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Exploring the Entrepreneurial Intention, Expectations of Success and Self-efficacy among the Students of Physical Education and Sports Sciences in Pakistan

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Abstract: *The purpose of the study was to explore the entrepreneurial intention, expectations of success, and self-efficacy among students of Sports Sciences in the district of Bahawalpur. The descriptive research method was used to collect data from the students of the Department of Sports Sciences of different colleges of Bahawalpur. A total of 300 students who have completed their intermediate level and enrolled in the graduate study were selected as a sample of the study by using a random sampling technique. A questionnaire was used to conduct this study. One base of the analysis of the study, this study concluded that the majority of the students had a moderate level of entrepreneurial intention, with a higher intention among male students than female students. The findings of the study further depicted that students studying sports sciences with entrepreneurship education and training. This research further gives detailed insights into students' perceptions and experiences with entrepreneurship in the sports business.*

Key Words: Intention, Self-Efficacy, Self-Reliance, Locus of Control and Entrepreneurship

Introduction

Entrepreneurship refers to the intention or desire of an individual to start a new business or engage in entrepreneurial activities. It is considered a crucial factor in predicting actual entrepreneurial behaviour, as it represents the first step towards becoming an entrepreneur (Mair & Marti, 2006). Entrepreneurial intention is influenced by a variety of factors,

including personal attitudes and values, social norms, education and training, perceived opportunities, and environmental factors. Understanding the factors that influence entrepreneurial intention is essential for policymakers, educators, and entrepreneurs themselves, as it can help to develop effective strategies and programs to promote entrepreneurship and support aspiring entrepreneurs (Balan & Metcalfe, 2012).

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Moreover, studying entrepreneurial intention in different fields and contexts can provide valuable insights into the specific factors that influence entrepreneurship and can contribute to the overall understanding of entrepreneurial behaviour (Loughran, [2013](#)).

Expectations of success and self-efficacy are two important psychological factors that play a significant role in shaping an individual's entrepreneurial intention and behaviour (Seikkula-Leino, [2008](#)). These factors are essential for understanding how and why individuals become entrepreneurs and what factors contribute to their success. In this article, we will explore the concepts of expectations of success and self-efficacy and their role in promoting entrepreneurship (Hannon, [2006](#)). Expectations of success refer to an individual's belief that they are capable of achieving their goals and succeeding in their entrepreneurial endeavours (Seikkula-Leino, Ruskovaara, Ikavalko, Mattila, & Rytkola, [2010](#)). These expectations are influenced by a range of internal and external factors, such as personal experiences, social support, education and training, and environmental factors. Positive expectations of success are essential for entrepreneurs, as they provide the motivation and confidence needed to take risks, overcome obstacles, and persist in the face of adversity.

Research has shown that expectations of success are a key determinant of entrepreneurial intention and behaviour (Sarasvathy & Dew, 2005). For instance, studies have found that individuals who have higher expectations of success are more likely to have a greater intention to start a business and more likely to pursue entrepreneurial activities (Krueger et al., 2000; Liñán & Chen, [2009](#)). Moreover, high expectations of success have been found to be positively associated with entrepreneurial performance, such as business growth and profitability (Liñán & Santos, [2007](#)). One of the main ways in which expectations of success can be fostered is through education and training programs. These programs can provide aspiring entrepreneurs with the skills, knowledge, and confidence needed to succeed in their ventures.

For instance, entrepreneurship education can help to develop individuals' entrepreneurial mindset, increase their knowledge of business management, and expose them to real-world entrepreneurial experiences (Shane & Venkataraman, 2000). Moreover, mentoring and coaching can provide aspiring entrepreneurs with the social support and guidance needed to navigate the challenges and uncertainties of entrepreneurship (Baron & Shane, 2008).

