

A systematic review Entrepreneurial Competence of Sports Students for Entrepreneurship After Graduation

Marko Ubović

University of Novi Sad, Faculty of Sport and Physical Education, Novi Sad, Serbia

Received: 10. June 2025 | Accepted: 16. August 2025 | Published: 16. August 2025

Abstract

Recently, entrepreneurship has become increasingly attractive to sports and physical education students. As a result, many students recognize entrepreneurship as an opportunity for career development and the achievement of professional goals. This study examines the entrepreneurial preparedness of sports and physical education students, revealing significant gaps in essential business skills despite high entrepreneurial interest. The findings highlight the need for enhanced educational programs to better equip graduates for successful entrepreneurial endeavors. Based on previous research, to analyze the readiness and understanding of entrepreneurship among students, assess their entrepreneurial capabilities, and evaluate their level of competence in running their own business. The following academic databases were used for literature search: Scopus (158 sources) and Web of Science (104 sources). A total of 262 references were found. After removing duplicates, 234 references remained. The following inclusion criteria were applied: 1. Articles published since 2010; 2. Studies written in English; 3. Research focused on the topic of entrepreneurship in sports and student entrepreneurship. The results of this study indicate that entrepreneurship in sports faces significant challenges, including limited employment opportunities and a lack of essential entrepreneurial skills among students. These challenges hinder the development of successful entrepreneurial initiatives in the sports sector, as students often lack adequate training in the areas of starting and managing a business. Moreover, the job market in sports offers relatively few employment opportunities, further complicating students' ability to find jobs or start their own entrepreneurial projects in this specialized field.

Keywords: entrepreneurship · students · sports

✉ Correspondence:

Marko Ubović

markoubovic85@gmail.com

Introduction

Sport, as a social phenomenon, is present in society in various ways, making individuals either active participants or passive spectators, and maintaining societal interests alive. Moreover, sport develops constructive and productive abilities, serving as a job, duty, and professional responsibility, while simultaneously raising awareness about the protection of public resources (Crossan & Apaydyn, 2010). In this context, entrepreneurship plays a crucial role in the development of productive skills in the field of sport, depending on the level of responsibility involved. Entrepreneurship is particularly important because it serves as a source of innovation. Consequently, it has become essential to expand innovation beyond existing sectors and view it in every field that accelerates economic movement. The sports sector should also be evaluated in this regard, as it has recently had a significant impact on economic development (Cardella et al., 2021).

Historically, the first theoretical contributions to sports entrepreneurship date back to Hardy (1986), who proposed a tripartite model for analyzing entrepreneurship in sports, recognizing that sport is an industry with unique characteristics. Specifically, according to this author, the key components of sports entrepreneurship include: the sports product, the role entrepreneurs and managers play in the product development phase, and the types of organizations that are created (Cardella et al., 2021). Additionally, sports entrepreneurs adapt quickly to the model proposed by Schumpeter (1965), as skills typically associated with traditional entrepreneurs—such as risk-taking, proactivity, innovation, and the pursuit of profit—also find broad consensus in the sports sector (Ratten, 2018). An example of this can be seen in professional football teams, which, due to certain organizational and managerial characteristics (such as annual turnover and number of employees), can be considered small and medium-sized enterprises (Moore & Levermore, 2012).

In recent years, Hardy's tripartite model was adopted by Porter (2014), who used it as a basis for studying various types of sports activities, introducing a new element—the importance of media in the expansion of sports—and emphasizing the entrepreneurial process as a tool for creating networks and connections, utilizing new combinations of goods and services. According to Porter (2014), this tripartite model should be the starting point for any relevant study in sports entrepreneurship.

A key prerequisite for engaging in entrepreneurship within sports is education. The role of education is a vital part of sports management but is often neglected in terms of its significance for the competitiveness of the sports industry (Ratten, 2018). According to Steinbrink et al. (2020), individuals who consider entrepreneurship as a career option and those involved in physical activity share certain personality traits. It has been found that they are emotionally stable, more prone to risk-taking, and more conscientious (Hao Zhao, Seibert, & Lumpkin, 2010). Intention in entrepreneurship can be defined as a person's conscious and determined action to undertake a new business venture. Some authors suggest a positive relationship between the need for achievement, entrepreneurial attitude, and entrepreneurial intention (González-Serrano et al., 2023; Steinbrink et al., 2020). The need for achievement positively influences both entrepreneurial attitude and entrepreneurial intention. Entrepreneurial attitude, in turn, impacts entrepreneurial intention (Kumar et al., 2021).

