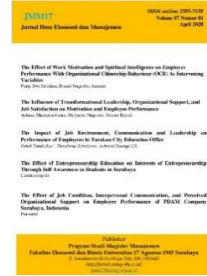


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The Covid-19 Challenges to the Unfold of Entrepreneurship Education

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ABSTRACT

This article reviews and discusses along the development and deployment of universities' entrepreneurship teaching and learning. It emphasizes on the detection, interpretation and analysis of entrepreneurial skill sets that can be directly established by structured educational programs. This analytical review and opinions also aims to illustrate and also describe how entrepreneurial discipline needs to evolve on the basis of the technological advancements that the current COVID-19 disaster has rendered reasonable to expect. The numerous relevant theories in entrepreneurial learning are indeed discussed, indicating the need to consider regarding future potential educational strategies in various possibilities. Some issues were established in a study of the previous research including the teaching substance, the teaching methodologies, the institutional characteristics and the proper teaching instructor that should deliver entrepreneurship education. The article concludes that educators should continuously evolve the instructional framework, practices, as well and instruction in response to an evolving entrepreneurship climate.

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1. Introduction

Current economic developments and the uncertainties presented by the economic downturn as a consequence of COVID-19 highlight the role of solution design as opposed to losing the economy to the pressure of competition [1]. Both explicitly or indirectly, governments can need a political guide for long-term economic development. It requires, among many other elements, monetary stability, sector-specific policies (such as the stock system, commerce and trade agreements), institutions in key areas, and advancement governance systems [1], [2]. All expected plans as well as policies are unsuccessful, and it is also important to devise an innovative emerging approach. The COVID-19 catastrophe, which calls for current perspectives as well as solutions, is now presenting an overabundance of group problems [3]. In learning expertise to help cope with the scenario, training entrepreneurship practices plays a prominent function [4], [5]. Training of entrepreneurship practices provides learners with an appreciation of how talents are important for identifying future prospects [6].

Another alignment of the research that is essential for the development of the study on entrepreneurial learning emphasizes whether learners will acquire good entrepreneurial skills and knowledge [7]. In the context, entrepreneurial capabilities are described as those other qualities that an individual exhibits (e.g. talents, expertise, capabilities, mentalities and thoughts) that are necessary for such a business to develop [1]. Due to recent exposures in the COVID-19 disease epidemic, the entire rapidly emerging area of science needs further concentration [8]. The interest in entrepreneurial education has risen dramatically over the last couple of years, as entrepreneurship has already been commonly recognized to be studied [2]. As shown to be possible, the problem concerning the skill or methods of teaching entrepreneurship is inaccurate.

It is noted that there is no consensus about the appropriate path to improving entrepreneurial talents. This suggests the entrepreneurship curriculum initiatives ought to take into consideration both the positive and the full summary that promotes group interaction and encourages social well-being [9]. The goal of this theoretical review is therefore to clarify whether entrepreneurship learning can strengthen the technological advances that have become realistic to expect from the recent global crisis of COVID-19 in this context [8]. It is also revealed that the main objective of bringing the entrepreneurial perspective into teaching in the classroom emphasizes the difficulty of the industry [10].

Therefore, the purpose of this theoretical analysis is to explain whether entrepreneurship learning should to improve upon this context upon the technical developments that have become realistic to anticipate from the latest COVID-19 global crisis. It is also revealed that the major goal of bringing the entrepreneurial perspective in the classroom teaching stresses the industry's difficulty. This paper is structured as follows. The following segment describes the benefits of entrepreneurship for communities. That contributes to a consideration on where business degree is and how it is described. The studies throughout the particular review article then are compiled, contributing to potential research objectives.