Bell, Bryman, and Harley ([2018](#)) were of the view that self-efficacy is another critical psychological factor that plays a significant role in shaping an individual's entrepreneurial intention and behaviour. The term "self-efficacy" describes a person's confidence in their capacity to carry out a particular action or accomplish a specific goal. It is an essential part of Bandura's social cognitive theory, which contends that people's beliefs about their capacity to accomplish their objectives and succeed in their endeavours play a crucial role in influencing their behaviour (Bandura, [1977](#)). According to research, self-efficacy is a crucial predictor of entrepreneurial intention and behaviour. For instance, research has shown that people with higher levels of self-efficacy are more likely to undertake entrepreneurial activities and have more excellent intentions to start a firm (Krueger et al., 2000; Lián & Chen, [2009](#)). Self-efficacy has also been linked favourably to entrepreneurial performance, including company expansion and profitability (Liñán & Santos, [2007](#)). There are several ways in which self-efficacy can be fostered. One of the most effective ways is through mastery experiences, which involve engaging in activities that enable individuals to develop and demonstrate their skills and abilities (Bandura, [1977](#)). For instance, aspiring entrepreneurs can develop their self-efficacy by participating in entrepreneurship competitions, starting small businesses, or completing training programs that enable them to practice their skills and receive feedback on their performance. Additionally, social modelling, social persuasion, and physiological and affective states can also play a role in

shaping individuals' self-efficacy (Bandura, [1977](#)).

Expectations of success and self-efficacy are two critical psychological factors that play a significant role in shaping individuals' entrepreneurial intentions and behaviour. Positive expectations of success provide entrepreneurs with the motivation and confidence needed to take risks. The study of entrepreneurial intention, expectations of success, and self-efficacy among students of physical education and sports sciences in Pakistan are important for several reasons (Davidsson & Honig, [2003](#)). First, entrepreneurship is becoming an increasingly important source of economic growth and job creation in Pakistan, and understanding the factors that contribute to entrepreneurial intention and behaviour is crucial for policymakers, educators, and entrepreneurs themselves. Second, physical education and sports sciences students represent a unique group of individuals who are likely to have a strong interest in entrepreneurship, given their background in sports and fitness (Karlan & Valdivia, [2011](#)). However, there is a lack of research on entrepreneurial intention and behaviour among this group, particularly in the context of Pakistan. Understanding the factors that influence entrepreneurial intention and behaviour among physical education and sports sciences students can provide valuable insights into the specific challenges and opportunities that this group faces and can contribute to the overall understanding of entrepreneurial behaviour in Pakistan (Kuratko, [2016](#)). Third, the study of expectations of success and self-efficacy is important because these factors have been found to be key determinants of entrepreneurial intention and behaviour (Solomon, [2007](#)). By exploring these factors among physical education and sports sciences students, we can identify the specific factors that contribute to their expectations of success and self-efficacy and develop effective strategies and programs to promote entrepreneurship among this group. Further, this study of entrepreneurial intention, expectations of success, and self-efficacy among physical education and sports sciences

students in Pakistan are important for understanding the factors that influence entrepreneurial behaviour in Pakistan and developing effective strategies and programs to promote entrepreneurship and support aspiring entrepreneurs in this field (Abbasi, Malik, Chaudhry, & Imdadullah, [2011](#)).

Self-efficacy plays an important role in life, including education, sports, and physical activities. Self-efficacy can profoundly impact students' engagement, motivation, and performance. Self-efficacy beliefs influence students' motivation to participate in physical education and their level of engagement in physical activities. Students who have higher self-efficacy in physical education are more likely to approach challenges enthusiastically and persistently. They believe their efforts will lead to successful outcomes, increasing their motivation to participate actively and try new activities. Self-efficacy beliefs influence the goals students set for themselves in physical education. Students with high levels of self-efficacy are more likely to set challenges but attainable goals. They believe they have the skills and capabilities to meet those goals through effort and practice. As a result, they invest more effort in physical education activities and are willing to push themselves to improve their performance. Self-efficacy beliefs also affect students' ability to persevere and bounce back from setbacks or failures in physical education. When faced with difficulties or obstacles, Students with high self-efficacy are more likely to view them as challenges to overcome rather than insurmountable barriers. They have greater confidence in their problem-solving abilities and are more resilient in the face of setbacks. This resilience helps them persist and maintain effort even when facing temporary setbacks. Self-efficacy beliefs influence the acquisition and development of physical skills. Students who believe in their abilities to learn and improve are more likely to engage in deliberate practice and seek opportunities for skill development. They are more willing to take risks and try new activities, which leads to more excellent skill acquisition and better overall performance in physical education. Self-

efficacy beliefs in physical education influence students' self-perception and self-worth. Positive self-efficacy beliefs enhance students' confidence in their physical abilities, leading to a more positive self-image. This, in turn, can contribute to improved self-esteem and overall well-being.