Initially, sports coaches and instructors were often employed in clubs or sports organizations; however, this dynamic has changed, with more of them starting their own independent businesses or applying their skills in existing work environments (Jones et al., 2017). The need for achievement often motivates individuals to engage in entrepreneurial activities to achieve greater success compared to traditional jobs (Kobia & Sikalieh, 2010). It is crucial to examine the advantages of entrepreneurship and the current situation regarding students after graduation, as well as employment opportunities. In line with this, there is a need to raise students' awareness of opportunities to start their own businesses. Furthermore, universities must recognize their responsibility in preparing students or guiding them toward their first steps after graduation. Entrepreneurial sports organizations, unlike other types of organizations, focus on innovation, risk-taking, proactivity, and futuristic thinking (Ratten, 2011). Given these trends, it's crucial to reconsider the educational strategies in sports studies to better integrate entrepreneurship training to meet these evolving career demands.

Method

Keywords and Database Search Strategy

A systematic review was conducted following a predefined protocol and established guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). The research was conducted from February to May 2024.

The aim of this type of research was to find all previous research that has been conducted on this topic, that is, related to entrepreneurship in sports. For the purpose of the research, the search was conducted through electronic databases Scopus and Web of Science. Keywords varied depending on the database being searched, but generally included terms such as "entrepreneurship," "students," and "sports."

Study Inclusion and Exclusion Criteria

The inclusion criteria for this study were as follows: studies published from 2010 to present; 2. Studies written in English; 3. Research focused on the theme of entrepreneurship in sports and student entrepreneurship. Studies that were not original

research (e.g., editorials, notes, reviews, dissertations, etc.) were excluded. The inclusion criteria were designed to focus on recent studies that provide the most relevant insights into current trends and educational practices related to entrepreneurship in sports.

The following academic databases were used for the literature search: Scopus (158 sources), Web of Science (104 sources), totaling 262 references. After removing duplicates, 234 references remained. As part of the research methodology, a Boolean search syntax with the parameters "AND", "OR" and "NOT" was applied and also called. The way in which data were collected and databases were searched is shown in Figure 1.

