

A LITERATURE REVIEW OF ENTREPRENEURSHIP, SKILL DEVELOPMENT AND TRAINING FROM 2000 TO 2016

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ABSTRACT

The purpose of this paper is to review the research conducted on entrepreneurship, skill development and training. This study reviews a sample of two hundred and five papers published from the year 2000 to 2016. For searching and downloading papers, the Emerald, Springer, Inderscience and Elsevier databases were used. The information about these papers is provided on the basis of various self decided categories, significant journals, publication years, countries with maximum publications, analyses/approaches, and papers having maximum citations. The results indicate that, in 2015, maximum papers have been published, the authors of United Kingdom have published the highest number of papers, most of the papers are having a conceptual approach and the journal named Education+Training is the significant journal in the study. Furthermore, it is found that a good amount of research has been conducted on solely entrepreneurship, with lesser research on skill development and training.

Keywords: Entrepreneurship, skill development, training, literature review

INTRODUCTION

With the rising population, unemployment has become a major concern, especially in the developing countries. Authorities of various countries have identified entrepreneurship, skill development and training as a possible solution to this problem (Bokhari, 2013; Palmer, 2007). Identifying this as a source of motivation, this paper aspires to present a literature review of researches conducted on Entrepreneurship, Skill Development and Training. In the earlier studies, literature has been reviewed regarding the problems associated with entrepreneurship education and training programs (Garavan and O' Cinneide, 1994), areas of entrepreneurship education, enterprise education and education for small business management (Gorman et al., 1997), and academic entrepreneurship to identify the determinants of spin-off activity in universities (O'Shea et al., 2004).

Later on, several authors reviewed the literature available about social enterprises and social entrepreneurship (Granados et al., 2011), trust and entrepreneurship (Welter, 2012) and the shaping up of the entrepreneurship field over the time (Landström et al., 2012). Then recently, another study was conducted to provide the emergence and evolution of entrepreneurship as an independent discipline in the social science literature from the year 1990 to 2009 (Meyer et al., 2014). But hardly any such review study has been conducted on entrepreneurship, skill development and training.

In this paper, the literature related to entrepreneurship, skill development and training is reviewed comprehensively, using four online databases. This paper attempts to answer the following questions: (i) In which categories, the maximum and minimum research has been carried out? ; (ii) Which journals have published the maximum number of papers? ; (iii) In which years maximum papers have been published? ; (iv) Which countries' authors have published the maximum papers? ; (v) Which type of analysis, tools, techniques and approaches have been used in the different papers? ; and (vi) Which are the top ten most cited papers?

The remainder of this paper is organized as follows: Section 2 describes the research methodology and the procedure of this study, Section 3 provides the results and findings of this review based on the research objectives and questions. Finally, Section 4 presents the discussion, conclusion, limitations and recommendations for future studies.

RESEARCH METHODOLOGY

In this study, a sample of two hundred and five papers is considered. About one thousand five hundred papers were downloaded using four keyword combinations. After going through the title, abstract and keywords of each paper,

those papers were picked out, which were relevant to the intended topic. Out of these, only those papers were chosen to be included in the sample, which had more than ten citations.

For searching and downloading the papers, four online databases were used, namely Emerald, Springer, Inderscience and Elsevier (Science Direct). The following four keyword combinations were used to download papers:

- (i) Entrepreneurship, Skill development, Training
- (ii) Entrepreneurship, Skill development, Training, Dropout
- (iii) Entrepreneurship, Skill development, Training, Dropout, Informal
- (iv) Entrepreneurship, Skill development, Training, Dropout, Informal, Rural

This paper primarily focuses on collecting and disseminating the information about the previous researches conducted in the field of Entrepreneurship, Skill development and Training, but additional keywords such as Dropouts, Informal and Rural were also used to collect papers relating to the research conducted about the dropout students and their activities with relation to entrepreneurship, and the kind of opportunities available and utilized by entrepreneurs in the informal as well as the rural sector.

The information about these papers is provided on the basis of: (i) various self-defined categories and fields they belong to (ii) the journals with maximum publications, (iii) publications in the different years, (iv) countries with maximum publications, (v) the type of analysis, tools, techniques and approaches used, and (vi) the top ten most cited papers.

RESULTS AND FINDINGS

Category and field wise distribution of papers

In this section, all the two hundred and five papers are distributed under the seven self decided categories (Entrepreneurship, Skill development, Training, Dropout, Informal, Rural and Others) and their respective fields.