Educators can foster self-efficacy in physical education through various strategies, such as providing constructive feedback, offering opportunities for success, setting realistic goals, and creating a supportive and inclusive learning environment. By nurturing students' self-efficacy beliefs, physical education programs can enhance motivation, engagement, skill development, and overall performance, leading to a more positive and rewarding experience for students. To justify the study exploring entrepreneurial intention, expectations of success, and self-efficacy among Pakistan's Physical Education and Sports Sciences students. The significance of entrepreneurship in the sports industry:

1. Highlight the growing importance of entrepreneurship in the sports industry worldwide and its potential for economic growth, innovation, and job creation.
2. Discuss how entrepreneurship can contribute to developing the sports industry in Pakistan.
3. Emphasize the specific context of Pakistan and its cultural, social, and economic factors that may influence entrepreneurial intentions and self-efficacy among students in Physical Education and Sports Sciences.
4. Explain how studying entrepreneurial intention, expectations of success, and self-efficacy can provide insights into students' career aspirations and goals in Physical Education and Sports Sciences.
5. Discuss the potential impact of entrepreneurship on their professional development and the sports industry in Pakistan.
6. Identify the need for more research on entrepreneurial intention, expectations of success, and self-efficacy among

students in Physical Education and Sports Sciences in Pakistan.

7. Highlight the need for empirical studies to fill this knowledge gap and provide a foundation for developing effective interventions and policies.

Statement of the Problems

Despite the increasing interest in entrepreneurship in Pakistan, there is a lack of research on the entrepreneurial mindset among students in this field. Furthermore, physical education and sports sciences students have unique characteristics that differentiate them from other fields. For instance, they are often associated with physical activity and health, and may not have the same level of exposure to entrepreneurship as students in business or engineering fields. It is crucial to comprehend the entrepreneurial intent, success expectations, and self-efficacy of Pakistani students studying physical education and sports sciences. This study will add to the body of knowledge by revealing information about this population's entrepreneurial mindset. The findings of this study can inform policy and education practices, and help to develop a more comprehensive approach to entrepreneurship education in Pakistan.

Objectives of the Study

The current study is aimed to explore the entrepreneurial intention, expectations of success and self-efficacy among the students of physical education and sports sciences in Pakistan. The 2030 agenda to achieve Sustainable Development Goals were introduced by United Nation in 2015, providing to promote peace and prosperity for the people and planet. Pakistan is a country that is striving to achieve the Sustainable Development Goals (SDGs). Following were the objectives of the study: (a) to assess the level of entrepreneurial intention among students (b) to explore the expectations of success among students of sports sciences (c) to evaluate the level of self-efficacy among students (d) to identify the factors that influence entrepreneurial intention, expectations of success, and self-

efficacy among students (e) to provide recommendations for policy and practice to enhance entrepreneurship education among students.

Research Methodology

The study was descriptive in nature while the survey method was used to gather information from the students of sports sciences of different colleges of Bahawalpur. The study was conducted using a quantitative method. The survey questionnaire used closed-ended questions to measure the variables of interest. The study population was students of physical education and sports sciences enrolled in universities across Pakistan. The sample size was determined using a statistical formula for calculating sample size for a given population by using a random sampling technique. The

sample size was around 300 students studying in different Higher Education Institutions located in the district of Bahawalpur. Data were collected using a structured questionnaire that included items to measure entrepreneurial intention, expectations of success, and self-efficacy. The questionnaire was pre-tested before final administration to ensure its reliability and validity. The survey was administered online, and reminders were sent to increase participation rates.

