POST-COVID PROSPECTS OF ENTREPRENEURIAL EDUCATION IN PAKISTAN

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ABSTRACT

This research aims to look at the prospects of entrepreneurship education in Pakistan post-covid. New entrepreneurial education approaches are required in addressing the effects of COVID-19 globally. To achieve this, this study explicates the way new strategies for explaining how the COVID-19 pandemic might make entrepreneurial education research an evolutional field. The study found that several assumptions have transformed due to the COVID-19 impact, and entrepreneurship education is essential in combating the pandemic. Therefore, this study argues that further research on entrepreneurship education that integrates a COVID-19 setting is important in opening new views and changing the study agenda. An enhanced investigation of how mechanisms of response, such as change and recovery, are assumed to propel entrepreneurial stakeholders to adopt the perception that entrepreneurship education is an extensive process. As a result, the COVID-19 situation is viewed as a chance of highlighting the worth of entrepreneurial education for society.

Keywords: *Covid-19; Centre for Control; Character Traits; Education; Entrepreneurship; Post-Covid Crises Effect.*

INTRODUCTION

The worldwide COVID-19 pandemic has pushed humankind to adapt to a new digital environment and adjust aspects of economic and social life. Students, professors, workers, and businesspeople began doing remote work online in their regular lives. It is without dispute that sustainable business models must be developed for the education sector. In a similar spirit, a broad statement about entrepreneurship's socioeconomic growth connects its salient characteristics to a new order in the global business environment.

The COVID-19 disease outbreak offers the opportunity to advance to a more aggressive educational setting (Kim, 2017). Additionally, internationalizing a business is possible through

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entrepreneurship (Autio, 2017; Etemad, 2018). The entrepreneur as a proactive means contributes significantly to one of the sectors with the highest primary concern to creating jobs and reducing social crises. They function as a form of an accelerator of civil life, transdisciplinary interaction, and countries' partnership all at the same time.

The study of entrepreneurship is typically characterized as imparting knowledge and abilities necessary to launch and run a successful firm (Mentoor & Friedrich, 2007). But in recent years, this has reformed since more learners have shown a desire to study entrepreneurial behavior, which is not always related to opening a firm (Ratten & Jones, 2018). This is the motive entrepreneurship education is suggested as a strategy to get pupils to consider their potential career paths. This implies that students gain knowledge about v small businesses and commercial ventures (Peterman & Kennedy, 2003). As a result, entrepreneurship education is prized for its capability to convey knowledge and technical skills about how ability to convey knowledge and technical skills about assisting societies and enhancing entrepreneurship is still seen as a knowledge-intensive field, along with innovative entrepreneurship and anti-crisis entrepreneurship that favors resolving disputes of all kinds (Koch & Strotmann, 2006; Acs et al., 2013). Therefore, it is worthwhile to give entrepreneurship education more attention, particularly post covid to give an evolutionary advantage, as this could be a critical step in expanding international entrepreneurship. The incorporation of innovation, technology, and digitalization must be given a significant role in this process.

PROBLEM STATEMENT

As most industries migrate to online business due to covid, education was not left behind. However, it is not documented how this industry coped with the pandemic, as most studies focus on how students continued their studies online without considering the pandemic's impact on entrepreneurs in this industry. Therefore, it is critical to assess the impact that covid-19 had on educational entrepreneurship and the challenges they faced from entrepreneurs' viewpoint. This will be achieved by considering the educational sector in Pakistan.

RESEARCH OBJECTIVES

The study aims to accomplish the following objectives:

i. To evaluate the prospect of entrepreneurial education as a prospect in the post-covid era in Pakistan.
ii. To expose the prospect of solving the challenge being faced after covid -19 pandemic in Pakistan through entrepreneurial education.

iii. To appraise the upshot of entrepreneurial education on the entrepreneurial prospect of the post-Covid-19 era in Pakistan.

LITERATURE REVIEW

Entrepreneurship Education Overview

Entrepreneurship education is described as "any structured instructed program or methodology that prepares students to develop entrepreneurial intentions and skills" (Fayolle et al., 2006). As per this definition, the entrepreneurship education field is utilizing, designing, and implementing practical, forward-thinking strategies in an educational environment. Scrutinizing the potential of new markets and technological solutions is a must for this. In explaining entrepreneurship education as "any structural instructed methodology of teaching for entrepreneurial attitudes and skills, that entails the development of specific personal characteristics," likewise adopted a philosophical perspective (Ali et al., 2021; Fayolle & Klandt, 2006). Consequentially, most definitions of entrepreneurship admit the importance of concurrently studying various subjects promoting change.