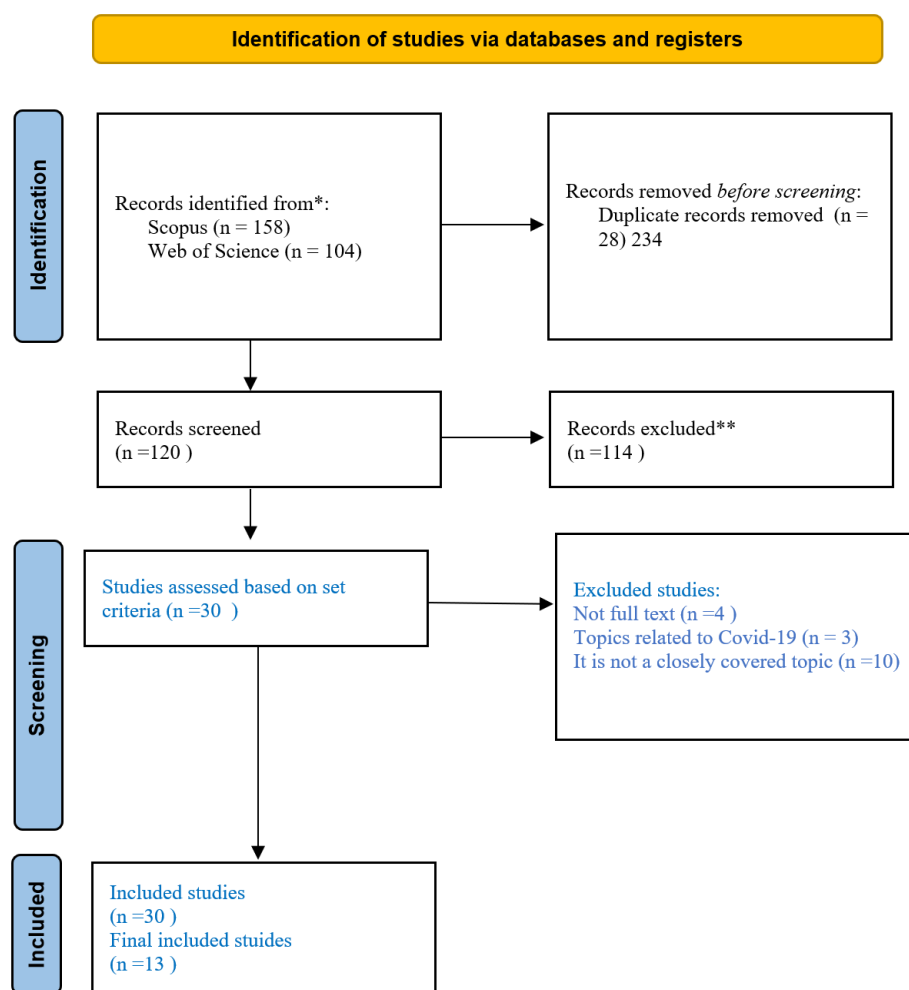


Figure 1. PRISMA flow diagram of the studies selection process

Data Extraction

The author of the paper performed data extraction using the aforementioned methodology, and deficiencies that subsequently appeared during the research were also eliminated at the author's discretion. After the relevant studies were selected for this systematic review, for better clarity and

comparison of all selected studies, all important data were entered for each of them into an Excel spreadsheet (Table 1).

The relevant literature available focused on entrepreneurship in sports. A descriptive method was chosen to analyze and present the results of the selected studies.

Table 1. Review of papers with basic information and research results

Title	Sample	Instruments	Autors	Journal	Study aim	Results
„Sport and social entrepreneurship in Germany: exploring athlete perspectives on an emerging field“	29	This study used the questionnaire method.	Moustakas, L. & Kalina, L.	„World Journal of Entrepreneurship, Management and Sustainable Development“	The aim of this paper is to find out how athletes in Germany understand entrepreneurship and social entrepreneurship	The results obtained in this paper indicate that interest in entrepreneurship among athletes is not high and that support is a key factor in motivating athletes to engage in entrepreneurship
„Predicting entrepreneurial intentions of sports sciences students: A cross-cultural approach“	356	The Entrepreneurial Intentions Questionnaire (EIK) was used in this study.	González-Serrano, M.H., et al.	„Journal of Hospitality, Leisure, Sport & Tourism Education“	The aim of this study was to find out whether there is a potential for entrepreneurship among sports science students. Another aim was to determine how national culture can influence these students to engage in entrepreneurship	This research concluded that sports science students have a predisposition and an open attitude towards entrepreneurship, and that national culture positively influences their attitudes in this regard
„Organizational entrepreneurship barriers in sport organizations (IRI. Gymnastics Federation)“	180	The research instrument in this study was a questionnaire.	Alavy Namvar, S. T., et al.	„International Journal of Nonlinear Analysis and Applications“	In this study, the main goal was to determine what the obstacles are to engaging in entrepreneurship within the Gymnastics Federation of the Islamic Republic of Iran	This research concluded that the greatest barriers to engaging in entrepreneurship are structural and contextual
„Determinants of entrepreneurial intentions in European sports science students: Towards the development of future sports entrepreneurs“	764	The research instrument in this study was a structured questionnaire.	González-Serrano et al.	„European Research on Management and Business Economics“	The aim of this study was to investigate the factors that influence the intention of sports science students to engage in entrepreneurship, as well as how culture influences their attitudes and perceptions	The study concluded that there are direct effects between attitude towards behavior and behavioral control in sports science students to engage in entrepreneurship
„Does background matter? Analysis of the influence of sex, socioeconomic status and the existence of an entrepreneurial family member as a precursor to entrepreneurship in university students of Sport Sciences“	181	The research instrument in this study was a structured questionnaire.	Lara-Bocanegra, A., et al.	„Journal of Hospitality, Leisure, Sport & Tourism Education“	The main objective of this study is to determine differences in entrepreneurial behavior of students of sports sciences and physical activity in relation to gender, the existence or absence of someone in the family who is engaged in entrepreneurship and in relation to socioeconomic factors	This research found that gender and socioeconomic factors do not influence the attitudes of students of sports and physical activities to engage in entrepreneurship. However, having someone in the family who is engaged in entrepreneurship influenced the intention of these students to engage in entrepreneurship
„Exploring the relationship between students' inclination to sports and their entrepreneurial intentions.“	255	A sampling method was used to collect the data.	Kumar, S.P.	„Eighth International Conference on Transformations in Engineering Education“	The aim of the research is to determine the degree of existence of entrepreneurial intentions in students in sports	This study found that students who have a strong competitive spirit, that is, those who want to be better than others and achieve top results in sports, showed a greater willingness to engage in entrepreneurship
„Modern Physical Education and Its Influence on Students' Entrepreneurial Psychology in Sports Universities“	188	A questionnaire was used to collect data.	Zhou, D., et al.	„Frontiers in Psychology.“	The main aim of this study is to investigate the psychology of entrepreneurship among Physical Education students, with a focus on the students' sense of self-efficacy	This study found that the students' self-efficacy is extremely pronounced, with the efficiency of risk tolerance being extremely high, while on the other hand the efficiency of the identification of chances, or opportunities, is the lowest