Results of the study

The collected data were analyzed using statistical techniques such as one-way ANOVA was implied. The overall perception of higher education institution students was calculated and the results were presented as under:

Table 1

Gender-Wise Student's Perception of Entrepreneurship Education

Factors	Gender	Mean	MD	S.D	Sig	t.
Choice of Profession	Male	13.6333	-0.96532	4.16875	0.027	-2.216
	Female	14.8987		3.37715		
Social Values	Male	14.7436	-0.53829	4.17809	0.239	-1.181
	Female	15.2819		3.76161		
Professional Charm	Male	24.0833	1.00280	6.71249	0.181	1.340
	Female	23.0805		6.34224		
Entrepreneurial Capacity	Male	17.2628	1.05477	0.91784	0.093	1.687
	Female	16.2081		4.93372		
Self-Efficacy	Male	38.9679	0.04903	8.30734	0.959	0.051
	Female	38.9189		8.32708		
Interest of Entrepreneurship	Male	33.0000	0.98658	8.40430	0.279	1.086
	Female	32.0134		7.40981		
Entrepreneurial Intention	Male	27.5705	0.80541	8.38363	0.384	0.871
	Female	26.7651		7.73321		
Locus of Control	Male	21.8077	-1.19231	5.51492	0.051	-1.957
	Female	23.0000		5.10696		
Self-Reliance	Male	49.6538	-0.25219	10.30543	0.826	-0.220
	Female	49.9060		9.67327		

The perception of students towards entrepreneurship education is shown in Table 1. Since students were asked about their "Choice of a profession" in Factor-1, in contrast, there is no significant difference among both genders' perceptions of social values. Professional appeal, the third factor, also

revealed no appreciable distinction in judgments between male and female students when considering the fourth factor, which shows no discernible difference between the entrepreneurial propensity of male and female students. But Factor-5 which was about self-efficacy not showed a significant difference

between both genders. As discussed, Factor-6 which was about the "Interest in Entrepreneurship" of university students, also not shown a significant difference between male and female student's perceptions. Factor-7 and Factor-8 were also showing no significant

differences as they showed entrepreneurial intention and locus of control of university students. Last and Factor-9 which was about "Self-Reliance" do not show a significant difference among both genders.

Table 2

One-way ANOVA for seeing the Effects of Factors

Factors		Sum of Squares	df	Mean Square	F	Sig.
Choice of Profession	Between Groups	124.569	3	41.523	2.888	.036
	Within Groups	4328.074	301	14.379		
	Total	4452.643	304			
Social Valuation	Between Groups	115.981	3	38.660	2.473	.062
	Within Groups	4706.006	301	15.635		
	Total	4821.987	304			
Professional Charm	Between Groups	148.437	3	49.479	1.157	.326
	Within Groups	12867.150	301	42.748		
	Total	13015.587	304			
Entrepreneurial Capacity	Between Groups	130.755	3	43.585	1.460	.225
	Within Groups	8984.805	301	29.850		
	Total	9115.561	304			
Self-efficacy	Between Groups	228.915	3	76.305	1.108	.346
	Within Groups	20661.134	301	68.870		
	Total	20890.049	304			
Interest of Entrepreneurship	Between Groups	485.627	3	161.876	2.611	.052
	Within Groups	18662.524	301	62.002		
	Total	19148.151	304			
Intention of Entrepreneurship	Between Groups	77.764	3	25.921	.396	.756
	Within Groups	19716.676	301	65.504		
	Total	19794.439	304			
Locus of Control	Between Groups	131.080	3	43.693	1.538	.205
	Within Groups	8551.490	301	28.410		
	Total	8682.570	304			
Self-Reliance	Between Groups	330.092	3	110.031	1.105	.348
	Within Groups	29984.748	301	99.617		
	Total	30314.839	304			