2. Literature Reviews

2.1. Covid-19 Disease Outbreak and Entrepreneurship Education

Entrepreneurial curriculum presents businesses education with paths to develop focused through creativity as well as innovative thought. Latest entrepreneurial initiatives may be built to draw on the new benchmark provoked by COVID-19 [8]. This article explores how the increase in entrepreneurial academic excellence in forthcoming becomes committed to extend because of the necessity to encourage imagination and innovative thinking in corporate environments. Owing to the negative effects upon the COVID-19 disease outbreak, the pattern is predicted to intensify [1]. The creation of an entrepreneurship mentality is critical towards productive potential for the tomorrow [6]. That means creating strength as well and continues to concentrate on excellent results. It is further acknowledged not all entrepreneurial skills and knowledge are likely to also be gained by structured university education [11]. This suggests that the creation of a 'business strategy' is critical to the development of entrepreneurial skills in the future [12]. It would encourage universities to recognize the skills and knowledge they can strengthen in order to maximize the value of their college courses.

Entrepreneurship learning is also described as the complete collection of research and skills exercises [13]. Authorities are also increasingly involved in ways to encourage entrepreneurship, since it leads to socioeconomic development [14]. As economic circumstances shift as a consequence of digitalization, more market qualifications are necessary [15]. That's also especially noticeable in knowledge-intensive businesses which are dominated by creativity criteria [11]. The aim of entrepreneurial education is to fill the theory-practice dichotomy [6].

2.2. Entrepreneurship Education In Covid-19 Disease Outbreak Research Perspectives

COVID-19 entrepreneurship is evolving as a prominent research field [8]. Entrepreneurs across the globe struggle to experience the financial and social consequences [6]. In society and culture, entrepreneurship is needed as it carries about structural improvements [16]. The established

perceptions about entrepreneurship education ought to shift as a consequence of COVID-19 [1]. This is attributed to the recession and the evolving social dynamics that have not yet been experienced previously resulting somewhat from COVID-19 [8]. The approach COVID-19 entrepreneurship analyses can indeed be extended to cross-country, cross-industry as well as cross-societal. It will allow the entrepreneurship sector to be diverted to pressing problems.

2.3. The Key Concerns of Entrepreneurship Education

This study advances previous analysis as well as relates certain three issues through academic systems to Entrepreneurship education. The proper qualification of instructors that conduct entrepreneurship education has now been quite critical [6]. The emphasis of this analysis is therefore on learning substance could be used in curriculum, the approaches or methods of such a substance must be transmitted and the emplacement of entrepreneurship education must come into effect [2].

Entrepreneurship education practices involve detailed thought of what should be learned inside the classrooms [17]. The objective is to offer participants the possibility to behave like they're really businessmen [18]. In past years, the importance of critical thinking has become gradually recognised, with more emphasis as well as resources available for co-curricular programs [6]. There are essential improvements to entrepreneurship education in real consultancy programs for entrepreneurs, collective businesses, small or big organisations, and effective teaching methods [7], [19]. The methods and approaches of delivering entrepreneurship education can empower and motivate participants to identify as well and interact with the actual competitive marketplace more realistically [6]. It is challenging to introduce participants to the essence of collaborating with everyone, including corporate associates or business leaders, inside a standardized teaching, says the study. The education tries to build proficiency study habits and skills that in essence allows the participant to understand the complexities of becoming an entrepreneur [19].

Entrepreneurship education must continue indefinitely so many participants may pursue professions where they'll have to establish entrepreneurial mindset [20]. Entrepreneurial education can not be exclusive to business schools, but might involve various educational institutions inside colleges, such as agricultural including biosciences universities [6]. An alarming fact for learners is whether a marketing strategy for entrepreneurship education can be delivered following or in accordance with a particular component for goods, services, technology or system creation, says the author. It also seems rational to infer which entrepreneurship education requires to provide various plans for various needs of students as well as industry [21].

Entrepreneurship education knowledge is focused on the values, strategy, awareness, and behavioral patterns [6]. Research of small and medium enterprises in the growth of the science of entrepreneurship education was already acknowledged [22]. It articulates the growth and enhancement of corporate practices as companies expand through start-ups to rapidly increasing companies [2]. The value of preparing graduates the chance to recognise as well as maximize resources is highlighted through entrepreneurship education [23]. It may be organized in different forms, but the commonly perfected and improved methodology to enhance creativity and development is also included in the training [10].