„Entrepreneurial intention of sports students in the higher education context - Can gender make a difference?“	332	A questionnaire was used to collect data.	Da Costa et al.	„Journal of Hospitality, Leisure, Sport & Tourism Education“	<p>The main objective of this study is to investigate the intentions to engage in entrepreneurship among sports science students, as well as to examine whether there are differences in this intention between men and women studying sports.</p> <p>The main objective of this study was to examine the impact of diaspora on sports entrepreneurship at the international level. This study was innovative compared to previous studies, as no one had previously addressed this topic in this way, thus contributing to the development of sports entrepreneurship at the global level</p>	This study reached the conclusion that sports students have an extremely high level of motivation to engage in entrepreneurship. Observing the differences between male and female students, it was found that men have a more pronounced desire to engage in entrepreneurship than women
„The role of the diaspora in international sport entrepreneurship“	20	An interview was used to collect the data.	Ratten, V.	„Thunderbird international business review“	<p>This study was innovative compared to previous studies, as no one had previously addressed this topic in this way, thus contributing to the development of sports entrepreneurship at the global level</p>	This study concluded that there is a need for new forms of entrepreneurship in the field of sports, especially internationally
„Analysis of sport management subjects in university Sports Sciences degrees in Spain“	219	The data collection methods in this study were descriptive and content analysis.	Vidal-Vilaplana et al.	„The International Journal of Management Education“	In this study, the main objective was to carry out an overview of the subjects of study within sports management in public and private universities	This study found that there are no differences between private and public faculties in terms of the number of courses taught in the field of management and entrepreneurship in sports, but there are certain differences in the content of the courses at the aforementioned faculties
„A tool for assessing changes and growth in entrepreneurial mindset and skill sets gained through higher education project-based learning“	103	The most advanced assessment tool, EDGE: 7 Capacity Area Self-Assessment Tools, was used to collect data.	Kawase, M., et al.	„ICERI2019 Proceedings“	This paper introduces an assessment tool designed for participants in an entrepreneurial higher education program to understand their changes and growth in developing an entrepreneurial mindset and skills	This study presents a tool for students in college entrepreneurship programs to assess their own changes and growth in entrepreneurial skills and thinking
„Sport and social entrepreneurship in Germany: exploring athlete perspectives on an emerging field“	29	The research instrument in this study was a questionnaire.	Moustakas, L., & Kalina, L.	„World Journal of Entrepreneurship, Management and Sustainable Development“	<p>The main aim of this study is to find out how professional athletes understand entrepreneurship and whether they have an affinity for pursuing entrepreneurship</p> <p>The main objective of this study was to examine the impact of diaspora on sports entrepreneurship at the international level. This study was innovative compared to previous studies, as no one had previously addressed this topic in this way, thus contributing to the development of sports entrepreneurship at the global level</p>	The results of this research indicate that professional athletes are not as open to starting their own independent business and that the support they should receive from the state is extremely limited
„The role of the diaspora in international sport entrepreneurship“	20	An interview was used to collect the data.	Ratten, V.	„Thunderbird international business review“	<p>This study was innovative compared to previous studies, as no one had previously addressed this topic in this way, thus contributing to the development of sports entrepreneurship at the global level</p>	This study concluded that there is a need for new forms of entrepreneurship in the field of sports, especially internationally

Results

A search across all of the aforementioned electronic databases yielded 262 scientific articles on the topic of entrepreneurship in sports. After excluding all articles based on the exclusion criteria, 30 studies on this topic remained. After that, all duplicate articles and those lacking full text were eliminated, and another 17 studies were excluded. The final number of studies remaining after all criteria were met was 13.

Discussion

Entrepreneurship in sports differs from other forms of entrepreneurship due to the specific emotional nature of sports and its dual role, encompassing both profit and non-profit aspects (Miragaia et al., 2017). Sports entrepreneurship is characterized by proactivity, innovation, and behaviors focused on taking risks to discover and exploit new markets, technologies, product opportunities, and human capital (Ratten, 2010). The advantages of sports are reflected in various factors that transcend material aspects, including working with athletes and recreational participants, interpersonal relationships, and emotional dimensions such as wins and losses in competitions.