In general, entrepreneurship's key objectives are to achieve financial sustainability, consistent sales outcomes, and a positive return on investment. With the advent of new technology, the needs of successful businesspeople are continuously taking into account the unique digitalization characteristics, new types and speeds of communication, social media functions, and so on (Roslan et al., 2020). It may be argued that the growth of entrepreneurship has paralleled the most recent economic and technological developments on a regional, national, and international scale by focusing simply on these few examples. Additionally, the new entrepreneurs of the twenty-first century are those who are building a global entrepreneurial ecosystem.

Due to the requirement to educate on a variety of themes about innovation and forward-thinking, entrepreneurship education has grown increasingly complicated (Oosterbeek et al., 2010). As a result, instructional strategies now focus on helping students set realistic goals by teaching them resilience (Ahmed et al., 2020). This entails incorporating a relevant, practical setting that introduces learners to service learning (Santos et al., 2019). Beynon et al. (2016) argue that the inclusion of handling global concerns in entrepreneurship curricula gives students a means of contributing to the resolution of societal problems while focusing on their desire to pursue entrepreneurship. A clear and deliberate choice to launch a new start-up is described as having entrepreneurial ambition (Elliott et al., 2020).

The ability to use entrepreneurship principles allows people to behave strategically. According to a recent research report on entrepreneurial education by Ferreira et al. (2019), there are numerous approaches to analyzing entrepreneurial concepts based on surrounding circumstances, including issues with technology, social issues, and health. By concentrating on COVID-19's impact on entrepreneurship education, we examine in this study how to promote entrepreneurial intention post-covid. To meet this objective, we evaluate present and new educational management approaches related to COVID-19 (Beech & Anseel, 2020). This examination will help to comprehend better the situation in management education relating to entrepreneurship (Duval-Couetil et al., 2020).

COVID-19 Disaster

Complex disasters have impacts that might be felt both right away and for a long time (Ansell & Boin, 2019). The pandemic was an unexpected, low-certainty incidence. Doern et al. (2019) argue that disasters can be categorized as "severe unanticipated, unforeseen circumstances or as more common and accepted normal disruptions, either sudden or slow but steady. Buchanan and Denyer (2013) posit that the divergent realities of disasters, from natural biological calamities to economic catastrophes, are reflected in the dichotomy of methods. While the cruelty of a disaster can be rated on a scale from serious to irrelevant, they impact human life (Eggers, 2020).

The COVID-19 epidemic came as a shock and was inevitable (World Health Organization, 2020). According to Clark et al. (2020), depending on their regulatory frameworks, nations have reacted to the COVID-19 dilemma in a variety of ways. Akkermans et al. (2020) claim that the COVID-19 epidemic has triggered considerable societal disruption, where a majority of learners and educators have encountered career shock. Most of the management educators had not thought about the necessity to move swiftly to working from home and learning in a virtual setting. However, most stakeholders continued their studies despite being in various situations because of the move. This consistency in teaching was necessary, especially to guarantee students' course development (Jones, 2019).

Response of the State to COVID-19

In February 2020, Pakistan reported its first COVID-19 case. Since then, several controls have been tried and failed to stop the infection's spread; in March 2020 and October 2020, partial or total lockdowns were created. The epidemic has severely impacted Pakistan's educational system, which has a history of insufficient funding and resource allocation (Shaikh et al., 2008).

Like any other developing nation, Pakistan experienced a significant setback resulting from COVID-19. A lockdown of the entire nation caused the initial wave. Many industries were forced to choose between permanently closing or reducing their workforces (Hardie et al., 2022). On the other hand, those with knowledge and experience in entrepreneurship saw it as an opportunity. As a result, numerous new SMEs emerged, and many were successful. The study is pertinent since having entrepreneurial expertise will help you deal with unforeseen events in the future. Because Pakistani society places a greater emphasis on finding a good job than on assisting or encouraging young people to start their businesses.

Covid-19 Impact on Entrepreneurship Education

Educational Impact

For schools in Asia and Australia that launch their learning during the start of the year, the pandemic commenced at the commencement of the educational year. The catastrophe hit in the middle of the academic year for most of the schools in North America and Europe. Ratten and Jones (2021) note that the pandemic posed a weighty challenge in the management of education, particularly the global students and courses with practical nature. Because of the pandemic, many international scholars, especially from China failed to enter Australia, thus the stress was on using online learning to accommodate these learners. After the announcement of the pandemic in early March, most schools closed globally, forcing students to shift to online classes, and all lessons were later transferred to an online format (Ratten & Jones, 2021).

Learners in management courses, particularly those required to engage in experimental learning, have been severely affected. Students have had to swiftly adjust to fresh learning approaches as pedagogy and evaluation have been modified to fit the new circumstances. Additionally, they suffered from emotional anguish due to their physical and social isolation from their peers. This has been somewhat alleviated through social media activities that mimic real-world settings. The campus setting significantly influences the intellectual growth of many pupils (Heng, 2021). The closure of many campuses impacted how scholars learn and their capability to study through peer networks.