Entrepreneurship education ought to be to educate as well as improve skills related to entrepreneurship [6]. It is possible to teach them to welcome challenges, risks and innovative concepts, and this becomes business strategies. The purpose is to encourage them build resilience, mentality and market knowledge [8]. There are at least 13 entrepreneurial skill-sets that have been deemed necessary for the development and appreciation, appraisal and utilization of opportunities [6]. The qualifications needed for business endeavors including transitioning or tactical regeneration are different from that needed for the proper governance of such an operating company [24]. The entrepreneurial capabilities and proficiencies they listed are linked to the ability to identify opportunities, development, evaluation or utilization as well to entrepreneurial exploration marketing strategies [3]. Entrepreneurial curriculum as well as implementation have built upon powerful reasoning and the paradigm for "Moral Philosophy" in past decades [6]. Being entrepreneurially qualified not only relates to the understanding

more about how to compose a feasibility study [6]. It indicates that within a given background, the knowledgeable businessman is indeed very qualified to recognise and thereby take advantage of an opening, they say. It is reasonable further that substance and expertise learned may differ through various organizations, entire economies, and in terms of current market circumstances.

Entrepreneurship education can be taught by scholars without advantage of any introduction to the basics of industry [25]. When more domains aim for entrepreneurship education, whoever conducts entrepreneurship education poses major complexities [6]. There are substantial detrimental implications where individuals are enthusiastic on becoming entrepreneurs as well as establish development project without proper planning or consciousness [2]. The growing emphasis on active education has culminated in further feedback through professionals in entrepreneurship education systems [26]. The study has demonstrated in several various fields as well and environments, the multi-faceted viewpoints of entrepreneurship.

3. Methods

This study utilized the qualitative method to explore certain entrepreneurial education practices in Indonesia in order to understand whether COVID-19 disease outbreaks has influenced entrepreneurial potential in the disasters. Based on the existing literature thereby giving further openness as well as insights into the essence, reach, including complexities of providing entrepreneurship education nowadays; the experiences, views, including expertise of entrepreneurship education instructors have been addressed in order to accomplish the aim of this study.

The compilation as well as review of data in this analysis took place in two steps. First, this research performed a systematic internet query to study Indonesia's entrepreneurship education initiatives to resolve the effects of COVID-19. An inductive approach was used in this study since it is interesting to investigate the consequences to COVID-19's particular empirical occurrence and to establish data categories. Therefore, the [27] Gioia et al. (2013) method was used in this analysis. This analysis further attempted to define (1) disaster pressures that unexpectedly alter societal demands, therefore changing entrepreneurship education, (2) the content, places, methods including instructors in entrepreneurship education, and (3) the scope of activity constraints as attributes of entrepreneurial development and collective creativity.

In the second step, this study, drawing upon those findings, established common instances for each fundamental element of entrepreneurship education and developed four focus groups. Focus groups permitted this study to emphasize the conversation on particular forms of entrepreneurial practices and, around the same time, catch different perspectives on them, give the participants space to appeal to the insights of each other or express contrary views.

The core concepts in entrepreneurship education as described in the literature review were indeed introduced as well as addressed during this focus group discussion in the zoom meeting platform conducted in August 2020 at sessions attended by 32 participants with various backgrounds in entrepreneurship education, separated into 4 focus groups.

Based on the literature review, the subject of entrepreneurship education was summarized in a 15 minutes of brief presentation. It also attempted elaborate a substantive discussion with the participants of the meeting about the knowledge of delivering and improving entrepreneurship education. After that, around 30 minutes of the discourse generated the viewpoints, thoughts, as well as interactions of participants concerning entrepreneurship education, and also the subject, approaches and emplacements for entrepreneurship education should be taught. Most participants were interested in entrepreneurship education and had been active in entrepreneurship education for between two and twenty years. The thoughts of participants were captured during this session. Directly after the session, all were transcribed in complete.

The fourth question concerning the required instructors who should teach entrepreneurship education arose as a really overarching topic throughout the discussion of such issues. After the session, participants were required to note the thoughts, insights, including impressions on the four issues of entrepreneurship educations at the end of the session and to submit them to the writers of this article.