Today, sport is one of the largest and fastest-growing global industries (Ratten, 2018), making it highly globalized and prone to rapid changes due to its competitive nature. Consequently, there is a growing interest in fostering an entrepreneurial spirit in sports (Ratten, 2011) so that sports organizations can maintain their competitiveness in the market. For this reason, some studies have found that sport is inherently entrepreneurial (Ball, 2005), identifying the sports and tourism industries as archetypes of entrepreneurial organizations that significantly contribute to wealth creation and innovation. Competitive, health-related, and other motives driving participants contribute to the overall positive aspect of entrepreneurship in this field.

One key point is that the sports sector offers limited employment opportunities, which is why many students fail to find jobs in this field. Employment opportunities in elite sports are even scarcer. Accordingly, it is necessary to implement specialized training modules for students in order to better prepare them for their future workplace, and one way is to design partnership programs with business schools for this group of students.

According to research by Gonzalez et al. (2021), the results show that students of sports sciences generally have favorable attitudes toward entrepreneurship and support a closed environment

to become entrepreneurs. The sample consisted of 356 university students from Spain and Portugal. According to Eurostat data (2020), Spain employed 216,500 people in the sports sector, which accounts for more than 1% of the total workforce in the country, while Portugal employed 38,000 people in 2019, amounts to less than 1% of the total number of employed people in this country. However, regarding employment growth in the sports sector, Portugal has seen a significantly higher growth rate of 3.40% over the last five years, in contrast to Spain where the rate was 2.90%.

The results of the study by Gonzalez et al. (2021) indicate that sports science students in Spain and Portugal generally have a positive attitude toward entrepreneurship careers and feel supported by people in their immediate environment if they decide to become entrepreneurs.

There are many characteristics common to both athletes and entrepreneurs. Empirical research has shown that individuals who are inclined toward sports often possess predispositions for engaging in entrepreneurship. This can be explained by shared traits observed in both athletes and entrepreneurs, such as a willingness to take risks and perseverance in achieving goals (Kumar, 2021).

Also, a study conducted by Kumar (2021) showed that students who are competitive and motivated to excel in sports show a stronger tendency to engage in entrepreneurship in the future. The results indicated that entrepreneurial attitudes act as a mediator between love for sports and the desire to become an entrepreneur.

Research results showed that the majority of students consider traditional employment, while some express an interest in self-employment and entrepreneurship. Notably, there are employment opportunities in areas such as recreational dance, active sports tourism, and promotion within industries (Gonzales et al., 2021).

Ratten and Jones (2018) observed in their research that athletes may lack entrepreneurial skills, particularly in business creation and management. Therefore, entrepreneurial education can be crucial. Similarly, this applies to students who possess knowledge in their specific fields but lack adequate understanding of entrepreneurship. At the university level, entrepreneurial education serves to develop the skills and competencies that enable students to prepare for entrepreneurial careers, thereby increasing their employability (Chen et al., 2015).

According to Teijeiru, Rungu, and Freire (2013), educational systems should encourage the development of skills that enhance students' employability. The last few years have seen a growth

in interest in entrepreneurship education in sports studies, as it is believed to improve students' entrepreneurial intentions and make it easier to start their own businesses. Indeed, the increasing number of new jobs in physical activity and sports emphasizes self-employment as a key opportunity for graduates.

Several studies have highlighted the importance of education and support systems when it comes to sports science students. For example, a study by Lara-Bocanegra et al. (2021) found that, although gender and socioeconomic status do not significantly influence entrepreneurial intentions, support from family members does. For this reason, creating opportunities for students to connect with entrepreneurial role models could inspire and support their aspirations to pursue entrepreneurship.

Also, Zhou et al. (2021) demonstrated in their study that the entrepreneurial psychology of physical education students is closely related to their self-efficacy, with high risk tolerance, but somewhat lower ability to recognize opportunities, suggesting that targeted interventions could improve areas in which sports students are weaker.

Da Costa et al. (2021) found in their study that sports students are generally confident in their entrepreneurial abilities. They investigated the influence of gender on students' perceptions of their own entrepreneurial abilities. Men showed greater self-confidence and willingness to engage in entrepreneurship than women. This highlights the potential need for support and encouragement for women to engage in entrepreneurship.