Such categorization will help the reader to understand about the different areas where the maximum and minimum research has been carried out. The Table 1 provides information about the number of papers published in these categories and their fields.

Table 1 Category and field wise distribution of papers.

Categories and fields	No. of papers	%
Entrepreneurship		
Entrepreneurship practices	3	1.46
Enterprise and entrepreneurship	6	2.92
Entrepreneurship related studies	26	12.68
Entrepreneurship learning and education	17	8.29
Women entrepreneurship	11	5.26
Family entrepreneurship	6	2.92
Entrepreneurship in organizations	3	1.46
Internet and entrepreneurship	6	2.92
HRM and Entrepreneurship	1	0.48
Innovation and entrepreneurship	14	6.82
Skill development		
Skills in organizations	3	1.46
Skills related Studies	4	1.95
Entrepreneurship and skills	1	0.48
Employability and skills	7	3.41
Internet and skill development	2	0.97
Skills development, education and learning	5	2.43
Training		
Entrepreneurship and training	11	5.36
Training in organizations	4	1.95
Training related studies	3	1.46
Education and Training	29	14.14
Training and development	1	0.48
Internet and Training	1	0.48
Dropout		
Dropouts and training	2	0.97
Dropouts and Entrepreneurship	3	1.46
Informal		
Informal economy	2	0.97
Informal business sector	3	1.46
Rural		
Rural Entrepreneurship	2	0.97
Rural Development	2	0.97
Rural economy	1	0.48
Others	28	13.65
Total	205	100

Field of categories

The “Entrepreneurship” category is further divided into ten fields. Similarly, the Skill development, Training, Dropout, Informal and Rural categories are also divided into six, six, two, two and three fields respectively.

ENTREPRENEURSHIP

The ten fields under the “Entrepreneurship” category are: Entrepreneurship practices, Enterprise and entrepreneurship, Entrepreneurship related studies, Entrepreneurship learning and education, Women entrepreneurship, Family entrepreneurship, Entrepreneurship in organizations, Internet and entrepreneurship, HRM and Entrepreneurship, Innovation and entrepreneurship. The maximum number of research has been conducted in the field “Entrepreneurship related studies” with total twenty six papers (12.68%). In this field, the important papers published are about the study on case history of successful Asian entrepreneurs in UK (Chaudhry and Crick, 2004), unbalanced embeddedness of ethnic entrepreneurship (Schnell and Sofer, 2002), entrepreneurship and the characteristics of the entrepreneurial personality (Littunen, 2000), exploring the synergy between entrepreneurship and innovation (Zhao, 2005), biographical approach to researching entrepreneurship in the smaller firm (Fillis, 2006), entrepreneurship research (Audretsch, 2012), social entrepreneurship (Thompson et al., 2000), the entrepreneur's 'resource potential' and the organic square of entrepreneurship (Uzunidis et al., 2014), factors influencing polytechnic students' decision to graduate as entrepreneurs (Wongnaa et al., 2014), effect of individual factors on youth entrepreneurship (Sharma and Madan, 2014), social entrepreneurship and post conflict recovery in Uganda (Sserwanga et al., 2014) and entrepreneurship programs in developing countries (Cho and Honorati, 2014).

Then, in the field “Entrepreneurship learning and education” total seventeen papers (8.29%) have been published. The important papers published in this field are about affirming entrepreneurial education (Crayford et al., 2012), management education and entrepreneurship (Adcroft et al., 2004), developing entrepreneurial graduates (Jones-evans et al., 2000), entrepreneurship education in Hong Kong's secondary curriculum (Cheung, 2008), capacity building to advance entrepreneurship education (Yu, 2013), entrepreneurship education and job creation for tourism graduates in Ghana (Owusu-Mintah, 2014) and entrepreneurial learning and gender differences (Ekanem, 2015). In the field “Innovation and Entrepreneurship” fourteen papers (6.82%) have been published. The important papers published in this field are about dialectic evolution through the social innovation process (Ashta et al., 2014), facilitating innovation in European research area through pre-competitive EU-funded COST Actions (Rakhmatullin and Brennan, 2014), hidden assets to Greece's transition to an innovation economy (Herrmann and Kritikos, 2013), impact of cultural diversity on firm innovation (Ozgen et al., 2013), combining innovation and sustainability (Mota and Oliveira, 2014), achieving the innovative edge in technology, engineering design, and entrepreneurship (Pech, 2015), contradiction-oriented problem solving for innovations (Tan, 2015), innovation-driven opportunities and perspectives for