As a result of participation in business endeavors while schooling, entrepreneurship learners can be regarded as inexperienced entrepreneurs (Souitaris et al., 2007). This demonstrates that some scholars enrolling in entrepreneurship classes are running their businesses but want to know more about entrepreneurs. Also, toward the culmination of their educations, university learners have a high probability of launching a business (Ahmed et al., 2020). Thus, entrepreneurship is vital in

assisting people in reskilling start-ups that are emerging in communities during the crisis period. Ratten and Jones (2021) argue that entrepreneurship education is a major move in persuading the aggressiveness of any industry or country during the pandemic to progress to a more modest setting. Entrepreneurship education has influenced students' thinking since they are now more concerned about their future career directions where they learn about various potential careers including start-ups (Ratten & Jones, 2021). Conventional workplaces are developing as the digital economy is gradually utilized. Thus, learners are likely to have a portfolio career that gives them leverage to pick from different kinds of employment.

Learners are now not focused on looking for employment in established companies and the public segment as a result of this. Interest in start-ups among learners is now significantly increasing and they are creating their businesses as a result. Youngsters are stimulated to seek jobs in evolving industries since the majority of them were unavailable in the previous year. This shows that entrepreneurship education is an excellent way for youngsters to study how to think artistically. Liguori and Winkler (2020) express that the onset of covid-19 hindered the growth of online entrepreneurship education since modern approaches to entrepreneurship education emphasize the urge for deliberate practice, practical approaches, and real-world immersion.

Methods for Education and Learning

Entrepreneurship education typically entails some type of collaborative element where learners are involved in an environment where they are studying how to execute a task. While the set is typically physical, it can also be cybernetic to boost reality, and aid learners in learning about behavior (Reuge et al., 2021). Writing a business strategy, presenting a concept, or conducting a market analysis are a few examples of learning platforms (Ahmed et al., 2020). Naturally, some projects in an entrepreneurship course emphasize how to embrace innovation that can be upshot in a company venture. Ratten and Jones (2021) claim that entrepreneurship education ensures that students have an entrepreneurial attitude allowing them to have personal control over different situations while incorporating innovation. The chance for learners to network with genuine entrepreneurs is another essential learning advantage of entrepreneurship education. This may involve mentors or role models with the goal of stimulating learners to initiate their businesses.

The negative impact caused by the Covid-19 outbreak was significant at all management levels of education from beginner to graduate. Most entrepreneurship courses do not offer or radically reduce real-world placements for their learners (Ahmed et al., 2020). This translates to producing radical, hard, entrepreneurial teaching strategies without normal classroom settings. Consequentially, entrepreneurship educators must use operative teaching approaches because

future entrepreneurs' success depends on them. Liguori and Winkler (2020) and Saptono et al. (2020) opine that some of the entrepreneurship education aspects can be offered online while others cannot. According to these scholars, the key aspects of entrepreneurship education; entrepreneurship mindset, and competencies that are key to this course pose the biggest challenge in online teaching. Due to societal expectations about how people should behave based on financial circumstances, an entrepreneur's role in society might be acquired traditionally. This implies that an entrepreneur will get specific skills through practical experience during times of crisis. Allowing guest speakers to share their skills and experiences in class is a key practice.

Although guest speakers can be hosted online where social distance averts in-person contact, having guest speakers from other nations connected via internet channels helps overcome geographical limits. Additionally, programs focusing on entrepreneurship are increasingly utilizing incubators and accelerator programs because initial concepts call for support in making them commercially feasible (Hardie et al., 2022). Most colleges offer initiatives that aid participants in developing thoughts and accessing compulsory materials like contests and internships created to allow learners to out-of-school notions and offer constructive criticism (Ratten & Jones, 2021). Likewise, science and technology grounds are often situated on academic grounds, allowing learners to connect with businesses more frequently.

Justification

Numerous studies have revealed that the spread of COVID-19 is to blame for the majority of the young generation's unemployment today (Blustein et al., 2020). Even before the COVID-19 epidemic, unemployment was one of the main issues facing societies. Unemployed people are eager to launch their businesses and are enthusiastic about entrepreneurship. However, they struggle because of their lack of theoretical understanding. People must therefore possess the requisite theoretical knowledge of the business sector to launch their own business (Weber, 2015). They can reduce their chances of failing in this way. If well-planned and implemented in school, it will encourage prospective students' interest in starting their businesses and inspire them to think creatively (Saeed et al., 2015).

With the growing unemployment in Pakistan, this study will evaluate the prospect of entrepreneurial education as a prospect in the post-covid era. With little or no research done to determine the leverage of entrepreneurial education in solving the problems of post-covid, this research work is sacrosanct to expose the prospect of solving the challenge faced after covid -19 pandemic in Pakistan through entrepreneurial education.