Some authors have investigated the influence of culture on entrepreneurial intentions. González-Serrano et al. (2022) confirmed in their study that entrepreneurial intentions are largely influenced by students' attitudes and perceived control, in countries such as Spain, Lithuania, Ukraine, Serbia and Croatia. This supports the idea that culture should be taken into account when developing entrepreneurship programs.

In a study conducted by Alavy Namvar et al. (2021), structural and contextual barriers were identified as the main determinants of entrepreneurship within sports organizations, such as federations. These results highlight the importance of addressing organizational barriers and bureaucratic obstacles that limit innovation in the field of entrepreneurship.

Another relevant study by Vidal-Vilaplana et al. (2021) showed inconsistencies in the way sports management and entrepreneurship-related subjects are taught in individual universities (the study analyzed Spanish universities), calling for more

standardized and comprehensive reforms of study programs in this area.

According to Kuo Chiang et al. (2022), sustainable entrepreneurship in sports also depends on factors such as health safety measures and public perception. Poor organization and health protocols during events have negatively affected the well-being of spectators and, consequently, the reputation of entrepreneurial sports events.

Moustakas and Kalina (2021) investigated the impact of institutional support for sports students to engage in entrepreneurship in Germany. The authors point out that, despite awareness of social entrepreneurship, a large number of athletes in Germany express hesitation due to a lack of institutional support. This points to the need for stronger formal structures and education related to entrepreneurship.

A study conducted by Kawase et al. (2019) presented a comprehensive tool for assessing the development of an entrepreneurial mindset among sports students. The results of this study indicate that structured programs not only encourage the acquisition of skills in these students, but also help to form a long-term innovation ecosystem.

Van Rensburg and Kanajo (2021) examined the relationship between participation in sports and ethical decision-making in entrepreneurs. The results obtained in this study indicate that sport is very important in developing ethical reasoning skills, which are necessary in entrepreneurship.

Finally, Ratten (2021) highlighted the role of diaspora in promoting international sports entrepreneurship. Athletes, whether professional or recreational, who are connected to the diaspora can act as transnational entrepreneurs, creating cross-border business opportunities and introducing global perspectives.

The sports industry encompasses various sectors, including training, recreation and leisure, tourism, recovery, and other activities. In these sectors, individuals can work as independent entrepreneurs or as employees. Therefore, it is necessary to introduce modules within which sports students will encounter the basics of entrepreneurship in a more efficient way, and training in this area itself would have numerous benefits in the future.

When considering the studies included in this discussion, it is particularly important to consider the risk of bias in assessing their results. Most quantitative studies that use validated questionnaires, such as those by González-Serrano et al. (2021; 2022) and Da Costa et al., have a low risk of bias due to the large sample sizes and good methodology. On the other hand, qualitative studies that use small sample sizes, such as those by Van

Rensburg & Kanayo or Ratten on diaspora, have a higher degree of subjectivity and therefore a higher risk of bias. Some studies, such as those by Zhou et al. and Kumar, used questionnaires without confirmed validation, which increases the risk, while Alavy Namvar has the additional problem of being limited to a single organization, which indicates a high degree of bias. The situation is identical in the studies by Kawase et al. and Moustakas & Kalina.

Study Limitations

This study is limited by the small number of papers that directly address students of sports faculties. Most of the papers cover the topic indirectly, and accordingly, it would be necessary to conduct research that would directly cover the mentioned topic.

Future Research Directions

Future research in the field of sports entrepreneurship should focus on the characteristics of students, the assessment of skills, knowledge, and experiences of students in sports faculties related to entrepreneurship, including an analysis of their previous activities and courses. Additionally, research should examine the level of students' interest in entrepreneurial activities, including their career goals and motivations. Furthermore, future research should be directed towards evaluating the ability of sports faculties to integrate entrepreneurship into the curriculum, including their openness to innovation and available support resources. This research will help identify needs and opportunities for improving education and providing support to sports students, especially when it comes to entrepreneurship and management.

Conclusion

The results of this systematic review indicate that sports entrepreneurship faces challenges due to limited employment opportunities and a lack of entrepreneurial skills among students. However, there is a growing interest in entrepreneurial education, which can help students improve their skills and expand career opportunities in sports. Athletes and sports science students often lack key entrepreneurial skills, particularly in the areas of business creation and management. For this reason, education in entrepreneurship is crucial for preparing students for entrepreneurial careers and enhancing their employability. Sports education programs should integrate specific entrepreneurship training to enhance graduates' abilities to initiate successful enterprises.

