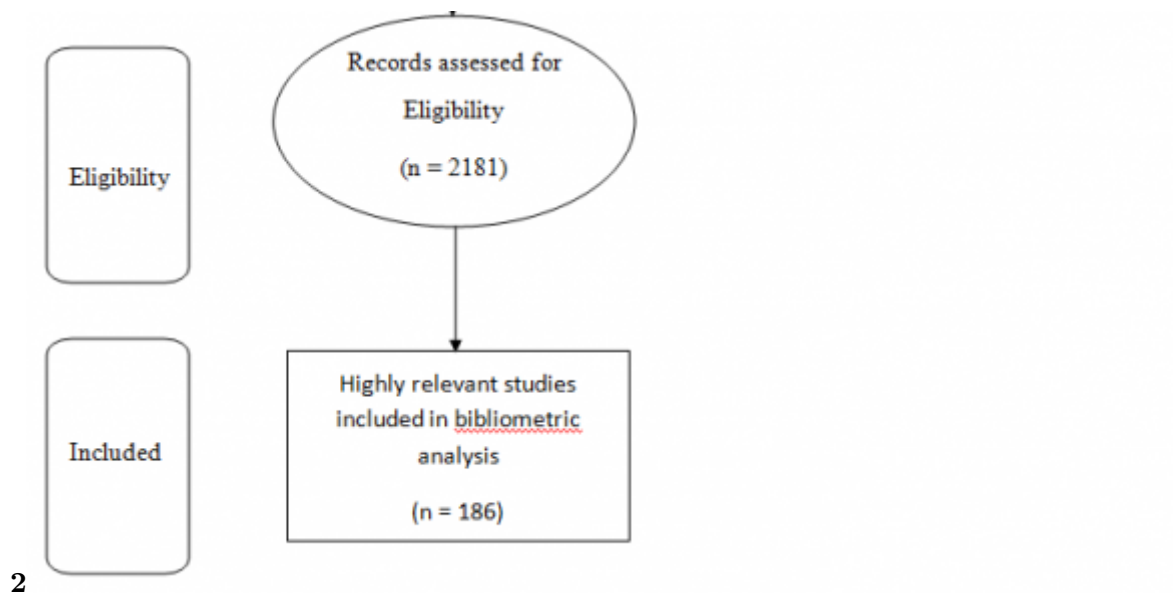


Figure 2: Figure 2

1

Country Name	No. of Publications			Total link Strength
	Total Docu-ments	Citations	No. of Publi-cations	
United States	24	254	27	
Russia	19	39	0	
China	16	96	6	
Pakistan	13	202	7	
United kingdom	11	115	7	
India	10	77	4	
Malaysia	7	90	5	
Canada	6	96	2	
Spain	6	109	9	
Italy	5	65	9	
South Africa	5	19	0	
Ukraine	5	7	1	
Australia	3	69	4	
Finland	3	81	4	
France	3	34	0	
Mexico	3	45	0	
Norway	3	14	2	
Saudi Arabia	3	8	3	
south Korea	3	35	8	
Sweden	3	119	2	
Taiwan	3	18	1	

Figure 3: Table 1 :

2

Organization	Documents	Citations	Total link strength
Open University in The Netherlands	2	94	0
Murdoch University	2	65	0
University of Malaya	2	65	1
Institute of Management Technology	3	57	1
University of Salento	3	51	0
Monterrey Institute of Technology and Higher Education	3	45	0
Comsats University Islamabad	2	35	0
Makerere University	2	25	4
Montpellier Business School	2	25	0
University of Jos	2	25	4
University of Southampton	2	25	4
The University of Texas at Dallas	2	22	0
Karakoram International University	2	21	0
Zhejiang University	2	17	1
National University of Malaysia	2	16	2
Saint Mary's University	2	13	0
Taras Shevchenko National University of Kyiv	2	5	1
Tulane University	2	5	0
University of Bradford	2	5	0
University of Technology Malaysia	2	4	0
University of Massachusetts Dartmouth	2	2	0

Figure 4: Table 2 :

4

S.No.	Document (Author Wise)	Citations	Links
1	Farashah (2013)	83	0
2	Stough (2018)	81	0
3	Ahmed (2020)	64	1
4	Bischoff (2017)	63	6
5	Soomro (2015)	47	0
6	Miranda (2021)	43	0
7	Sengupta (2017)	34	2
8	Jeffrey (2013)	33	0
9	Etzkowitz (2019)	33	1
10	Ndou (2018)	30	3
11	Ramadani (2015)	30	0
12	Rashid (2019)	29	1
13	Cardella (2020)	28	0
14	Wheadon (2018)	28	0
15	Cai (2020)	26	1
16	Latif (2017)	26	0
17	Link (2016)	26	0

Figure 5: Table 4 :

.1 e) Highly Cited Articles on Social Entrepreneurship

Table ??

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