

Entrepreneurship in Physical Education and Sports

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Abstract

Entrepreneurial skills are skills related to identifying business opportunities and receiving a sustainable income from these opportunities. Sports and Physical Education have a lot of potentials for the improvement of entrepreneurial for unemployed youth. This paper explains the concept and highlighted possible areas in sport and physical and education programme currently offered in Nigerian schools that when well implemented could create a lot of entrepreneur in Nigeria in the Sports Sector. The present curriculum content of Physical education and sports are capable of satisfying entrepreneur skills acquisition at all level of educational endeavour. Some suggested areas include design and production of sports wears, construction of sports equipment including those for persons with disabilities, construction of pitches, designing keep fit programme, designing and construction of indoor recreational activities, design and construction of instructional materials, computer games, creating internet site for sport and dancing skills or calisthenics .

Keywords: Entrepreneurship, Physical Education, Skills, Sports, Policy

Introduction

Entrepreneurship is generally referred to as being a key part of the process of fostering innovation in local and regional development. When entrepreneurship is promoted, it combats unemployment, poverty and facilitates development of resources that have previously been underutilized. Entrepreneurship is encouraged by all levels of governments, policy makers and practitioners through 'hard' and 'soft' assistance. Hard assistance to sports entrepreneurs is financially related and includes grants, housing assistance and bank loans. Soft assistance to sports entrepreneurs is usually non-financial aid and can include training, education and technical support. The benefits of entrepreneurship which is not limited to creating job opportunities, increasing competition and boosting productivity, creating new business opportunities and increase in the gross domestic product of a country are becoming universally accepted but it is more difficult to ascertain how governments should intervene in assisting entrepreneurs with regional development activities (Drnovsek, Wincent & Cardon 2010; Blume & Covin, 2011; Robson, Wijnbenga & Parker, 2016).

Sport is a dynamic and unique industry that is inherently entrepreneurship in numerous fronts. Sports provide a lucrative and continually growing market place worthy of immense investment, providing not only economic impact, but also entertainment for millions globally. The potentials in this industry is yet to fully utilized in Nigeria, leading to total dependence on the advanced economy of the world. The known path towards setting the stage for global competitiveness is development of entrepreneurship opportunities in schools.

Boosting Sports Entrepreneurship through policy

It is important for policy makers involved in sports to understand how different policy schemes succeed or fail and what contextual factors are informative for regional development in order to help them make adjustments to their schemes. Some governments may provide customized assistance in certain regions that has more sporting events and facilities. For example, Robson et al. (2009) noted that in Italy, laws at the regional level have been introduced that provide financial incentives and direct subsidies to enterprises. These laws help sports entrepreneurs to develop business-related activities and to encourage further regional development. However, laws related to regional development differ according to the entrepreneurial incentives given to business. Greene (2002) found that it is difficult to foster new venture rates in regions that have less entrepreneurial areas. Furthermore, Greene (2002) suggested that government policy incentives do not work in disadvantaged regions. Regional development could be influenced by macro-level factors (such as government corruption and ease of doing business statistics) (Robson et al., 2009). Entrepreneurial activity is important as it is related to economic output and labour employment in regional development (Busenitz et al., 2003). New knowledge about entrepreneurship can help individuals, firms and societies in encouraging innovation and regional development (Busenitz et al., 2003). It's rather unfortunate that over the years, there is no single policy that provides development schemes in the sports industry in Nigeria.

Unemployment Crises in Nigeria

The issue of youth employment is recognized as one of the country's greatest priorities. The waste of human resources and debilitating effects of unemployment require this issue to be urgently addressed. In most African countries, youth unemployment has reached alarming proportions due to increased population growth, rapid expansion of the education system, high level of rural-urban migration, political conflict and worsening economic performance (Uko & Atare, 2016). Nigeria is one of the African countries where the issue of youth unemployment is growing in alarming rate. In an effort to solve this problem, the African government where Nigeria is a member included the vocationalization of education system in line with the United Nations Education, Scientific and Cultural Organization (UNESCO) 2005 Education Summit. Despite this vocationalization, unemployment persisted.