Stakeholders must collaborate to reform curricula that align with industry needs.

References

- Alavy Namvar, S. T., Safania, A. M., Boroumand, M. R., & Afarinesh Khaki, A. (2021). Organizational entrepreneurship barriers in sport organizations (IRI. Gymnastics Federation). *International Journal of Nonlinear Analysis and Applications*, 12(2), 2577-2588. <http://dx.doi.org/10.22075/IJNAA.2021.5420>
- Ball, S. (2005). The importance of entrepreneurship to hospitality, leisure, sport and tourism. *Hospitality, leisure, sport and tourism network*, 1(1), 1-14.
- Bjärsholm, D. (2019). Networking as a cornerstone within the practice of social entrepreneurship in sport. *European Sport Management Quarterly*, 19(1), 120-137. <https://doi.org/10.1080/16184742.2018.1546753>
- Cardella, G. M., Hernandez-Sanchez, B. R., & Sanchez-Garcia, J. C. (2021). Entrepreneurship and sport: A strategy for social inclusion and change. *International Journal of Environmental Research and Public Health*, 18(9), 4720. <https://doi.org/10.3390/ijerph18094720>
- Chen, S. C., Hsiao, H. C., Chang, J. C., Chou, C. M., Chen, C. P., & Shen, C. H. (2015). Can the entrepreneurship course improve the entrepreneurial intentions of students? *The International Entrepreneurship and Management Journal*, 11(3), 557-569. <https://doi.org/10.1007/s11365-013-0293-0>
- Crossan, M. M., & Apaydin, M. (2010). A multi-dimensional framework of organizational innovation: A systematic review of the literature. *Journal of management studies*, 47(6), 1154-1191. <https://doi.org/10.1111/j.1467-6486.2009.00880.x>
- Da Costa, C. D., Miragaia, D. A., & Veiga, P. M. (2023). Entrepreneurial intention of sports students in the higher education context - Can gender make a difference? *Journal of Hospitality, Leisure, Sport & Tourism Education*, 32, 100433. <https://doi.org/10.1016/j.jhlste.2023.100433>
- Dobson, S., & McLuskie, P. (2020). Performative entrepreneurship: identity, behaviour and place in adventure sports Enterprise. *International Entrepreneurship and Management Journal*, 16(3), 879-895. <https://doi.org/10.1007/s11365-020-00661-2>
- Eurostat. (2020). Employment in sport. Retrieved the 20th December from:

