



Analyzing Entrepreneurship Education Under COVID-19

Fangyuan zhu

Jose Rizal University, Philippines

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Representative e-Mail: zhufangyuan1928@gmail.com

ABSTRACT

“Entrepreneurship education, broadly defined as the development of pioneering individuals, is equally important to those who earn a salary because employers or individuals are placing increasing emphasis on Employed initiative, risk-taking, entrepreneurial and independent work ability, and technical, social, and managerial skills”. Entrepreneurship education is an educational activity that enables educated people to innovate in social, economic, cultural, and political fields, open up or expand new development spaces, and provide opportunities for others and society. Due to the enormous global impact of COVID-19 on society, new entrepreneurial education management practices are needed to cope with this change. Could COVID-19 be a transformational opportunity for entrepreneurship education research due to new thought processes triggered by the pandemic.

Keywords: COVID-19, Education, Enterpreneurship Education.

I. INTRODUCTION

Restrictions on mass gatherings and social distancing requirements have limited in class teaching, which has resulted in a massive quick shift to online teaching methods as a result of the COVID-19 pandemic . This has meant an increase in courses taught through digital communication methods .COVID-19 is posing a significant challenge to management education especially for international students and courses that have an experiential nature (Brammer & Clark, 2020; Marshall & Wolanskyj-Spinner, 2020) . Border closures and cuts to international travel have further restricted international student mobility and business activities (Donthu & Gustafsson, 2020). To respond to these changes there has been a rapid uptake in remote and digital learning entrepreneurship education methods (Bacq, Geoghegan, Josefy, Stevenson, & Williams, 2020).Entrepreneurship education is considered as an important way to influence the competitiveness of any country or industry, so it provides opportunities in the COVID-19 pandemic to progress to a more competitive educational environment (Liguori & Winkler, 2020).

The growth of entrepreneurship education during the past decade has been phenomenal and is now a common course in most business schools (Santos, Neumeyer, & Morris, 2019). This importance of entrepreneurship education in changing student's perceptions is reflected in numerous studies (Souitaris, Zerbinati, & Al-Laham, 2007). Zhang and Cain (2017) found that more than 50% of entrepreneurship education students intended to become entrepreneurs after finishing their courses. who found that students who took entrepreneurship training were more positive towards entrepreneurship

II. RESEARCH METHOD

2.1 Questionnaire method

By reading a large amount of relevant literature, drawing on the research methods of previous scholars, we select scales that have been verified to have high reliability and applicability at home and abroad, and combine them with the actual needs of the research questions in this paper, and make appropriate screening and modification of the relevant topics in a targeted manner.

2.2 Literature method

The literature method was used to collect, read and organize the theories and practices on entrepreneurship, employee engagement and trust in organizations at home and abroad, and then select the main ideas after discussion with the supervisor and then conduct screening and intensive reading to prepare for the subsequent research.

2.3 Interview method

Through several conversations and interview activities with employees and business leaders to promote understanding of the variables and localization of the questionnaire, and after listening to the opinions of mentors and

experts, the entries of the relevant mature questionnaires that have been selected are deleted and modified to compile the final use scale.

2.4 Empirical research method

Through analysis, we construct a conceptual model of the relationship between entrepreneurship, enterprise innovation, enterprise growth and business environment, and divide the main variables into dimensions, put forward research hypotheses of the subdivided dimensions, design scales and questionnaires for each variable, use questionnaires to collect data related to basic information of enterprises, basic information of entrepreneurs, entrepreneurship, enterprise innovation and enterprise growth, and analyze the validity of the scales by conducting reliability and validity analysis of the data, and then use primary data to match the business environment for hypothesis testing and draw research conclusions.

III. DISCUSSION

3.1 Comparison of American Entrepreneurship Education and China Entrepreneurship Education

Since the 1990s, the development of entrepreneurship education in American universities has entered a mature stage, and the number of universities offering entrepreneurship education courses has been increasing. They have established entrepreneurship activity centers and entrepreneurship education research associations. The Entrepreneurship Activity Center has established extensive contact channels with the society, established university science and technology parks, venture capital institutions, and entrepreneurship qualification assessment institutions, etc., formed an entrepreneurship education system with benign interaction between universities, communities, and enterprises, established an innovation education alliance and set up an entrepreneurial education system. educational standards.