Proposed Framework

The framework for this research work comprises two predictors according to Rehan et al., (2021), such as character traits (such as the desire to achieve, the centre of control, and Self-Perceptions), as well as a situational element (such as the Post-Covid Crises Effect (PCCE)), to evaluate the prospect of learners to pursue entrepreneurship. This study's prediction model also takes into account several demographic elements, including gender, study subject, and past entrepreneurial training.

Furthermore, it is noted that situational conditions, where Covid-19 is having a very large impact on certain behaviors, have received relatively little attention from studies. The Davidsson (1995) model looks at how specific contextual factors affect entrepreneurial goals in various contexts. Few scholars have examined the effects of specific situational factors, such as the influence of economic crises in the setting of Italy (Arrighetti et al., 2016) and the intention of university students during the Syrian crisis in Mouselli and Khalifa (2017). In the setting of Pakistan, this study employs PCCE as a situational component to predict entrepreneurial intention and prospects.

Character Traits

The idea that an entrepreneur's character qualities are particularly important when deciding whether to establish a business is supported by previous research (Mouselli & Khalifa, 2017; Sesen, 2013). In this study, character factors like "centre of control," "self-perceptions" (SP), and "desire to achieve" were utilized to predict entrepreneurship inclinations and prospects.

Centre of Control

A key personality characteristic in the literature on entrepreneurship is the individual's internal centre of control. A person's centre of control is his or her conviction that he or she can influence how particular acts turn out. According to Rotter's (1966) hypothesis, persons who are more oriented from within are more willing to believe that the outcomes of specific events are influenced by their efforts, whereas individuals who are more oriented from the outside feel that outcomes are influenced by external circumstances. When assessing people's ambitions to become entrepreneurs, researchers thought that the center of control was a crucial aspect (Gerba, 2012; Sesen, 2013; Kristiansen & Indarti, 2004; Fayolle et al. 2006). While Kristiansen and Indarti (2004) and Fayolle et al. (2006) discovered that a person's centre of control does not have a substantial effect on entrepreneurship goals, Gerba (2012) and Sesen (2013) discovered that a person’s internal centre of control significantly influences entrepreneurship goals.

Self-Perceptions

Self-perceptions of being successful at carrying out particular behavioral actions—known as self-perceptions of self-efficacy—are explained by Bandura's (1977) social learning theory. However, SE is connected to entrepreneurial aspirations and practices in the literature on entrepreneurship (Boyd & Vozikis, 1994). The two most popular entrepreneurship theories, EEM and TPB, recognized SE as a crucial factor in determining whether or not a person will pursue entrepreneurship (Krueger et al., 2000). In various circumstances, several researchers have discovered a positive correlation (e.g., Chen et al., 1998; Krueger & Reilly 2000; Lüthje & Franke, 2003). Baum and Locke (2004) assert that SE is the primary motivator of goal-oriented behavior, including entrepreneurial behavior.

Desire to Achieve

Gerba (2012, p.263) defines the need for achievement as "the degree to which one sets and seeks to achieve goals and the degree to which one works hard and is satisfied with the results of the job." Numerous studies have connected it to entrepreneurship (Ferreira et al., 2012; Gerba, 2012; Zhang et al., 2014). The desire for achievement theory, developed by McClelland in 1961, states that people with a need for accomplishment are more likely to participate in activities where they believe their prospects of success are higher. More achievement-driven people are proactive, develop plans in advance, and strive to accomplish their objectives without failing (Zhao & Seibert, 2006).

HYPOTHESES

H1: *People's centre of control has a positive influence on entrepreneurship prospects in the post-Covid-19 era.*

H2: *Self-Perceptions through entrepreneurial education have a positive upshot on the entrepreneurial prospect of the post-Covid-19 era.*

H3: *Desire to achieve propel through entrepreneurial education has a positive influence on the entrepreneurial prospect of the post-Covid-19 era.*