Around 12 participants reacted by presenting comprehensive feedback, perspectives and explanations of their interactions with entrepreneurship education educators. By way of a coding procedure, the transcribed records and the written statements from the participants were evaluated systematically to define the main concepts that emerged from each of the four issues. The method culminated in a thorough study of the concepts and trends in the subject being created. The study aimed to recognize the general viewpoints held by participants on the content, approaches, locations as well as instructors which could deliver the education in entrepreneurship including explore the certain diverse perspectives and insights.

4. Findings

The results are summarized following concerning substance, approaches, timings and persons that can conduct entrepreneurship education. The entrepreneurship terminology as well as entrepreneurship education were used interchangeable terms by students and suggested the elements of both entrepreneurship as well as marketing were incorporated in the entrepreneurship education activities they learned [6]. There would common understanding about whether and how entrepreneurship education could be provided, whereas the instruments as well as methods utilized had various needs [1], [2]. There has been much concern on the timings and the qualifications of instructor that can conduct the entrepreneurship education [6].

4.1. The Approaches of Entrepreneurship Education

A diversity of skills and knowledge in conducting entrepreneurship education was reflected by the participants at entrepreneurship education instructors. Most fairly recent researchers are already conducting entrepreneurship education for just twenty months, although many have been conducting entrepreneurship education during more than a decade. They disclosed further that instructional guides and immersive, technique feedback as well as execution practices have been utilised in entrepreneurship education in previous times. With regards to what could be learned, there was broad consensus on the subjects of marketing and entrepreneurship which must be utilized in the course material.

COVID-19 entrepreneurship is evolving as a prominent research field [1]. Entrepreneurs across the globe struggle to experience the financial and social consequences [2]. In society and culture, entrepreneurship is needed as it carries about structural improvements [23]. The established perceptions about entrepreneurship education ought to shift as a consequence of COVID- 19 [1], [8]. This is attributed to the recession and the evolving social dynamics that have not yet been experienced previously. A depression of this nature was not kept in mind in previous economic forecasts, so new entrepreneurship practices and theories are required. This will allow the entrepreneurship sector to be diverted to pressing problems. The approach COVID-19 Entrepreneurial analyses can indeed be extended to cross-country, cross-industry as well as cross-societal systematic review is a daunting problem that requires more analysis [8].

Learners often benefit from professional entrepreneurs by questioning them or engaging as panelists with real entrepreneurs who are invited into the curriculum. In order to build negotiating and sales abilities, entrepreneurship education instructors have worked with learners and encouraged learners to strengthen certain expertise. Most of those instructors of entrepreneurship education suggested that they have particularly utilized accelerator or incubator initiatives in recent years as a way of influencing learners in actual, authentic environments. The value of establishing critical thinking by co-curricular programs like apprenticeships, entrepreneurship coaches, entrepreneurship tournaments, elevator pitch contests as well as campus-based student-led companies is far more implemented or analytical, practical and theoretical, and instructors in entrepreneurship education said. The learning process also may be divided in terms of either material and more implemented as well. Participants acknowledged that learning process is further applied as far more practical and analytical even also theoretical. A participant also said that it is essential to implement learners with both interactive and analytical learning as well. It would assist a learner who discovers more by

experiential learning and it would help them improve more from practice by engaging in creating a company in an incubator.

Students exposed to people with diverse personalities, talents, and backgrounds through studying in a specific market setting. This was known to be important when operating in startups and established to understand how to pick strategic associates. It has also promoted the development of trust, self-learner, and self-reliance. In an environment where individuals shape corporate culture and which companies grow over time, this is especially relevant. Both respondents accepted that experience-based as well as action-based learning for entrepreneurship education was of critical significance.

4.2. The Emplacement of Entrepreneurship Education

Based on the dialogue with the entrepreneurship education instructors, it was obvious that entrepreneurship education can take place and who might provide it is a prominent issue about entrepreneurship educational settings. Conventionally, business schools mainly provided entrepreneurship education; it is progressively introduced in technical institutes, agricultural universities including humanities, in computer colleges as well as visual arts universities and colleges.