Most of the courses on "Entrepreneurship" offered in China's existing colleges and universities adopt the core courses of foreign entrepreneurship education, that is, the entrepreneurial management of small and medium-sized enterprises. Based on the "Entrepreneurship" co-authored by Jeffrey Timmons and Stephen Spinelli Jr. of the United States, selectively revised and written about business opportunities selection, entrepreneurs and entrepreneurial teams, resource requirements and business plans, entrepreneurship Teaching materials and lectures on financing, enterprise creation and operation, enterprise accounting and liquidation, etc. Although there is also a translation of Peter F. Drucker's "Innovation and Entrepreneurship", the father of contemporary management, the education of "Cang Entrepreneurship", which is the essence of entrepreneurship education, basically stays in the course of special lectures or entrepreneurial mobilization. level, it cannot be taught as a systematic course. Appearing in the form of "separate" sections and "should", it does not fully demonstrate the inherent connection and logical sequence contained in it, and lacks the "inevitability" power to be recognized by reason.

The traditional goal of higher education in China is limited to cultivating research-oriented and applied talents, emphasizing knowledge imparting and ignoring practical training, lacking in the cultivation of students' creativity, innovation and entrepreneurship, and lack of exploration of students' self-potentials, resulting in the emergence of many high-scoring and low-ability students. of students cannot stand and develop in the fierce international social competition; the destination of college students after graduation is nothing more than employment, postgraduate entrance examinations, civil servant examinations, and going abroad, and there is very little or no active self-employment. The innovation and entrepreneurship education of college students pays attention to the free and comprehensive development of people. It is essentially a kind of personality education. It aims at cultivating individuals with professionalism and pioneering ability, and is crucial to the growth of college students and economic and social development. It is a college education. important content of the reform.

3.2 Impact of COVID-19 on Entrepreneurship Education

3.2.1 Student Impact

The COVID-19 pandemic hit the start of the school year for students in Asia who started their studies at the beginning of the year. For most European and North American universities, the crisis occurred in the middle of the teaching year. When the pandemic was declared in early March 2020, universities around the world closed and all courses moved online.

Students, especially those in management courses that require experiential learning, are greatly affected. While classes have changed to new pedagogies and assessments to suit the new conditions, students must adapt quickly to new learning methods. In addition, students are physically and socially isolated from their peers, which leads to mental difficulties. This is somewhat mitigated by online social activity that attempts to recreate the physical environment. For many students, the campus environment plays an important role in their intellectual development. With many campuses closed, this has impacted how students learn and their ability to learn through peer-to-peer networks. Extracurricular activities including sports and drama clubs have ended, affecting the social life that students experience in their academic activities. In addition, internships, international study tours and field trips have also ceased. This limits student interaction with the community.

Entrepreneurship students can be considered as nascent entrepreneurs because they are involved in business activities during their studies (Souitaris et al., 2007). This means that sometimes entrepreneurship students are already entrepreneurs and are taking classes as a way to learn more about entrepreneurship. College students near the end of their courses are more likely to want to start a business (Ahmed et al., 2020). Thus, in times of crisis, entrepreneurship plays a key role in retraining individuals for emerging industries in society. Traditional employment channels are changing as reliance on the gig economy increases. This means that students are likely to have different career paths.

This means that students place less emphasis on finding jobs in large corporations and government departments. As a result, more and more students are becoming interested in entrepreneurship and entrepreneurship. Young people are encouraged to apply for jobs in new industries, some of which did not exist the previous year. This means that the focus of young people is on thinking about creativity, and the way to learn about creativity is through entrepreneurship education.

3.2.2 Teaching and learning methods

Entrepreneurship education often involves some form of interaction, immersing students in an environment that allows them to learn how to perform tasks. In the case of augmented reality, environments that are usually physical can be virtualized to enable students to understand behavior. Examples of learning platforms include writing a business plan, presenting an idea, or conducting a market analysis. In entrepreneurship courses, there are often assignments on how to foster creativity that can lead to entrepreneurship. Another key learning benefit of entrepreneurship education is that students have access to real entrepreneurs. This may involve motivating students to be role models or mentors for entrepreneurs.

Management education at all levels, from undergraduate to graduate, has been greatly impacted by the COVID-19 pandemic. Practical placements in most entrepreneurship courses have been eliminated or significantly reduced. This means that developing innovative approaches to entrepreneurship education is a challenge without a traditional classroom environment. Therefore, entrepreneurship educators must maintain a high-quality teaching method because the success of future entrepreneurs depends on it. The role of the entrepreneur in society can be acquired culturally due to society's expectations of individual behavior based on economic conditions. This means that in times of crisis, entrepreneurs will acquire certain skills through experience. Guest speakers are often used in class to describe their experiences. Although online guest speakers are also allowed when social distancing limits physical contact. Additionally, it may be beneficial to invite guest speakers from international locations through online platforms that overcome geographic distance constraints.