CONCEPTUAL FRAMEWORK

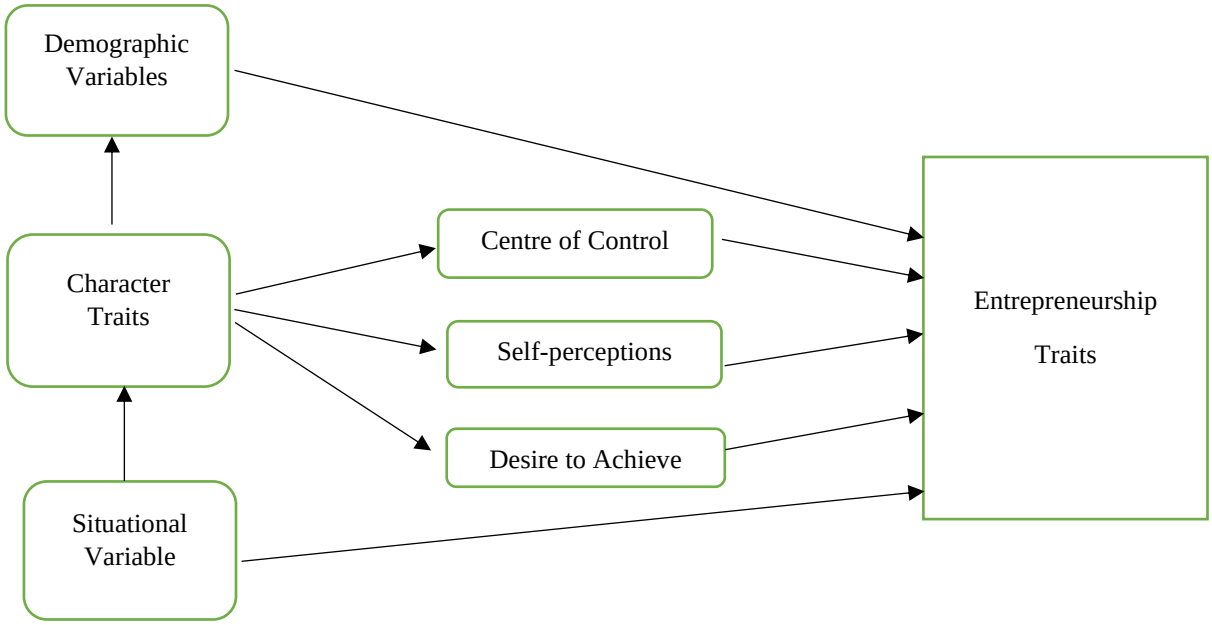

Figure 1. Conceptual Framework

RESEARCH METHODOLOGY

To obtain more accurate results with a higher level of reliability and generalizability in the study, a quantitative research methodology will be used. Students in Pakistan Universities will respond to an online survey to gather primary data, and the results will be used to objectively evaluate the prospect of entrepreneurial education in the post-covid era. The questionnaire entailed the participant's demographic profile and questions associated with the study's major variables.

The model to be employed and the sampling technique is stated by Sumaedi et al. (2020) in their study of behavioral study. Descriptive statistics will be used to define the sample representation (Hair et al., 1998), and regression and correlation will be done to examine behavioral factors.

Sampling Design

To ascertain the required sample size, Cochran's formula was utilized in situations to approximate the population size. If the population as a whole is comparatively small there is a modification that may be utilized to reduce the number given by Cochran's formula. A sample of any given size provides more info about a smaller population than a larger one.

This is the Cochran formula:

$$n_0 = \frac{Z^2 pq}{e^2}$$

Where:
p is the (estimated) fraction of the population that possesses the property in question, and q is equal to 1 – p, which stands for the required level of precision.
A Z table contains the z-value.

Data Collection

Online self-completion surveys were utilized to obtain the data. The database used was Google Driver. A popular free online data storage option for academics and students is Google Driver. Later, SPSS Amos version 7 was used to input all of the raw data. Data analysis is made possible using the statistical program SPSS Amos, which is quite popular. SPSS Amos was used to process and analyze all the data for this thesis.

Analysis, Results and Findings

The study evaluates the impact of entrepreneurship education that incorporates a COVID-19 setting. The findings supported the substantial indirect effect of entrepreneurs on situational variables (b= 0.268, t = 6.70, p =.015). Additionally, the direct impact was also found to be significant (b = 0.197, p = 0.000) in the presence of the mediator as indicated in structuring the model, there was the grouping of models into four factors with corresponded to questions administered as shown by Amos graphic model correlation link graph below.