- https://ec.europa.eu/eurostat/statisticsexplain/index.php/Employment_in_sport.
- Gonzalez-Serrano, M. H., Gonzalez-Garcia, R. J., Carvalho, M. J., & Calabuig, F. (2021). Predicting entrepreneurial intentions of sports sciences students: A cross-cultural approach. *Journal of Hospitality Leisure Sport & Tourism Education*, 29. <https://doi.org/10.1016/j.jhlste.2021.100322>
- González-Serrano, M. H., Valantine, I., Matić, R., Milovanović, I., Sushko, R., & Calabuig, F. (2023). Determinants of entrepreneurial intentions in European sports science students: Towards the development of future sports entrepreneurs. *European Research on Management and Business Economics*, 29(3), 100229. <https://doi.org/10.1016/j.iedeen.2023.100229>
- Hao Zhao, Seibert, S. E., & Lumpkin, G. T. (2009). The Relationship of Personality to Entrepreneurial Intentions and Performance: A Meta-Analytic Review. *Journal of Management*, 36(2), 381–404. <https://doi.org/10.1177/0149206309335187>
- Hardy, S. (1986). Entrepreneurs, organizations, and the sport marketplace: Subjects in search of historians. *Journal of Sport History*, 13(1), 14-33.
- Kawase, M., Kobayashi, N., Oyama, K., & Shirasaka, S. (2019). A Tool for Assessing Changes and Growth in Entrepreneurial Mindset and Skill Sets Gained through Higher Education Project-Based Learning. In ICERI2019 Proceedings (pp. 3018-3026). IATED. <https://doi.org/10.21125/iceri.2019.0769>
- Kobia, M., & Sikalieh, D. (2010). Towards a search for the meaning of entrepreneurship. *Journal of European Industrial Training*, 34(2), 110–127. <https://doi.org/10.1108/03090591011023970>
- Kumar, S. P. (2020). Workplace Spirituality as an Antecedent of University Teachers' Subjective Well-Being: Mediating Role of Job Satisfaction and Job Performance. *Journal of Engineering Education Transformations*, 33, 137-146.
- Kumar, S. P. (2021). Exploring the relationship between students' inclination to sports and their entrepreneurial intentions. In Eighth International Conference on Transformations in Engineering Education (ICTIEE 2021) organized by IUCEE, held online during 8th–10th January.
- Lara-Bocanegra, A., García-Fernández, J., Gálvez-Ruiz, P., Grimaldi-Puyana, M., & Gómez-Millán, M. R. B. (2022). Does background matter? Analysis of the influence of sex, socioeconomic status and the existence of an entrepreneurial family member as a precursor to entrepreneurship in university students of Sport Sciences. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 31, 100394. <https://doi.org/10.1016/j.jhlste.2022.100394>
- Moore, N. & Levermore, R. (2012). English professional football clubs: Can business parameters of small and medium-sized enterprises be applied?, *Sport, Business and Management*, 2(3), 196-209. <https://doi.org/10.1108/20426781211261511>
- Moustakas, L., & Kalina, L. (2021). Sport and social entrepreneurship in Germany: exploring athlete perspectives on an emerging field. *World Journal of Entrepreneurship, Management and Sustainable Development*, 17(3), 550-559. <https://doi.org/10.1108/WJEMSD-06-2020-0069>
- Porter, D. (2014). New Combinations: Entrepreneurship in Sport History. *Hitotsubashi Annu. Sports Stud*, 33, 120-132.
- Ratten, V. (2010). “Developing a theory of sport-based entrepreneurship”, *Journal of Management and Organization*, 16, 557-565.
- Ratten, V. (2011). Sport-based entrepreneurship: Towards a new theory of entrepreneurship and sport management. *International Entrepreneurship and Management Journal*, 7(1), 57–69. <https://doi.org/10.1007/s11365-010-0138-z>.
- Ratten, V. (2018). Sport entrepreneurship: Developing and sustaining an entrepreneurial sport culture. United Kingdom: Springer. <https://doi.org/10.1007/978-3-319-73010-3>
- Ratten, V. (2022). The role of the diaspora in international sport entrepreneurship. *Thunderbird international business review*, 64(3), 235-249. <https://doi.org/10.1002/tie.22264>
- Ratten, V., & Jones, P. (2018). Future research directions for sport education: Toward an entrepreneurial learning approach. *Education + Training*, 60(5), 490–499.
- Ratten, V., da Silva Braga, V. L., & da Encarnação Marques, C. S. (2021). Sport entrepreneurship and value co-creation in times of crisis: The covid-19 pandemic. *Journal of Business Research*, 133, 265–274.
- Rivas, R. A. G., Gastélum, G., Zueck, M. D. C., Enríquez, O. N., & Valenzuela, M. C. S. (2022). Expectativas laborales de los estudiantes de licenciatura en Educación Física en México. *Retos: nuevas tendencias en educación física, deporte y recreación*, (43), 752-762.
- Schumpeter, J. A. (1965). Economic theory and entrepreneurial history. In *Explorations in enterprise*, Harvard University Press, 1, 45-54. <https://doi.org/10.4159/harvard.9780674594470.c5>

- Steinbrink, K. M., Berger, E. S. C., & Kuckertz, A. (2020). 'Top athletes' psychological characteristics and their potential for entrepreneurship. *International Entrepreneurship and Management Journal*, 16(3), 859-878. <https://doi.org/10.1007/s11365-019-00612-6>
- van Rensburg, N., & Kanayo, O. (2022). Sports effects on ethical judgement skills of successful entrepreneurs: adaptation of interpretative phenomenological analysis. *Journal of Entrepreneurship in Emerging Economies*, 14(4), 577-594. <https://doi.org/10.1108/JEEE-08-2020-0305>
- Vidal-Vilaplana, A., Gregori-Faus, C., Parra-Camacho, D., & González-Serrano, M. H. (2023). Analysis of sport management subjects in university Sports Sciences degrees in Spain. *The International Journal of Management Education*, 21(2), 100771. <https://doi.org/10.1016/j.ijme.2023.100771>
- Zhou, D., Zhu, D., Zhang, F., Li, G., & Zong, K. (2021). Modern Physical Education and Its Influence on Students' Entrepreneurial Psychology in Sports Universities. *Frontiers in Psychology*, 12, 751176. <https://doi.org/10.3389/fpsyg.2021.751176>