In order to proffer further solution to this problem, entrepreneurship development programme was introduced in countries like Gambia and Nigeria in West Africa, Malawi and Zimbabwe in Central Africa, Uganda and Kenya in East Africa. (Chatsaire, 2005). The belief in these countries is that unemployment can be solved by promoting small business enterprises. For these enterprises to be started and sustained, youth with entrepreneurial skills are needed. In addition, sustenance of youth with entrepreneurial skills can be achieved through proper programme development for unemployed youth. Physical, Health Education and sports is one of the ways through which entrepreneurial skills development programme for unemployed youth can be achieved. This makes Timmons (2006) definitions of entrepreneurship more meaningful:-

- (a) The ability to create and build something from practically nothing.
- (b) It is initiating, doing, achieving and building an enterprise or organization rather than just watching, analysing or describing one.

- (c) It is the knack for sensing an opportunity where others see chaos contradiction and confusion.
- (d) It is the ability to build a founding team to complement your own skills and talent.
- (e) It is the know-how to find, marshal and control resources (often owned by others) and to make sure you do not run out of money when you need it most.
- (f) It is the willingness to take calculated risks, both personal and financial and then do everything possible to get the odds in your favour.

In summary, entrepreneurship is a way of thinking, reasoning, or taking action that is driven by opportunity, holistic in nature, and leadership oriented (Smagina, 2016). Sport entrepreneurship is any activity in the realm of sport that is innovative, opportunity driven and also competitively aggressive (McDermott.2012; Ratten, 2010). With that being stated, one can see that entrepreneurship is relative to sport business and requires one to be able to exploit opportunities, take risks, be an innovative thinker, and also be leadership-oriented.

Sport Entrepreneurship

There are a number of different usages of the term 'Sport entrepreneurship'. Sport entrepreneurship could be used to characterize an innovative approach by an organization or individual in the sports context. Another usage is of applying business strategies to change the way people and sports-related ventures operate. Sports organizations can be more entrepreneurial by increasing attention to business activities such as marketing, advertising, publicity, sponsorships and branding. Senne (2016) noted that sports organizations often have a complex stakeholder environment as different groups or individuals that the organization interacts with has different needs and wants. Sports organizations have a vast array of social, community, educational, economic and research activities. Sports entrepreneurs possess several leadership characteristics including the credibility, and ability to generate commitment or enthusiasm for a business venture. Sports entrepreneurship is an area of business concern as it impacts the sport sector and public policy related to sport. Sports entrepreneurs differ from business entrepreneurs in terms of their objective and mission. The mission for sports entrepreneurs is sport-related and is central to the economic, physical and educational area of physical exercise. A sports entrepreneur's ability to attract financial and non-financial resources in the marketplace is an indicator of the ventures long-term viability. Sports entrepreneurs look for ways to ensure their business ventures have access to resources by creating value for their organization. Sports organizations face different objectives and are required to develop programmes to satisfy various stakeholders. Stakeholders can include athletes, government, ticket holders, members, sponsors, donors and employees.

Many sports organizations face difficulty in balancing financial and non-financial objectives. Sports entrepreneurs operate in a changing climate as there is an ageing population in many developed countries, which provides market opportunities and has changed the way organizations conduct and market their businesses. The increased interest and time spent on leisure activities by many people worldwide have provided number of opportunities to sports organisations. The conceptualization of sport entrepreneurship needs to take into account the changing global environment and the unique characteristics of sports organizations that make them different to other types of organizations (Smagina, 2016).