Entrepreneurship education programs are available as a minor to every learners in certain management schools. Some divisions deliver entrepreneurship education lessons through universities. Optimally, universities can partner closely through professors from other disciplines to attain or improve certain teaching methods. Multi-disciplinary initiatives perform well and sometimes they can not, according to the participants of this research event. One participant said that he assume that it encourages broader visibility and may improve the capability of imagination as well as invention. Another participant also said that the tech department is tasked with encouraging a modern curriculum of entrepreneurship to add on yet over time when this program has been provided, they are doing the actual production and implementation in the business school.

Entrepreneurship education curriculum systems are structured to pull awareness, expertise, including implementation from both the marketing and emerging fields of technology of entrepreneurial development. In latest days, entrepreneurship curriculum initiatives have often been planned to be delivered. Both are targeted at enabling learners to attend in a cross-cultural framework. Both respondents resolved it is necessary to provide strong focus, leadership, as well as finance for the curriculum.

4.3. The Substance of Entrepreneurship Education

In a discussion of the topics taught in entrepreneurship education the participants agreed that topics must involve the theoretical viewpoints of corporate as well as strategic inference, marketing strategy, creativity, consumer engagement and input. Among modern entrepreneurship educational programs, online platforms and value development were significant. New media experts have been used in certain organisations to lead educational meetings and to bring through preparation inside accelerators or business incubators. There were numerous designations for entrepreneurship curriculum systems focusing on various objectives as well on growth and wealth.

Entrepreneurial skills training are particularly associated to realize extra rigorously about the concept of marketing in creativity as well as digital strategy. Academics in entrepreneurship education emphasised that their goal was to deliver learners with the chance to think outside the box. With respect to the changes growth of entrepreneurship education, participants in the discussion scheme proposed that initiatives must be made to enhance the leadership competence. The analysis of new or significantly improved advancement has also been used throughout entrepreneurship educational programmes. Almost all initiatives particularly focused on transformational change, discovering the growth of the industry as well as content platforms. Other initiatives concentrated further on radical improvements such as the replacement as well and enhancement of current marketing strategies. One participant in the event also said that entrepreneurship education has always been about the everchanging success of business.

Research studies also take account of the corporate requirements to be likely to maintain updated with the demands of both the industry stakeholders and then to educate the fresh stream of founders for the prosperous start of a business entity. Around the same period, entrepreneurship education instructors are now becoming fully concerned of such phenomenon. Job requirements are a number of specific as well as tangible capabilities or functional qualities that are typically learned in university education, like competence and concept, whereas soft skills represent the character, willingness to interact with one another, as well as professional values as in an individual. Throughout the sense of university education, soft skills are understood as a set of information, level of competence that can be interpreted as understanding in performance to foster interconnected learning. Soft skills then offer the methodology for persons to use technological expertise (hard skills) across established as well as unfamiliar systems to execute assignments and also improve agility.

Instructors also should empower learners with information, concepts, as well as technological capabilities and at the same time improving the interpersonal capabilities expected to be flexible, resilient, hard workers for a student. Job ethics, honesty, connectivity, collaboration, competence, transparency, emotional development, efficiency, optimistic outlook, and resilience are the top ten soft skills which are most relevant for company leaders nowadays. While all ten of the soft skills outlined among companies become crucial, newer businessmen have to combine ethical values, leadership qualities, coordination, social competence, as well as benevolence more eagerly.

The soft quality that is increasingly essential to entrepreneurs as well as insufficient in the younger generation is interaction. It is a challenge to interact with these groups since they are self-centered, arrogant and ignorant. Distinctions in beliefs among millennials as well as other groups had a bad influence on the bargaining and recognition of participation by current workers. For businesses that require to start a new company in a corporate environment that they possess recognition, this is highly difficult. Nevertheless, since they consider team-based jobs to be more rewarding and far less high - risk, millennial generation embrace collaborating in communities instead of independently.

Mainly because of the community training as well as work interactions in which they engaged throughout the training, those communities perceive communities in the field to become more pleasant. For staff, millennials were really socially participating, genuinely committed and provide the biggest accomplishment to collective teamwork; want to interact regularly as well as freely with the team leaders; and succeed in technological advancements. The millennials were identified as missing interpersonal mental fortitude. Even so, most of young people today are far more integrated electronically, yet in the face-to-face context, they possess minimal contact. Although individual contact is constrained, the optimal type of interaction is introduced via the Internet. While digitally more linked than previous generations, by downloading applications, most of the interactions as well as actions are influenced and guided by algorithms.