development in the knowledge economy (Carayannis et al., 2015), understanding the social economy enterprise innovation in Spain (Padilla-meléndez et al., 2014), sustainable social development through innovations (Sharma, 2010). Further, in the field “Women entrepreneurship” eleven total papers (5.26%) have been published. The important papers published in this field are about the scarcity of formal and informal professional development opportunities for women entrepreneurs (Davis, 2012), role of women entrepreneurs (Kamberidou, 2013), strengths-based approach to mentoring women entrepreneurs (Stavropoulou and Protopapa, 2013), entrepreneurial experiences of women in Canadian high technology (Ezzedeen and Zikic, 2012), nurturing entrepreneurial women (Rao, 2014), micro enterprises and microfinance for business women in rural areas of South Africa (Klingelhöfer et al., 2012), business training plus for female entrepreneurship (Valdivia, 2015).

Then in the fields “Enterprise and entrepreneurship”, “Family Entrepreneurship” and “Internet and Entrepreneurship”, six papers (2.92%) in each have been published. The significant papers published in the field of “Enterprise and entrepreneurship” are about the multinational enterprises and the new development paradigm (Dunning and Fortanier, 2007), firm growth and its determinants (Gupta et al., 2013), factors influencing choice of strategic management modes of small enterprises (Charles et al., 2015) and assessing sustainability of faith-based enterprises in Kenya (Bitange, 2006). Then, in the field “Family Entrepreneurship”, the noteworthy papers are about the family businesses and the gender of entrepreneurship (Lingas, 2013), spontaneous processes of reproduction of family-based entrepreneurship (Del Giudice et al., 2013), the relationship between innovation, knowledge, and performance in family and non-family firms (Price et al., 2013), family business foundations (Schillaci et al., 2013) and the significance of families for professional intentions and choice of company type (Schölin et al., 2016).

In the field of “Internet and Entrepreneurship”, the important researches conducted are about exploring efforts to engender on-line trust (Durkan et al., 2003), factors impacting on e-business adoption and development in the smaller firm (Fillis and Wagner, 2004), internet inequality and the challenges of millennials in Africa as actors in innovation (Counted and Arawole, 2015). Further, in the fields “Entrepreneurship practices”, “Entrepreneurship in organisations” and “HRM and entrepreneurship”, three, three and one papers have been published respectively. The significant papers in these fields are about developing and supporting information entrepreneurs (Coulson-Thomas, 2000), enabling the emergent entrepreneurial organization to develop new products (Bamberet al., 2002), organizational resources and intrapreneurial activities (Urbano et al., 2013), typology of incubators based on HRM (Bakkali et al., 2014).

SKILL DEVELOPMENT

The “Skill development” category is divided into six fields: Skills in organisations, Skills related Studies, Entrepreneurship and skills, Employability and skills, Internet and skill development, and Skills development, education and learning. By going through the table 1, it is clear that the maximum number of researches are conducted in the field “Employability and skills” with seven papers (3.41%). The important papers published in this field are about building employability skills into the higher education curriculum (Fallows and Steven, 2000), challenges and policy lessons for the growth-employment-poverty nexus in developing countries (Fields, 2012), reform agenda for improving the delivery of active labor market practices (Angel-uridinola and Leon-solano, 2013), vibrant European labor market with full employment (Ritzen and Zimmermann, 2014), National Directorate of Employment's Open Apprenticeship Scheme in Nigeria (Mgbor, 2005), employability skills development in Greek higher education institutions (Panagiotakopoulos, 2012).