Entrepreneurs work towards pursuing an opportunity and committing the resources towards achieving its business objectives (Mitchelmore & Rowley, 2010). Entrepreneurship by organizations or individuals assumes that a systematic search has been carried out that leads to the recognition of an opportunity (Ardichvili et al., 2003). However, often many sports-related opportunities are ad-hoc and are the result of new information and ideas coming to fruition. These accidental discoveries of opportunities recognise that sometimes an entrepreneur is receptive but not formally engaged in a systematic search (Ardichvili et al., 2003). These opportunities are a result of people being alert to discoveries and being ready to act on information received. Ardichvili et al. (2003) defines entrepreneurial alertness as the “propensity to notice and be sensitive to information about objects, incidents, and patterns of behaviour in the environment; with special sensitivity to maker and user problems, unmet needs and interests, and novel combination of resources”. Sports entrepreneurs identify opportunities based on their background and experience. Sometimes the amount and type of information a sports entrepreneur possesses will enable them to make a decision about an opportunity (Senne, 2016).

Sports Entrepreneurial Traits

The term ‘entrepreneur’ has a variety of traits and characteristics depending on the situation or context. However, researchers in entrepreneurship have difficulty in narrowly defining these traits and characteristics (Mitchelmore & Rowley, 2010). There are different types of sport entrepreneurs with a variety of traits and characteristics that influence their personality in building new venture capital. In most entrepreneurial business venture settings, the focus is on the individual (Acimovic, Spirtovic, Jonic & Projevic, 2013). Important individual skills needed for entrepreneurship may include written and oral presentation capabilities and interpersonal communication. Entrepreneurs possess different traits including the ability to imagine and foresee future occurrences. Many entrepreneurs are highly individualistic and independent that characterizes their behaviour (Chell, 2007). Many sport entrepreneurs have a self-belief that can help explain their thinking and behaviour. Entrepreneurs usually have a strong vision and spirit that leads them to be driven in their commitment to successful outcomes. Self-belief or self-efficacy is an individual’s personal competence that helps them convert perceived failures into learning experiences. Self-efficacy occurs when a person overcomes obstacles through perseverance and performance accomplishments. It is important in sport entrepreneurs as it capitalizes on a person’s belief that they can control the events occurring and motivate others with their behaviour. Entrepreneurship is a behavioural characteristic of an organisation or an individual (Mort et al., 2003). A societal as well as an economic perspective on entrepreneurship is important in considering its complexities (Steyaert & Katz, 2004). Motive is a socio-economic orientation of sport entrepreneurship as it includes both a person’s behaviour and the monetary expectations from a business venture. As sports entrepreneurs have different personalities their optimism and strategic foresight will enable them to take opportunities to fruition. Each sports entrepreneur’s knowledge creates a repository of information that enables them to recognize certain opportunities. Schweizer, Vahlne and Johnson (2010) define entrepreneurial knowledge as “knowledge related to special interests, fascinations, and sense of fun; and knowledge accumulated from work experience”. An entrepreneur’s social network also acts as a source of opportunities.

Entrepreneurial Skills in Physical Education and Sports Studies

Entrepreneurship is a key driver of any nation's economy. Wealth and majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big business. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self-esteem, and overall greater sense of control over their own lives. As a result, many experienced business people, political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national and global scale (Consortium for Entrepreneurial Education, 2006)

Entrepreneurial skills are related to identifying business opportunities and receiving a sustainable income from these opportunities. It includes both the cognitive abilities needed to make informed judgments, leading to creative and effective activity, and the disposition to meet challenges as varied as public speaking, musical performance, physical activity and many more. Such skills include exploring the unknown and challenging conventions. Consortium for Entrepreneurship Education (2006) stated that entrepreneurship skills are the unique traits, behaviours and processes that differentiate an entrepreneur from an employee or manager. These skills are applicable to new ventures and challenges and assist them making health life-style choices as they grow. Entrepreneurial skills based on Physical Education and sports, if well delivered can be acquired through the school and community as well.

Entrepreneurial process includes the following stages:

1. Discovery – where the entrepreneur generates ideas, recognizes, opportunities and determines the feasibility of ideas, markets, ventures and many others.
2. Concept development – where the entrepreneur plans the venture, identifies needed resources using a business plan, identifies strategies to protect intellectual property.
3. Resourcing-where the entrepreneur identifies and acquires the financial, human and capital resources needed for the venture start-up.
4. Actualization -where the entrepreneur operates the venture and utilizes resources to achieve its goals and objectives.
5. Harvesting -where the entrepreneur decides on the venture's future (growth, development and demise).