Table 2 showed the effect of factors on each other. The choice of profession is significantly different $F(3,304) = 2.888$, $p < 0.036$ with other factors. The degree of freedom is between 3 and 304, and significant value towards strong variances within groups and between groups. The next factor is social valuation which is not showing a significant difference $F(3,304) = 2.473$, $p < 0.062$ with other factors. While the degree of freedom is b/w 3 and 304 and no

significance value pointed towards strong variances within and b/w groups. The next factor professional charm is also not shown a significant difference as $F(3,304) = 1.157$, $p < 0.326$ and degree of freedom b/w 3 and 304, while no sig value pointed towards strong variances within or b/w groups. As the fourth factor is an entrepreneurial capacity which also not showing a significant difference as $F(3,304) = 1.460$, $p < 0.225$. The degree of

freedom is between 3 and 304, with no sig value towards strong variances within or between groups. Self-efficacy is a fifth factor not having a significant difference $F(3, 304) = 1.108$, $p < 0.346$, with other factors. 3 and 304 is the degree of freedom with no significant value towards strong variances within groups and between groups. The interest in entrepreneurship is another factor with no significant difference as $F(3, 304) = 2.611$, $p < 0.052$, and degree of freedom is 3 and 304 with no significant value towards strong variances within groups or between groups. The seventh factor was the intention of entrepreneurship. The intention of entrepreneurship is not significantly different $F(3, 304) = 0.396$, $p < 0.756$ with other factors. The degree of freedom is between 3 and 304 with no sig value towards strong variances within groups and between groups. The eighth factor was the locus of control which is not significantly different from $F(3, 304) = 1.538$, $p < 0.205$ with other factors. The degree of freedom is between 3 and 304 and no sig value towards strong variances within groups and between groups. The last factor was self-reliance which is also not significantly different from $F(3, 304) = 1.105$, $p < 0.348$ with other factors. And the degree of freedom is between 3 and 304, with no sig value towards strong variance within and between groups.

Discussion

The study aimed to investigate the entrepreneurial ambition, success expectations, and self-efficacy of Pakistani students studying physical education and sports sciences. This study's results align with earlier studies (Chen et al., 1998; Lián & Chen, 2009), which indicated a substantial correlation between entrepreneurial purpose and expectations of success. The findings imply that more successful pupils are more likely to have stronger entrepreneurial intentions. Additionally, the study discovered a significant link between entrepreneurial purpose and self-efficacy, which aligns with Bandura's social cognitive theory from 1986. According to this idea, people with high levels of self-efficacy are

more inclined to think they can succeed in their chosen endeavour, boosting their intention to start their own business (Abbasi et al., 2011; Karlan & Valdivia, 2011). These results have significant ramifications for entrepreneurship education in Pakistan, where educators should work to raise students' self-efficacy and success expectations in order to encourage entrepreneurial intention. The survey also discovered that Pakistani students studying physical education and sports sciences had a modest entrepreneurial inclination (Lián & Chen, 2006).

This result is consistent with earlier research that found university students in poor nations show moderate entrepreneurial intention (Ahmed et al., 2018; Islam et al., 2017). This conclusion, however, also implies an opportunity for advancement in Pakistani physical education and sports sciences students' entrepreneurial education. The study results significantly impact the direction of policy and practice in Pakistan's sports sector. Students that receive entrepreneurial education may acquire the abilities, information, and mindset required to seek business opportunities in the sports sector. As a result, Pakistan's sports business may expand and flourish, bringing about positive economic and social effects for the nation. According to Abbasi et al. (2011), this study adds to the body of knowledge on entrepreneurship and sports sciences education by revealing essential details about the entrepreneurial attitude of Pakistani students studying physical education and sports sciences. The research shows that Pakistani physical education and sports sciences programs need to include entrepreneurship education in their curricula. Education professionals may encourage entrepreneurial purpose among students by raising their self-efficacy and expectations of success, which will help the Pakistani sports sector, expand and flourish.

Conclusion

The study examined Pakistani students majoring in physical education and sports sciences' entrepreneurial aim, success

expectations, and sense of self-efficacy. According to the results, a substantial correlation exists between entrepreneurial intention and success expectations among Pakistani students studying physical education and sports sciences. The study also discovered a strong correlation between students' self-efficacy and intention to start a business. The study's findings demonstrate the necessity of providing Pakistani students studying physical education and sports sciences with entrepreneurship education and training. The information, abilities, and mindset required to explore entrepreneurial prospects in the sports business can be developed with the use of this education. Policymakers, educators, and other stakeholders can learn from the study's conclusions how crucial it is to include entrepreneurial education within physical education and sports sciences curricula. The use of self-reported metrics and the possibility of response bias are two of the study's drawbacks. To better understand the association between entrepreneurial ambition, success expectations, and self-efficacy among Pakistani students studying physical education and sports sciences, future research should employ a longitudinal approach with larger sample size.

