

ENTREPRENEURSHIP CHALLENGES IN SPORT COLLEGES OF IRAN

Zeinab Mondalizadeh

Sport College, Arak University, Arak, Iran

E-mail: zmondalizade@araku.ac.ir

Received May 2018; accepted October 2018

Abstracts

The purpose of this study was to determine the challenges of entrepreneurship in sport colleges in Iran and presenting reformation policies. The study was a descriptive survey and used the research-designed questionnaire. The statistical sample was selected 64 subjects simple randomly across statistical populations (79) including professors and Ph.D. students of sport management in Tehran's universities. Data were analyzed by the Friedman test ($\chi^2= 46.97$, $p \leq .001$). The result showed that the most important entrepreneurship challenges in sport colleges were status of sports entrepreneurial consulting services, present the programs of entrepreneurship training, the status of research and development unit, and innovation system in physical education colleges, the status of profitable from the research results and disproportion between educational contents and job skills. A survey of conflicts and challenges entrepreneurship in sport colleges emphasizes on long-term planning and attention for employing and using the safe planning by competence managers to provide background for entrepreneurship, innovation, and science production.

Research paper

Keywords: Challenges, Entrepreneurship, Physical Education Colleges, Sport, Education

Reference to this paper should be made as follows: Mondalizadeh, Z. (2018). Entrepreneurship Challenges in Sport Colleges of Iran, *Journal of Entrepreneurship, Business and Economics*, 6(2), 12–28.

Introduction

Today, innovative and creative persons as the entrepreneurs are the original of many major evolutions in the backgrounds of industrial, productivity and services in the world and have recognized as the national champions (Hasanloei et al, 2006). Wheels of economic development move always with entrepreneurship development. In this regard, improving entrepreneurship, not only is necessary for economic health, but also it is critical for sustaining, improving, and creating the new jobs (Henry et al, 2003). There are many wide entrepreneurship definitions, some researchers have emphasized entrepreneurship focus on new production, and new services, innovation, new markets, new process, and improving create new values. Other definitions are different, defined entrepreneurship as a reconnection, and explore opportunities to create wealth. Both definitions have focused on identifying opportunities as the heart of entrepreneurship (Hit and Sirmon, 2003). As a result, the importance of new opportunities for economic in words of innovation, employment, and effective planning can help to entrepreneurship and cause to economic development. As entrepreneurship, connect to central thinking of human resource management, management needs an entrepreneurial process for human resources (Ball, 2005; Kuratko and Hodgetts, 2001). Thus, higher education can help develop entrepreneurship regarding the major human resource. In fact, attention to entrepreneurship education is important, so that GEM named 2008 as entrepreneurship training. GEM research in many countries reports that training and education for entrepreneurship are weak and insufficient. This matter caused entrepreneurship education and training in 2008 had selected as the special subject by GEM (Bosma et al, 2009).

Considering the importance of entrepreneurship for economic growth, governments pay attention to entrepreneurship education to continue welfare in the future (Welsch and Pistrui, 2008). Thus, the influence of education and especially higher education in entrepreneurship process is important. Entrepreneurship education consisted of many types' experiences, giving ability, vision and changing different opportunities. Entrepreneurship education is beyond job creation. Indeed, this type of education helps increase the ability to describe and respond to social changes. The entrepreneurship education allowing the student to grow and using their creativity and being creative, responsible and risk taker. The definition of entrepreneurship education is the difference between developing (the way to develop positive attitude and self-employment) and developed countries (innovation and creativity) (Refaat, 2009). Since nascent entrepreneurs may even lack the business knowledge to implicate new ideas and societies lack the structure to achieve successful project, thus a planning can provide knowledge for start and run enterprises. Also, ratify management and mobilize sources can provide willpower for entrepreneurs (Korsching and Allen, 2004).

Today, in many countries, not only entrepreneurship education is necessary to create special knowledge and learning, but also it is important to create motivation to run and start businesses. In this regard, entrepreneurship education has the important role in entrepreneurial development, attitude, and knowledge (Imelda and Lim, 2010). In a research, Bogese (2007) emphasized this point the units from entrepreneurship in sport can introduce in American colleges (Bogrese, 2007). In addition, the sport management professors use from entrepreneurship major to prepare for work in the real

situations. Innovation in the United Kingdom (UK) sport is another example of sport entrepreneurship known as the key sector education in sport universities. Since 2004, UK sport has operated research and innovation unit with the aim of providing performance solutions in connection with the leading of Olympic and Paralympics sports. To date, this led to the delivery of over fifty individual performances, which selectively have harnessed the best of British expertise from the academic, industrial and commercial sector. In fact, knowledge development without performance impact is an insufficient effect on investment. Any Research and Innovation investment to have an impact is essentially the ‘core components of a World Class system corporate governance; talented athletes; talented coaches; access to facilities at the right time; medical support; and scientific support should be classified as “best practice” before special projects can really deliver outcomes. The vast majority of the Research & Innovation projects at the applied and development end of the research pathway, building on existence concepts and ideas where there is often a sound fundamental knowledge base. Thus, innovation team in sport England is searching for the application and creation new ideas with the focus on potential commercial ideas that could benefit UK athletes for competence and training. Seddon and Baldwin (2008), has known sport England as a representative government for investment at support athletics and Olympic and Paralympic games, so that sport England and university technology institute have been acted to calling for entrepreneurs to the creation new ideas in sport (Seddon and Baldwin, 2008).