Then, in the field “Skills development, education and learning”, five papers (2.43%) are published, from which, the important ones are about vocational students' perspective on organizational factors enhancing workplace learning (Sari, 2014), vertically integrated skill development and vocational training for socioeconomically marginalised youth (Mishra, 2014), the case of education and skills (King and Palmer, 2015), skills development to decent livelihoods in Ghana's rural informal economy (Palmer, 2007) and OECD skills strategy and the education agenda for development (Valiente, 2015). Then, in the field “Skills related Studies”, four papers (1.95%) are published, from which the important papers are about the mechanisms to identify and study the demand for innovation skills in world-renowned organizations (Cobo, 2013), developing core skills (Gibbons-wood and Lange, 2000), wider economic impacts of high-skilled migrants (Nathan, 2014). Then in the fields “Skills in organisations”, “Internet and skill development” and “Entrepreneurship and skills”, three (1.46%), two (0.48%) and one (0.48%) papers are published respectively, from which, the significant ones are about key skills retention and motivation (Glen, 2006), changing role of entrepreneurial education for promoting personal development, learning and employability skills (Crayford et al., 2012), involving the accounting profession in the development of financial management skills of microenterprise owners in South Africa (Schwarze, 2008), exploring the possibilities of online learning (OL)/e-learning towards building up of quality human resources in higher education for a developing nation like India (Bhattacharya and Sharma, 2007), open courses and MOOCs as professional development (Olsson, 2016) and developing the entrepreneurial skills of farmers (Pyysiäinen et al., 2006).

TRAINING

The Training category is classified into six fields: Entrepreneurship and training, Training in organisations, Training related studies, Education and Training, Training and development and Internet and Training. After going through the table 1, it is clear that the maximum number of researches are done in the field “Education and Training” with twenty nine papers (14.14%), out of which the important papers are about the students' perspectives of workplace learning and training in vocational education (Cooper and Velde, 2000), face-to-face or distance training (Lawless et al., 2000), investigating the hospitality industry-education relationship in Cyprus (Zopiatis and Constanti, 2007), provision of second-chance education (Lim, 2010), early school-leavers' micro transitions (Bonica and Sappa, 2010), vocational education and training attrition and the school-to-work transition (Masdonati, 2010).

Exploring technical vocational education and training systems in emerging markets (Arthur-Mensah and Alagaraja, 2013), students' experiences of ability-based streaming in vocational education (Tanggaard et al., 2015), growing importance of research at academic colleges of education in Israel (Coleman and Katz, 2001), challenges for agricultural education and training (AET) institutions in preparing growing student populations for productive careers in the agri-food system (Minde et al., 2015), realising quality assurance in Indian technical education (Ahuja, 2012), training college students for collaborative social change (Nandan and Manuel, 2013), vocational education and training for women and youth in Palestine (Hilal, 2012), gender implications of development agency policies on education and training (Leach, 2000) and reimagining the purpose of vocational education and training (Powell, 2012). Then, in the field “Entrepreneurship and training”.

Eleven papers (5.36%) are published, out of which, the important papers are about global training deficit and the scarcity of formal and informal professional development opportunities for women entrepreneurs (Davis, 2012), business dynamics model in entrepreneurial orientation for employees (Krishnakumar et al., 2013), developing future business and civic leaders (Quagliari et al., 2007), education and training of entrepreneurs in Asia (Dana, 2001), determinants of entrepreneurial intentions of technical-vocational education and training students in Ethiopia (Mamo et al., 2015), gender and the effects of an entrepreneurship training programme on entrepreneurial self-efficacy and entrepreneurial knowledge gain (Bergman et al., 2011) and rethinking micro entrepreneurship and business development programs (Verrest, 2013). Then, in the field “Training in organisations”, four papers (1.95%) are published, the important papers in this field are about developing a corporate learning strategy (Coulson-thomas, 2000),

innovative training in designing corporate identity (Mitki and Herstein, 2007), training to bridge multicultural geographies of perspectives (Ahamer, 2011) and implications of new technology for the skill and training needs of small- and medium-sized printing firms (Smallbone and Baldock, 2000). Then, in the fields "Training related studies", "Internet and Training", and "Training and development", three (1.46%), one (0.48%) and one (0.48%) papers are published, respectively. In these fields, the important papers are about evaluation of the importance of professional competences (Mamaqi et al., 2011), registered apprenticeship training in the US construction industry (Glover and Bilginsoy, 2005) and strategic use of e-learning for human resource training (Capece et al., 2009).

DROPOUT

The Dropout category is divided in two fields: "Dropouts and training" and "Dropouts and Entrepreneurship", in which two (0.97%) and three (1.46%) papers have been published, respectively. The important papers in these fields are about school-to-work transitional outcomes of a group of Italian school dropouts (Sappa and Bonica, 2011), education through entrepreneurship and conditions for enhanced learning and reduced dropout (Åmo and Åmo, 2013) and understanding whether credit constraints matter more for college dropout entrepreneurs as compared to those entrepreneurs having completed their education (Werner, 2011).