STRUCTURAL MODEL

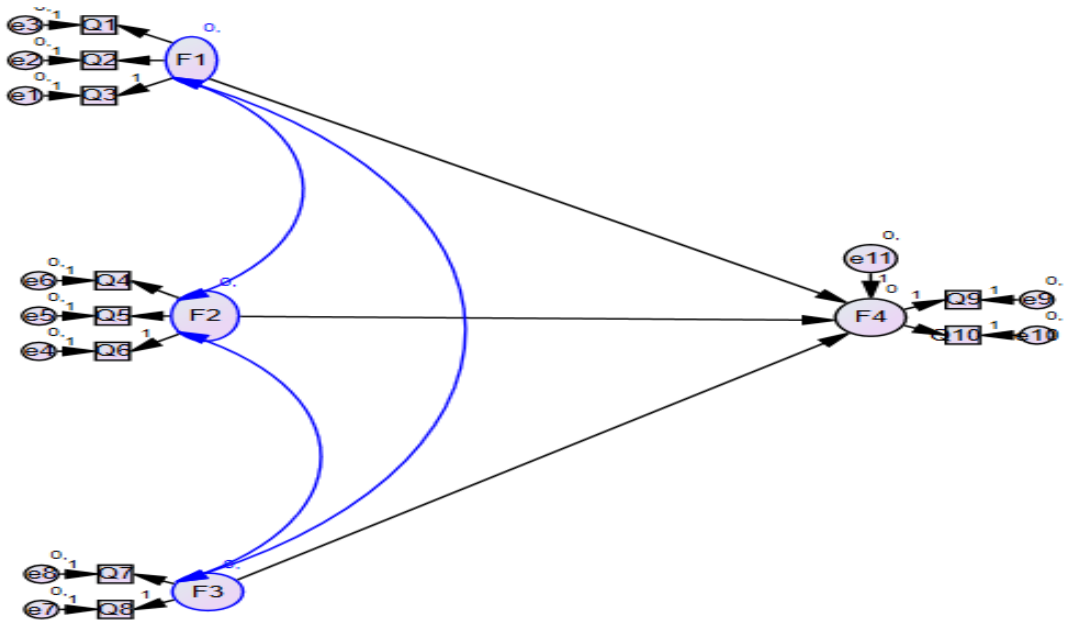

Figure 2. Structural Model Link and Correlation

It is evidenced that Factor one and factor two had the greatest impact since they took the greatest groupings such that, A (F1) *b(F2) ;(0.454*0.590) =.268 is the indirect impact of traits assessment

on post covid entrepreneurship. Let's now examine the same output for the confidence intervals that our bootstrap created. The upper bound is.346 while the lower bound confidence interval is.188. We can conclude that the indirect effect is significant because this confidence interval did not cross zero. We need to determine what kind of mediation is occurring because we are aware that indirect influence is important. To do this, we must look at the C' path, or the direct path, in the output's Estimates, links from authentic leadership to life satisfaction.

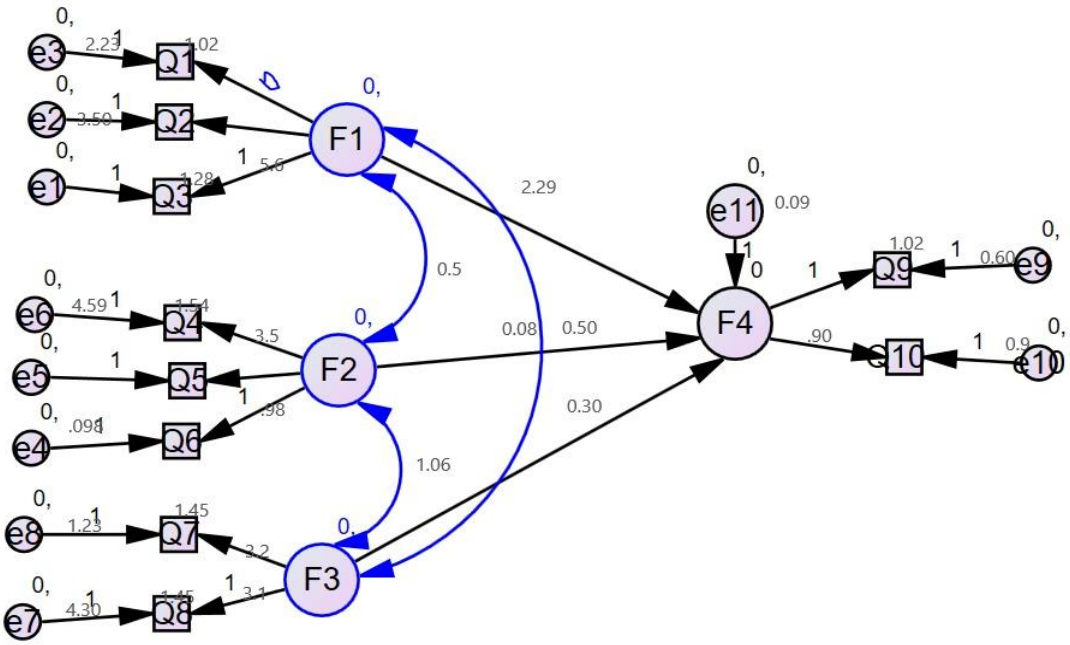

Figure 2. Estimations and Errors in Factor Association

Model Fit Summary

Table 1. Two model effect checkups and Coefficients

CMN					
Model	NPAR	CMN	DF	P	CMIN/DF
Default model	36	109.703	29	.000	3.783
Saturated model	65	.000	0		
Independence model	20	449.039	45	.000	9.979