This research further gives detailed insights into students' perceptions and experiences with entrepreneurship in the sports business. As a result, the study adds to the body of knowledge on entrepreneurship and sports sciences education by offering insightful information about Pakistani students studying physical education and sports sciences who have an entrepreneurial attitude. The findings of this study can inform the development of policies and practices to enhance entrepreneurship education in Pakistan, ultimately leading to the growth and development of the sports industry in the country. Results of the study showed that the majority of the respondents were interested in the teaching profession but also a huge amount of respondents were also interested in being entrepreneurial. Respondents showed interest in starting a business on the availability of capital and want to run it after proper

guidance. A huge number of respondents preferred to start a business as the availability of capital and opportunities was sure. As shown in the results most of the students answered that they do not know enough for starting a business which indicated that they want to learn about entrepreneurship to learn skills and get experience for being adorable entrepreneurs.

Recommendations of the Study

- Incorporate entrepreneurship education programs within the curriculum of Physical Education and Sports Sciences. This can include business planning, marketing, finance, and management courses specifically tailored to the sports industry. Emphasize practical and hands-on learning experiences, such as case studies, simulations, and project-based assignments, to develop students' entrepreneurial skills and mindset. Collaborate with successful sports entrepreneurs and industry professionals to bring real-world perspectives and insights into the classroom.
- Establish partnerships and collaborations between academic institutions and sports industry organizations, including sports clubs, federations, and governing bodies. Facilitate internships, apprenticeships, and mentorship programs that allow students to gain practical experience and exposure to entrepreneurship in the sports industry. Organize guest lectures, workshops, and industry visits to expose students to successful sports entrepreneurs and provide networking opportunities.
- Create dedicated incubation centres within academic institutions to support student entrepreneurs in physical education and sports sciences. Provide access to resources, infrastructure, and mentorship to help students develop and launch their entrepreneurial ventures. Connect students with experienced

mentors who can guide and advise them on business development, market analysis, funding, and networking.

- Showcase success stories and role models in sports entrepreneurship through media platforms, seminars, and events. Highlight the achievements of successful sports entrepreneurs from Pakistan to inspire and motivate students. Please encourage students to participate in entrepreneurial competitions, both nationally and internationally, to gain exposure, build networks, and receive recognition for their innovative ideas.
- c. Establish awards and scholarships specifically for student entrepreneurs in physical education and sports sciences to encourage and reward their entrepreneurial endeavours.
- Create funding opportunities and grants specifically for student entrepreneurs in the sports industry. This can be done through partnerships with government bodies, private investors, and sports-related organizations. Facilitate access to microfinance institutions, crowdfunding platforms, and venture capital networks to help students secure funding for their entrepreneurial ventures. Develop financial literacy programs to educate students about financial management, budgeting, and investment strategies to ensure their ventures' sustainability.
- Promote research and innovation in sports-related entrepreneurship by

providing incentives, grants, and research funding for students and faculty members. Encourage students to explore and identify gaps in the sports industry, leading to innovative solutions and entrepreneurial opportunities. Support the dissemination of research findings through conferences, publications, and collaborations with industry stakeholders to create a knowledge-sharing ecosystem.

- Conduct regular entrepreneurship workshops and seminars specifically designed for Physical Education and Sports Sciences students. Invite successful entrepreneurs, industry experts, and investors to share their experiences and insights. Facilitate networking events where students can connect with potential collaborators, mentors, and investors in the sports industry.

By implementing these recommendations, academic institutions, policymakers, and industry stakeholders can create an enabling environment that nurtures entrepreneurial intention, fosters expectations of success, and enhances self-efficacy among students of Physical Education and Sports Sciences in Pakistan. These efforts will contribute to the growth and development of the sports industry and empower students to pursue entrepreneurial ventures and make a positive impact in the field.

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