4.4. The Appropriate Instructor

Entrepreneurship education instructors are divided on who should instruct entrepreneurship education. Many are concerned about who could be the appropriate instructor and the approaches that can develop and implement the program. In such situations, the curriculum was administered by a specialist in entrepreneurship education who interacted in collaboration with businessmen from the related businesses. The value of multi-disciplinary initiatives is that they have been completely reliant on the expertise as well as complexity of the numerous fields and industry activities. One participant said that mostly from technical and scholarly outlets.

The curriculum was conducted by two leading business schools from two separate nations, one had experience in technology, engineering, and entrepreneurship, and the other had specialization in multinational marketing, cross-cultural economies, and had close relations with businesses and big companies eager to invest in initiatives for entrepreneurship education, she said. It has given rather interesting cross-culturally and cross-sector insights. Instructional committees for entrepreneurship education are constantly interested in the personal knowledge of instructors.

5. Discussions

Considering that the corporate sector as well as the international environment where most organizations work are constantly evolving, the four insightful issues presented in this article throughout the sense of the international university education framework need to be actively addressed by instructors. Throughout the sense of where entrepreneurship education falls inside colleges, as well as its significance for the broader society, the timings, the approaches, the emplacements and the instructors issues of entrepreneurship education all have to be addressed.

New technologies and the effect on industries and economies across the globe as well as social transitions including the international economic meltdown, have affected what can be learned. By designing entrepreneurship curriculum courses to lead to the development of all-important employment in this evolving market and business climate, academic business schools have adapted to such developments. The key fields of entrepreneurship education coaching are focused on this critically reflecting of instructors' perspectives and thus are based on encouraging the professional growth of participants especially their awareness, attitude, talents, as well as capabilities in entrepreneurship education; empowering learners to be innovative, self-reliant, pro-active and also action-oriented.

Entrepreneurship researchers ought to reorganize how well the COVID-19 digitalisation has occurred. There had been a great deal of concern in emerging media as well as its utility throughout the market world before the beginning of the COVID-19 disease outbreak. Even so, the start of COVID-19, which demanded an improvement in the use of digitalization, intensified this desire. The present high use of digital technology raises understanding of its value specifically for enterprise reasons in community. It has a huge impact on the stability and framework of corporate activities for entrepreneurs. More technology transitions are expected to arise as culture adapts to the need for online marketing purchases.

When emerging media is widely utilized, disruptive developments are projected to challenge traditional market models. COVID-19 stressed how emerging innovations in periods of distress are implemented, improved or modified. The severity of COVID-19 has ineligible the globe yet has created major market damage. To generally avoid the proliferation of COVID-19 circumstances, corporations were sealed and shut. The usage of technological advancements through emerging media has expanded to prevent a full disruption of the economic system. Technology has been developed, such as interactive digital marketplaces as well as social media as platforms to conduct online marketing activities. This developments rendered it possible for companies to succeed by remotely managing activities.

In the other side, a strong desire for an emphasis towards critical thinking has been pronounced in respect to how it can be learned. In the present environment in developing countries, whereby the college educational market has been experiencing competitive strain for some time, this poses a problem for publicly supported universities. Therefore, the issue of how to lift substantial obstacles for instructors in entrepreneurship education. Some have their very own platforms including connections and contribute the opportunity to engage in entrepreneurship education for university graduates.

Entrepreneurship education has had a huge effect on the emplacements and instructors of entrepreneurship education through the changing as well as broadening essence of the substance and the approach of entrepreneurship education. Many educational institutions may not work seamlessly here as body, but instead as a set of divisions, which provide a shared goal on the basis of it, but in fact fight for money and recognition with one another. Many of the challenge of retaining an emphasis on greater principles is specifically linked to the frameworks of financing through which universities grind. If the class sizes influence the income earned by a university institution, so the organization is unable to provide such quantities to the other department. Although several university leaders feel it will be great for certain participants around the institution to offer a common entrepreneurship education program (or component) delivered by instructors from business schools, this also suffers as the demand for money overcomes the greater goal of entrepreneurship education for all. In a further critical aspect, disaster response research had also lately been studied in an entrepreneurial environment along with other empirical fields such as organizational behavior.