Baseline Comparisons					
Model	**NFI Delta1**	**RFI rho1**	**IFI Delta2**	**TLI rho2**	**CFI**
Default model	.756	.621	.808	.690	.800
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measure			
Model	**PRATIO**	**PNFI**	**PCFI**
Default model	.644	.487	.516
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP			
Model	**NCP**	**LO90**	**HI 9D**
Default model	80.703	52.316	116.667
Saturated model	.000	.000	.000
Independence model	404.039	339.784	475.753

NPR					
Model	**NPAR**	**CMN**	**DF**	**P**	**CMIN/DF**
Default model	36	109.703	29	.000	3.783
Saturated model	65	.000	0		
Independence model	20	449.039	45	.000	9.979

The R-value signifies the simple correlation and is 0.356, which specifies a medium degree of correlation. The R^2 value shows how much of the total variation in the dependent variable, entrepreneurship assessment, can be explained by the independent variable, situational prospects. In this case, 12.7% can be explained. And the Coefficient for the linear regression is 0.605 with 0.014 significant.

Having a significance level of 0.022, the regression equation explains a statistically significant percentage of the variation in demographic variables from variation in the character traits. The simple correlation is represented by the R-value, which is 0.334 and denotes a medium degree of correlation. The overall variation in the dependent variable, visitor satisfaction, can be ascribed to the independent variable, tour guides, which is shown by the R2 value. 11.2% in this instance can be explained. Additionally, the linear regression coefficient is 0.422 and has a significance level of 0.022.

The following covariance matrix is not positive definite (Group number 1-Default model)

Table 1. Factor Significance

	F2	**F1**	**F3**
F2	.193		
F1	.047	.028	
F3	.181	.056	.081

The regression equation explains a statistically significant portion of the variability in age from gender offered with 0.014 significance. The research constructs' Cronbach's Alpha scores ranged from 0.771 to 0.834, all of which were greater than 70%. The distribution of CR values was between 0.742 and 0.802, all of which were greater than 70%, and the distribution of AVE values was between 0.646 and 0.722, all of which were greater than 50%.

Table 2. Evaluation of the Scale Mean

Statement	Mean	SD	Rate
Demographical Variables	3.8552	.60678	High
Characters Traits	3.2979	.50712	Medium
Situational Variable	2.3192	.51526	Medium
Entrepreneurship Prospects	4.3404	.52239	High
Total	4.5788	.57678	High

The findings demonstrated that the model study factor's convergent validity and reliability, as well as the measurements of the study model, fulfilled the necessary statistical requirements. The first hypothesis was supported by the study's findings, which showed that character in entrepreneurship was impacted by gender (value of 0.131 and P-value of 0.002).

Table 4. Standardized Regression Weights: (Group number 1 -Default model)

	Estimate	S.E.	C.R.	p	Label
F4 ← F1	2.351	.739	3.180	.001	Par_7
F4 ← F2	.505	.280	1.803	.071	Par_8
F4 ← F3	.096	.216	.442	.659	Par_9
Q3 ← F1	1.000				
Q2 ← F1	2.594	.518	5.007	***	Par_1
Q1 ← F1	.847	.330	2.566	.010	Par_2
Q6 ← F2	1.000				
Q5 ← F2	1.320	.239	5.517	***	Par_3
Q4 ← F2	.847	.131	6.852	***	Par_4
Q8 ← F3	1.000				
Q7 ← F3	1.190	.269	4.424	***	Par_5
Q9 ← F4	1.000				
Q10 ← F4	.515	.081	6.367	***	Par_6

Table 5. Question Significant

	ESTIMATE
F4 ← F1	.588
F4 ← F2	.330
F4 ← F3	.040
Q3 ← F1	.718

Moreover, if gender feels valued and appreciated, they will confess to finishing difficult tasks, utilize new work practices that they are unacquainted with, and be gratified to work in loud settings where voices must be elevated when talking to people who are at least one meter away.

Table 6. Cronbach's Alpha Test

Features of Respondents		N=58	
		N0	%
Gender	Female	34	63.8
	Male	24	36.2
Age	26-33	13	39.8
	34-41	18	40.1
	42-49	17	20.2
	50 and above	10	17.9

Within this study, the study model and construct items were tested using several statistical approaches of Cronbach's Alpha. The table proves that items for each construct were satisfactory for gathering the primary data. All the object's values, ranging from 0.746 to 0.878, were considered appropriate for use.

HYPOTHESES TESTING

H1_01: *People's center of control has a positive influence on entrepreneurship prospects Post Covid at (0.05) significance level.*

Table 7. Regression analysis as influenced by situational variables.