Given the significant changes in the global management education environment due to the COVID-19 pandemic, the content of entrepreneurship education programs varies, with some valuing practical and immersive experiences more than others. This means that there is debate over the right approach to entrepreneurship education, from a hands-on approach to a more hybrid model that includes both practice and theory. This is due to the importance of learning concepts and theories related to entrepreneurship while engaging in entrepreneurial behavior. Therefore, the emphasis is on learning business planning and how to take calculated risks.

3.2.3 Technology revolution

The COVID-19 crisis has the potential to transform management education, but realizing this potential management education requires a critical assessment of its epistemological underpinnings to challenge existing paradigms (Nicola et al., 2020). Finding solutions to how education evolves into socioeconomic activity is critical. Technology plays a key role in this due to the need for a digital learning environment. Since the advent of the Internet and online education forums, information technology has been an important enabler and disruptor of management education. This is especially true in today's educational environment, where most aspects of teaching include a technology component. Technology is now intertwined with education and has become even more important during the Covid-19 crisis. Technology has adapted and developed to address some of the problems faced by changing environmental conditions. To build resilience in education, technology is used as an effective way to manage change. While technology has many benefits, it cannot completely replace the physical contact where non-verbal communication is important.

The arrival of COVID-19 has been a watershed moment as it has revolutionized the way of life (Higgins-Desbiolles, 2020). Previously, there was a big trend in international entrepreneurship and cross-border entrepreneurship, so the introduction of border closures due to COVID-19 has significantly changed existing business models. Social activity has decreased, and people are being told to communicate through digital technology. The changes are due to the government's efforts to control the pandemic. That means trying to strike a balance between public health needs and economic needs.

IV. CONCLUSION

In light of the COVID-19 pandemic, this article discusses how environmental conditions are changing for entrepreneurship education research as a way to analyze their impact on entrepreneurship education. This helps to develop methods for adapting existing crisis content to an entrepreneurial perspective. More work needs to be done on why and how entrepreneurship educators are responding to the crisis. This includes how entrepreneurship educators can promote the resilience of others by imparting new skills. We assert that entrepreneurship education makes an important contribution to crisis management. Of course, more research is needed on the role of entrepreneurship education in times of crisis.

The global spread of COVID-19 shows that our society has become globalized and networked. COVID-19 is more contagious and has a higher mortality rate than seasonal flu, so the effects of the virus will have lasting effects, and entrepreneurship research needs to use financial and non-financial metrics to assess the impact of COVID-19. The financial impact may be more accessible and easier to understand. Global economic data shows that the covid-19 crisis has caused stocks to fall. Since perceived impact is often subjective, non-financial impact is more difficult to understand. More research is needed on how the economy is recovering from the COVID-19 crisis and how policymakers can help. Entrepreneurship education remains very important in the context of the COVID-19 crisis. The

ability to navigate the business environment in uncertain times is inherent in successful businesses. The essence of doing business in a crisis is the need to coordinate the urgency of delivering services and the need to move forward.

The recent and ongoing nature of the COVID-19 crisis at the time of writing makes it impossible to collect longitudinal data. Therefore, more information is needed on how entrepreneurship educators adapt to new environmental conditions. This includes a greater focus on how educators and students can take advantage of technological innovations.

Potential research questions for each period of the COVID-19 crisis are listed below.

Potential research issues.

Time periods	Potential research issues
Initial pandemic date	What was the initial reaction by entrepreneurship educators to the news? How quickly or slowly did educators move to a digital format? What advantages/disadvantages were there to online teaching methods?
During the crisis	How did psychological stress impact education? What other environmental factors influenced the rate of education? How did entrepreneurship educators cope with the crisis?
During second and subsequent waves	How disruptive were the second and subsequent waves of the crisis? How did entrepreneurship education change or stay the same compared to the first and second waves of the COVID-19 crisis?
Returning to the new normal	To what extent did entrepreneurship education move back to where it was prior to the pandemic? How different is existing entrepreneurship education compared to prior to the crisis?

This article discusses the changing nature of entrepreneurship education due to the COVID-19 pandemic. Discusses the ways in which the crisis is affecting business and the resulting implications for management education. Given the ongoing nature of COVID-19 and its ongoing impact on social entrepreneurs, this highlights the need for more strategic thinking. Therefore, now more than ever, there is a need to integrate entrepreneurship into management education curricula and independent entrepreneurship subjects to help focus on the positive benefits of finding solutions to crises. This article focuses on the different impacts of crises from the perspective of student learning, technology environment, and course content.

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