INFORMAL

The Informal category is divided into two fields: Informal economy and Informal business sector, in which two (0.97%) and three (1.46%) papers are published, respectively. The important papers in these fields are about methodological issues in studying hidden populations operating in informal economy (Vershina and Rodionova, 2011) and women's dominance in the informal sector in Gaborone, Botswana (Batsalelwang and Dambe, 2015).

RURAL

The Rural category is divided into three fields: Rural entrepreneurship, Rural development and Rural economy in which two (0.97%), two (0.97%) and one (0.48%) papers are published, respectively. The important papers in these fields are about rural entrepreneurship in Europe (Stathopoulou et al., 2004), micro enterprises and microfinance for business women in rural areas of South Africa (Klingelhöfer et al., 2012), applying a capitals approach to understand rural development traps (Mikulcak et al., 2015).

Creativity-led rural renaissance, amenity-led migration, the creative turn and the

uneven development of rural Australia (Argent et al., 2013) and whether middlemen are facilitators or barriers to improve smallholders' welfare in rural economies (Abebe et al., 2016).

OTHERS

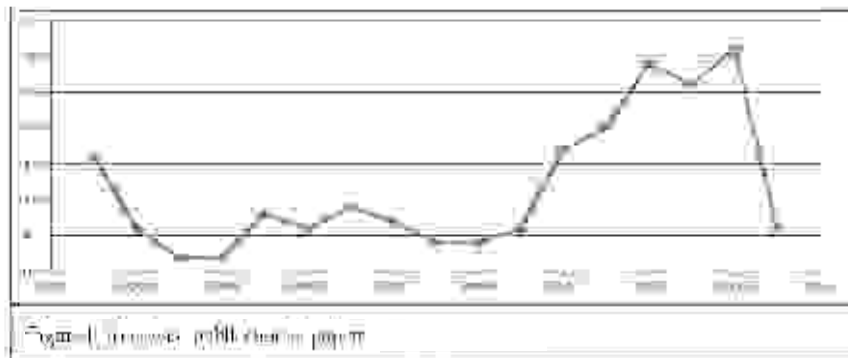
In the Others category, all twenty eight (13.65%) papers were placed which could not be perfectly fitted in the earlier six categories.

Journals with maximum publications

All the two hundred and five papers included in this study, belong to their respective seventy six journals. After arranging these journals in descending order of the total number of papers they have published, it was found that the top five journals are: *Education + Training* with twenty eight papers, then *Journal of Innovation and Entrepreneurship* with twenty six papers, then *International Journal of Entrepreneurial Behavior and Research* with twenty two papers, then *Industrial and Commercial Training* with ten papers and then *Management Decision* with nine papers.

Papers published in the different years

Figure 1 provides the information about the number of papers published in different years within the time frame of 2000 to 2016. In the year 2000, the total papers published were sixteen, which started decreasing in the next three years, then in 2004 the number of papers again increased and did not show much growth till the year 2009. But after this, from the year 2010, the papers published have greatly increased from six papers in the year 2010 to seventeen, twenty, twenty nine, twenty six and thirty one papers from the year 2011 to 2015, respectively.



All the papers in the sample belong to the authors of forty nine different countries. The country of the first author was identified as the country of origin for the paper. After arranging these countries in the descending order of the number of papers published by their authors, it was found that the top five countries are United Kingdom with thirty seven papers, then United States of America with twenty nine papers, India with twelve papers, Australia with eleven papers and Italy with nine papers.

Tools, Techniques and Methods used in various papers

By going briefly through all the papers used in this study, it was found that the maximum papers are having only a conceptual approach (e.g. Duening et al., 2012; Deamer et al., 2004; Thompson et al., 2000)