Source	R	R^2	F	Sig.	t-test	B	Sig.
Regression	0.511	0.305	20.432	0.010	5.426	0.996	0.001

With a 0.001 significant level of significance, the regression equation explains a statistically significant amount of the variation in people's centre of control caused by variation in entrepreneurship prospects. The simple correlation is represented by the R-value, which is 0.511 and denotes a medium degree of correlation. The R2 value reveals the extent to which the independent variable, the situational variable, can account for the total variation in the dependent variable, entrepreneurship. 39.5% of this situation can be explained. Additionally, the linear regression coefficient is 0.996 with a significance level of 0.010. This supports the hypothesis.

H1-02: *Self-Perceptions through entrepreneurial education have a positive influence on the entrepreneurial prospect of the post-Covid 19 eras at (0.05) significance level.*

Table 8. Regression Analysis of Character's Traits

Source	R	R^2	F	Sig.
Regression	0.031	0.001	0.045	0.834

Having a significance level of 0.834, the regression equation fails to explain a statistically significant amount of the variation in benefits resulting from variation in the character traits. Therefore, this theory is unsupported. With a significance level of 0.014, the regression equation explains a statistically substantial percentage of the variability in COVID prospects from variability in the Services supplied. The simple correlation is represented by the R-value, which is 0.356 and denotes a medium degree of correlation. The R2 number demonstrates the extent to which the independent variable, restaurants, can account for the entire variation in the dependent

variable. 12.7% in this instance can be explained. Additionally, the linear regression coefficient is 0.605 with a significant level of 0.014.

H1-03: *The desire to achieve propel through entrepreneurial education has a positive influence on the entrepreneurial prospect of the post-Covid-19 era.*

Table 8. Regression Analysis by Entrepreneurship Prospects

Source	R	R^2	F	Sig.	t-test	B	Sig.
Regression	0.635	0.404	30.477	0.000	5.521	0.869	0.000

The regression equation explains a statistically significant portion of the variability in the duration of the contract offered with 0.000 significance. The R-value represents the simple correlation and is 0.635, which indicates a medium degree of correlation. The R^2 value indicates how much of the total variation in the dependent variable, job insecurity, can be explained by the independent variable, entrepreneur prospects. In this case, 40.4% can be explained. And the Coefficient for the linear regression is 0.869 with 0.000 significant.

Confirmatory Factor Analysis

Ideally, confirmatory factor analysis (CFA) is a multivariate statistical method for evaluating how effectively the assessed variables signify the number of constructs. While exploratory factor analysis (EFA) and CFA utilize comparable methodologies, EFA simply explores the data to establish how many factors are compulsory to sufficiently embody it.

It's evidenced that all quantifiable variables are correlated to all dormant variables in exploratory factor analysis. The number of factors required in the data that is calculable variable is linked with which dormant variable can both be quantified by researchers when using CFA. The technique of CFA is used in supporting or refuting the measurement hypothesis. We can observe that there is a strong correlation between authentic leadership and life satisfaction. We can see that entrepreneur prospects are significantly impacted by all other predictor variables, assuming a correlation (p =.197, p .001).

CONCLUSION

The covid-19 pandemic posed significant challenges to the education sector. The pandemic had an adverse effect on students' mental health and entrepreneurial behavior. The international students essentially felt the effect due to the restrictions imposed to control the pandemic. These include international travel restrictions and border closures, constraining international students' movement. Consequentially, entrepreneurial education rose as the demand to teach students

entrepreneurship skills and abilities was required to counter the effect of the pandemic. As the study has shown, entrepreneurial education has a positive impact on the entrepreneurial prospect of the post-covid pandemic. Entrepreneurial education was embraced after the pandemic to encourage students to consider their future career directions. The study also found that the urge to achieve was propelled by entrepreneurial prospects after the covid-19 era. Apart from learning practical entrepreneurship skills, entrepreneurial education taught students how to promote improved quality of life and embrace an entrepreneurial attitude that encourages innovation.

The reasons why and methods by which entrepreneurship educators handle crises still require improvement. This includes the way that entrepreneurial instructors can help others become more resilient by giving them new skill sets. In this piece, it is evident that entrepreneurship education significantly aids crisis management. Undoubtedly, additional research is required to fully understand the function that entrepreneurial education plays during difficult times. Future studies might focus on investigating COVID-19's impacts over time and across different geographical regions.

RECOMMENDATIONS

Several policy implications have come from the investigation. In times of crisis, it is key for government spending on entrepreneurship education programs. More people can study online thanks to social distance requirements and shifting economic situations. This means that by presenting new opportunities, education can change people's lives. This contains details on how to launch online businesses and upgrade your skills to take advantage of new opportunities. Interventions in government policy can boost the number of business owners, which will support job creation. The teachings from entrepreneurship education programs can reinforce the general economy leading to extra-economic expansion. Switching jobs or work teams, they feel a connection to the culture of the company, or they may not want to leave.

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