Although disasters are apparent in reality, these have indicated that less consciousness occurs in published research regarding its relationship with entrepreneurship. The first comprehensive study initiative by entrepreneurship learning academics connecting entrepreneurship to the COVID-19 disease outbreak is this analytical study about the effect of COVID-19 on entrepreneurship. Entrepreneurship is now very dynamic as a profession and is well regarded with its willingness to integrate unique insights. It should therefore be a reasonably simple job to integrate a COVID-19 viewpoint into entrepreneurship research. This is necessary since a fresh and novel approach to understand disaster response is defined by the COVID-19 context. Due to the enormous nature it has influenced culture, further focus is necessary in the sense of COVID-19. This emphasizes the necessity to recognize social transition, it's also important to research COVID-19 with an entrepreneurship viewpoint.

As a consequence of COVID-19 entities, a prevailing form of living that is radically distinct from the old world has had to be adapted. This modern existence is regarded as the standard, since it represents which people connect in culture today. Few correct information or information regarding COVID-19 has been issued. The rapid growth of COVID-19 from China to the whole Asia continent to other areas around the globe was not initially estimated or understood. This indicated that people had to deal with difficult ecosystem environments rapidly. As a consequence, there is also an effect on peoples' physical and emotional well-being that needs time to adapt. COVID-19 could possibly shift how we see the society, how we feel and how we handle our existences. This implies that to consider whether entrepreneurship instructors have reacted to the disaster, technological breakthroughs and methods are necessary.

Some have even been asking whether business schools should become the defender of entrepreneurship education in current times. There has been a steady progression of natural sciences as well as other subjects into the edges of business school; these have arisen through entrepreneurship education where, as shown in the statements of the respondents, the social sciences, engineering, technology as well as agricultural faculties invade the conventional realm. While several scholars believe that it is important that step above business schools through conventional programmes in entrepreneurship education and skill preparation, there is little guidance about who can undertake that effort.

The issue of university entrepreneurship education instructors for the long term is the way to transform, the manner to interrupt, the approach to build the kind of atmosphere wherein citizens will move away from the big paradigm and then the very unintuitive bureaucracy to act in a quite creative, really quick, that kind of parallelize manner. Under this context, instructors in entrepreneurship education including senior university representatives ought to search at innovative approaches to ensure that the training as well as implementation of entrepreneurship education is an important part of university education. This includes teaching methods as well as schemes which prepare for implementation. Universities ought to emphasize whether they are an integral part of the domestic as well as international economies in order to provide it.

Ultimately, inside colleges, who can teach entrepreneurship education? A critical argument in a multi-disciplinary setting is not only about who can instruct, but rather who can plan and build these classes. Based on the current viewpoints of instructors, entrepreneurship education must be delivered by a selection of lecturers from diverse backgrounds who have the ability to relate to entrepreneurship education and have something to do. Entrepreneurship educators understand on the basis of this research that they might profit in becoming more multi-disciplinary in the viewpoint by taking necessary to collaborate with persons across diverse fields, contexts and also understandings. The significance of this analysis is that it offers a contextual analysis of the emphasis as well as application of entrepreneurship education along a number of advanced industries as they respond to the current international economic complexities; as well as creates a framework for more work on entrepreneurship education as well as its potential growth.

This research highlighted the evolving essence of entrepreneurship education and how it has changed throughout the latest days, from a curriculum centered on the classrooms to an even more experience curriculum focusing on experiential learning, mindful of individual market circumstances. A future era of entrepreneurship education instructors must be empowered to rely around their own expertise, connections, including university graduates to recognise real founders, going further through the complexities of the new millennium; present, former, competitive, ineffective in taking their expertise into the development and implementation for entrepreneurship education. After all, in order to obtain a major industry insight, there might be some benefit in empowering entrepreneurship education instructors to pursue certain expertise including engagement as coaches and consultants inside entrepreneurship education companies. Forthcoming study seeks to include the insights as well as interactions of learners and businessmen on entrepreneurship education in order to expand into this analysis. The synthesis with this expertise of entrepreneurship abilities, entrepreneurial ways of thinking, including behaviors, and the emphasis on the interests of the learners as well as communities are key characteristics for potential growth.