Physical Education and Sports Entrepreneurial Opportunities

Entrepreneurship focus programmes are capable of helping students with crucial skills that offer opportunities to navigate this career uncertainty. These skills may include problem solving, team work, empathy, as well as learning to accept failure as part of growth process. Entrepreneurship education at the three levels of education system could be a panacea to the ills of today's society, as it helps produce self-reliant youths as future leaders; people who would use their energy and knowledge to create jobs and be employers of labour, instead of job seekers. It therefore helps to create wealth and reduce poverty and unemployment rates among the nations teeming school leavers (Uko & Atare, 2016). By inference,

entrepreneurship education assists students to develop positive attitude and innovative skills for self-reliance rather than depend on government for employment.

Physical education and sports has wide areas that can sufficiently create employment. In more specific terms physical education and sports is a natural entrepreneur because according to Smagina (2016) it has features of innovation, creativity and production of services. The following are possible entrepreneurial opportunities that could be initiated and promoted through physical education and sports programme in secondary and tertiary institutions. Some of these areas have been carefully taken into consideration in the present secondary school curriculum.

1. design and production of sports wears
2. construction of sports equipment including those for persons with disabilities
3. construction of pitches
4. designing keep fit programme
5. designing and construction of indoor recreational games/ activities
6. design and construction of instructional materials
7. computer games/creating internet site for sport
8. dancing skills / calisthenics
9. combat sports for self defense
10. Indoor games – chess, scrabble dart and draught.
11. all sports and officiating skills
12. gym management
13. event management/outdoor education
14. sports marketing and advertising
15. establishment of sports clubs and recreational parks
16. water treatment

Four popular skills amongst those identified

(1) Production and construction of instructional materials

Materials needed are: plastine, plywood, cardboard, clay.

Note: if these materials are not available then improvise with local resources.

(2) Indoor games

(a) Scrabble

- (b) Chess
- (c) Dart
- (d) Draught

Material Needed: Ply-board, cardboard, bottle cork colour pencils or markers

(3) Establishment of health club

- (a) HIV/AIDS club
- (b) Drug free club
- (c) Debate and talk shows

(4) Calisthenics and choreography

- (a) Learning and find out what calisthenics is all about
- (b) Learning various locomotive movement and rhythm
- (c) Learning of basic skills in contemporary and African dances

Conclusion

Entrepreneurial skills are skills related to identifying business opportunities and receiving a sustainable income from these opportunities. Physical Education and Sports has a lot of potentials for the improvement of entrepreneurial for unemployed youth. Some other potentials include; physical fitness clinic programme, sports career guidance and counseling, youth media, youth band association, youth sports academy, youth sport facility centre, youth sports internet/web sites, youth sport marketer and many others.

Promoting entrepreneurial skill is necessary for a developing economy like Nigeria. The present curriculum content of Physical education and sports are capable of satisfying entrepreneur skills acquisition at all level of educational endeavour. It provides opportunities for self-motivation discipline and willingness to take initiative. All aspects of physical Education programmes are enterprising such as recreation health services, communication and entertainment skills, exercise & fitness, design, construction and production of instructional resources.

Suggestions

The following are therefore suggested:

1. Teachers of Physical Education and sports studies should be more practical oriented so as to develop in the learner entrepreneurial skills available in the sports or game.
2. Physical and Health Education teachers should be more resourceful in the implementation of all aspects of the curriculum.
3. Physical and Health Education teachers at all levels should avail themselves to opportunities for entrepreneurial skill competences and transfer it into new project / venture formation.

4. To enhance entrepreneurial skills in Physical and Health Education, students should design and create instructional materials from local resources and showcase such at exhibitions.
5. Formation of Health / Fitness club, dance troupe, calisthenics / Aerobic as avenue of initiating and promoting entrepreneurial skills.
6. For effective promotion of entrepreneurial skill through Physical and Health Education, there should be collaboration efforts of all stakeholders in the educational sectors.

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