In some papers, various statistical tools have also been used, such as Mean (Panagiotopoulou and Stratigea, 2014; Ilavarasan and Parthasarathy, 2012; Del Giudice et al., 2013; Khanal and Maharjan, 2013; Chaston and Chaston, 2008), Standard deviation (Panagiotopoulou and Stratigea, 2014; Ilavarasan and Parthasarathy, 2012; Giudice et al., 2013), Multivariate statistical analysis (Giudice et al., 2013; Padilla-meléndez et al., 2014), Hierarchical regression analysis (Price et al., 2013; Mamo et al., 2015), Multiple linear regression analysis (Price et al., 2013; Padilla-meléndez et al., 2014), ANOVA (Giudice et al., 2013; Price et al., 2013; Chaston and Chaston, 2008), Hypothesis testing (Price et al., 2013; Werner, 2011), Mann-Whitney statistical test (Campanella et al., 2013), Correlation (Chaston and Chaston, 2008; Schillaci et al., 2013), Chi-square test (Matricano and Sorrentino, 2014), Variance Inflation Factor (VIF) method, Partial least squares (Bennett, 2006), Principal component analysis (Petrakis and Kostis, 2014), Binary logistic regression analysis (Sappa and Bonica, 2011), Meta regression analysis (Cho and Honorati, 2014), Exploratory Factor Analysis (Giudice et al., 2013; Farsi and Toghraee, 2014), Factor analysis (Bennett, 2006; Haneef et al., 2015), Confirmatory Factor analysis (Juan and Eulogio, 2011; Sari, 2014), Multivariate analysis (Padilla-meléndez et al., 2014), Multivariate normality test (Juan and Eulogio, 2011), Multi-collinearity diagnostic test (Urbano et al., 2013), Cronbach alpha's internal consistency index, Content validity index, Descriptive cross-sectional research design (Charles et al., 2015), Multi-level logistic analysis (Schölin, 2016), Cronbach's Alpha analysis (Giudice et al., 2013; Charles et al., 2015) and Multiple discriminant analysis (Giudice et al., 2013).

Various other methods and approaches too have been used by some authors, such as Bibliographical analysis (Kamberidou, 2013), Analysis of literature (Uzunidis et al., 2014), Policy document analysis (Plata, 2013), Human science research approach (Joshi et al., 2015), Inductive approach (Ezzedeen and Zikic, 2012), Human development approaches, Rights based approach, Capability approach (Hilal,

2012), Experimental design (Valdivia, 2015), Empirical analysis (Giudice et al., 2013; Campanella et al., 2013; Schillaci et al., 2013), Descriptive analysis (Campanella et al., 2013), Didactic analysis (Ahamer, 2011), Assessment of matrix (Glen, 2006), Policy analysis matrix (Child et al., 2012), Connections matrix (Matricano and Sorrentino, 2014), Npd risk analysis (Bamber et al., 2002), Data triangulation (Fillis, 2006), In-depth assessments (Minde et al., 2015), Cluster analysis (Chaston, 2008; Giudice et al., 2013), Methodological triangulation (Zopiatis and Constanti, 2007), Extensive secondary data analysis (Panagiotakopoulos, 2012), Sensitivity analysis (Krishnakumar et al., 2013; Petrakis and Kostis, 2014), Delphi study (Blass and Weight, 2005), e-Delphi techniques (Mamaqi et al., 2011), Breusch-Pagan/Cook-Weisberg test, Hausman test (Khanal and Maharjan, 2013), Evidence-based analysis and Comparative analysis (Cobo, 2013).

In several papers certain models have also been used, such as MULTIPOL model (Panagiotopoulou and Stratigea, 2014), Technology Acceptance Model (Stewart and Carayannis, 2013), Confirmatory model (Giudice et al., 2013), Business dynamics model, Mental model (Krishnakumar et al., 2013), Probit model (Wongnaa et al., 2014), Structural equation model (Bennett, 2006), Probability models (Urbano et al., 2013), Roskilde Model (Chaston and Chaston, 2008), System dynamics modeling, Operational strategic modeling framework (Zaini et al., 2011), Simulation model, Logit model (Matricano and Sorrentino, 2014; Ngware et al., 2006), Triple-helix model (Etzkowitz, 2011), Logistic regression model (Matricano and Sorrentino, 2014), Estimated Logit model (Matricano and Sorrentino, 2014) and Heckman selection model (Khanal and Maharjan, 2013).

Some software have also been used by few authors, such as Weft software (Ilavarasan and Parthasarathy, 2012), JOBLAB software (Dimitriadi, 2013), Spss software (Giudice et al., 2013, Dampier et al., 2014), VENSIM software (Krishnakumar et al., 2013), and Nvivo 10 software (Dampier et al., 2014).