6. Conclusions

Since the positive establishment of new ventures, the increased involvement as well as concentration of entrepreneurship development and entrepreneurial capacity improvement enables instructors as well as entrepreneurship scholars to address the challenge making sure the learners would consider the sufficient expertise to actually execute the business innovations. The key value of this conceptual perspective is to accentuate the prospective field of vulnerability which may hamper entrepreneurs in deploying the venture with the necessary consciousness as well as to strongly suggest instructional systems which may help improve the system. Besides providing multiple recommendation about how to strengthen entrepreneurial teaching as well as curriculum, this article highlights the contribution of management education. The findings argue that the cohesive style of integrating university and vocational (society) schools as well as technical school schemes will also enhance the skillsets of participants.

Entrepreneurial facilities, business incubators, as well as partnership hubs are being developed to actively participate lecturers, learners, as well as society corporate executives in ecosystems which improve students' engagement in the actual life. The overview by the authors of instructional methods that's used in entrepreneurial academic achievement leads to the curriculum of entrepreneurial courses. As most educators, scholars, as well as corporate executives consent, entrepreneurship has become foundation of the landscape of corporation. Students, even then, are prepared to have many thoughts and feelings in their lifetimes, and more than advanced degrees, they advantages those thoughts and feelings.

A great deal has been published in latest years regarding entrepreneurship education. While there is common opinion about the substances and the approaches to deliver entrepreneurship education among entrepreneurship education instructors, they understand that this is shifting as well as expanding on a daily basis to address market and worldwide demands. Actually, there is awareness that now the emplacements and the instructors in entrepreneurship education are shifting so that as the international economy evolves, it needs deeper attention. Entrepreneurship education has become a practice in which moment has arrived; more adaptation inside the culture of academics while in society outside universities is needed for this to be viable as well as effective. This analysis has shown that entrepreneurship education requires proper planning, controlled, organized inside and through universities as well as other specific locations where there is something to give in entrepreneurship education. With comparatively limited or specific amount of learners aspiring to launch their respective companies, entrepreneurship education has evolved from a business school practice to a substantially broader, multi-disciplinary operation covering a multitude of diverse fields of business and non-business. This poses challenges for the instructors of future, specifically in regard to the creative development as well as implementation of entrepreneurship education and the value of core authorities' management to promote such growth.

7. Future Research Recommendations

Numerous diverse fields of study, especially agricultural sector and ecosystem inheritance, have the ability to expand the learning of entrepreneurship from diverse viewpoints. Through ideas such as entrepreneurial ecosystems growing in interest in discourse on entrepreneurship learning, this has also been seen. In fact, entrepreneurship is analogous to biological sciences as it evolves based on the frame of reference. This suggests that scientific feedback mostly from literary works in biology provides possibilities. Instead of higher education studies, the current entrepreneurship curriculum framework is skewed against market practices.

This restricts its validity to other areas that use various methods, such as medical sciences. Therefore, in educating strategies, entrepreneurship learners ought to integrate both entrepreneurship as well as learning viewpoints. The results obtained in this study would be the foundation of scientific enhancement and future research. It should examine how entrepreneurship education progresses with respect to the issues of timings, approaches, strategies and reasons.

The difficulty for the scientific setting, despite the economic value of continuous improvement, is to meet the concerns of aspiring entrepreneurs at every generation at which they are current and with any expertise. Creative teaching strategies that integrate modern approaches, such as digital technology utilizations and online marketing enhancements, may be a way to achieve this.

Entrepreneurship learning in developing countries requires companies to establish creative practices, especially in the field of industrialization. More study is needed on other particular fields, such as how to improve appropriate and necessary skill-sets, owing to the emphasis of entrepreneurship education being on cultivating an entrepreneurial mentality. Entrepreneurship preparation aims to improve innovative ability to work as part that are expected in current business environments, but new problems and concerns ought to be discussed in potential study due to the COVID-19 disease outbreak.

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