Most of the above mentioned tools, techniques, models and software have been widely used by researchers in the present times. Statistical tools such as factor analysis, regression, correlation, ANOVA etc are much popular among the researchers. While, other tools such as discriminant analysis, logistic analysis etc. have been used in only few papers. By going through the various papers, it was understood that authors have appropriately used the tools and techniques according to the data. However, in several papers (e.g. Matricano and Sorrentino, 2014; Ngware et al., 2006), instead of the complex techniques, some other simpler techniques could have been used for analysis. In several papers, certain unique kind of methods and models such as didactic analysis, npd risk analysis, policy analysis matrix, roskilde model, MULTIPOL model etc. have been used. In order to

fully understand these papers, one needs to have a good kind of knowledge about such methods.

Most Cited Papers

The Google scholar database was used to find out the number of citations of each paper. After arranging all the papers in descending order of their total number of citations, the top ten most cited papers were found.

The top most cited paper is about social entrepreneurship by Thompson et al. (2000), with total six hundred and twenty seven citations. This paper explains about the significant part of private sector social entrepreneurship with reference to a state welfare system extended ahead of its means. Then the second most cited paper is about entrepreneurship and the characteristics of the entrepreneurial personality by Littunen (2000), with total five hundred and ninety five citations. This paper explains about the characteristics of the entrepreneurial personality and the effects of changes in entrepreneur's personal relationships. After this, the third most cited paper is about entrepreneurial learning by Rae (2000), with three hundred and eighty one citations. This paper aspires to encourage the debate regarding the application of narrative methodology as a productive way of enquiry in developing the understanding and practice of entrepreneurship.

Then the fourth most cited paper is about building employability skills in the higher education curriculum by Fallows and Steven (2000), with three hundred and forty two citations. After this, the fifth most cited paper is about exploring the synergy between entrepreneurship and innovation by Zhao (2005) with three hundred and forty one citations. Then the sixth most cited paper is about factors impacting on e-business adoption and development in the smaller firm by Fillis Johansson and Wagner (2004), with two hundred and twenty three citations. After this, the seventh most cited paper is about innovation and entrepreneurship with context to larger organizations by Johnson (2001), with two hundred and twenty two. Then, the eighth most cited paper is about rural entrepreneurship in Europe by Stathopoulou et al., (2004), with two hundred and nine citations. After this, the ninth most cited paper is related to education and training of entrepreneurs in Asia, by Dana (2001) with two hundred citations. Then, the tenth most cited paper is about an overview of a scenario of OL/e-learning in India's higher education by Bhattacharya and Sharma (2007), with one hundred and seventy nine citations.

DISCUSSION AND CONCLUSION

The results of this study indicate that a good amount of research has been carried out on solely entrepreneurship (e.g. Littunen, 2000; Zhao, 2005), while lesser research has been conducted on skill development and training in combination

with entrepreneurship (Herstein, 2007; Davis, 2012, Cobo, 2013). In 2015, maximum papers have been published. The authors of United Kingdom have published the maximum papers. Most of the papers are having a conceptual approach (e.g. Duening et al., 2012), while in some other papers various statistical tools and empirical methods have also been used (Giudice et al., 2013; Padilla-meléndez et al.). The journal named *Education+Training* with the maximum publications is the significant journal in the study, and the top most cited paper is about Social Entrepreneurship (Thompson et al., 2000).

This study has several limitations which can also be considered as recommendations for future studies. About one thousand five hundred papers were downloaded related to entrepreneurship, skill development and training, but out of them only two hundred and five were taken as a sample in this study, it is possible that the results may vary, if more papers would be downloaded and the sample size would be much higher. The papers which were published before the year 2000 and after 2016, are not included in this study, therefore a future review can be extended further in scope. In addition, the data was collected only from journals, not including any textbooks, newspaper articles, PhD thesis, conference papers, doctoral and master dissertations and unpublished articles with relation to the topic. Thus, in future studies, data can be collected from all such sources too, more studies can be conducted and the obtained results can be compared with the results of this study. Another limitation is that all of the papers included in this study belong to only English language journals, journals in other languages, have not been included in this study. The next limitation is that the papers were downloaded from only four databases i.e. Emerald, Springer, Inderscience and Elsevier. There are several other databases present too, which can also be used further by researchers to conduct review in this topic. Considering all such limitations, it can be said that this study is not complete in all aspects, but still it is believed that a comprehensive review is provided and many important papers are included in this study. This review paper can act as an important source of information for all those academic scholars, who will perform future research in relation to this topic.

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