Another research that has paid to entrepreneurship education in universities is Jones and Bill (2009) in sport Worcester University. They surveyed the personal learned system of students. Personal planning is includ-

ing necessary capabilities' development for employment named quality sector of learning. They concluded that the majority of students ignore what additional courses on their need (Bill, 2009). Schalake, Narjes, and Faorchild (2006), in a report from Nebraska Lincoln University, expressed this university has designed a plan for creation entrepreneurship curriculum. This program synonym with youth, leadership, family and positive development is the biggest informal youth plan in the United States. The aim of this project was youth access to education by high quality with entrepreneurship. This curriculum will allow youth to learn entrepreneurship skills as another curriculum education (Schalake et al, 2006).

Ratten (2017), emphasized on sport entrepreneurship as a key part of sport policy. The interdisciplinary nature of sport entrepreneurship and the contribution of these disciplines such as sport management, public policy, entrepreneurship and innovation are considered in entrepreneurial sport policy.

Sport England organization (2009) as a critical organization for sport England pay attention to sectors of innovation and entrepreneurship in London strategic plan for sport and physical education. The part of priorities for the action plan in sport England including using higher education source and more education for advice research, relate schools with universities, create social opportunities, and focus on universities as a knowledge center for future development (Sport England Organization, 2009).

The result of a comparative study from different countries shows all countries emphasized on education, training for entrepreneurship especially applying entrepreneurship for universities.

Sport changes with the social, economic, environment and political climate, thus educational policy should be changed. Educational policy should be in line with sport policy. Sport policy is influenced by the groups such as managers in sport education who are the part of decision-making process. Entrepreneurial sport policy can shape innovation, risk taking and pro-activeness in sport education. Thus, sport entrepreneurship can be developed by sport policy (Ratten, 2017).

Universities should be adopted by Educational policies to promote entrepreneurship. University education is as a component of policies to promote entrepreneurship (Gonzalez-Serrano et al., 2017). Because universities play a main role in development of entrepreneurship (Gonzalez-Serrano et al., 2017). Gonzalez-Serrano et al. (2017) considered education system as a policy to increase entrepreneurial intentions among pre-graduate and post graduate sport sciences students. According to their research, perceived entrepreneurial capacity to create an enterprise and the perceived entrepreneurial capacity to become an entrepreneur are two explanatory variables of entrepreneurial intentions. Moreover, entrepreneurship training can affect entrepreneurial intentions of students of physical activity and sport sciences. Similarly, Leitao (2017) states that innovation and entrepreneurship grow in line with education.

The multidimensional facts of sport allow to political decision-makers to use it as a policy vehicle for entrepreneurship, innovation, investment, education, and promotion of social and gender equality (Leitao, 2017). The development of policies for entrepreneurship can stimulate growth sport entrepreneurship (Leitao, 2017). In this regard, if universities have had some problems in their qualities, entrepreneurship education

would not effectiveness for physical activity students. In addition, in spite of many surveys about entrepreneurship, has not been studied the entrepreneurship challenges in sport of Iran regarding sport colleges and its widespread definitions. The recent paper does not limit challenges entrepreneurship to employment merely and instead emphasize on widespread and value concepts. Indeed, considering many capacities for entrepreneurship in sport and many backgrounds for definitions has not paid for this matter seriously. Maybe one of the reasons that this matter has not discussed is lacking the support of management and education in Iran. Therefore, it is not surprising that students did not have any attitudes or ideas for starting a new business after graduation (Boone, 2003). These problems cause to education system efficacy to employment and learning for society is doubted.

Considering the importance of entrepreneurship for innovation, development, and employment, planning in sport colleges is important. Thus, we want to respond this question that “what are entrepreneurship challenges in sport colleges from the viewpoint of specialist?”

This paper has been arranged in four main sections. Section 2 contains research methodology considering the experts’ views using interview, archives and documents, as well as questionnaire. Section 3 covers the findings. Discussions and conclusions are stated in section 4.

Research Methodology

The research method was descriptive survey and application one. The statistical population consisted of professors and Ph.D. students of sport management in Tehran's universities. In total statistical sample was selected

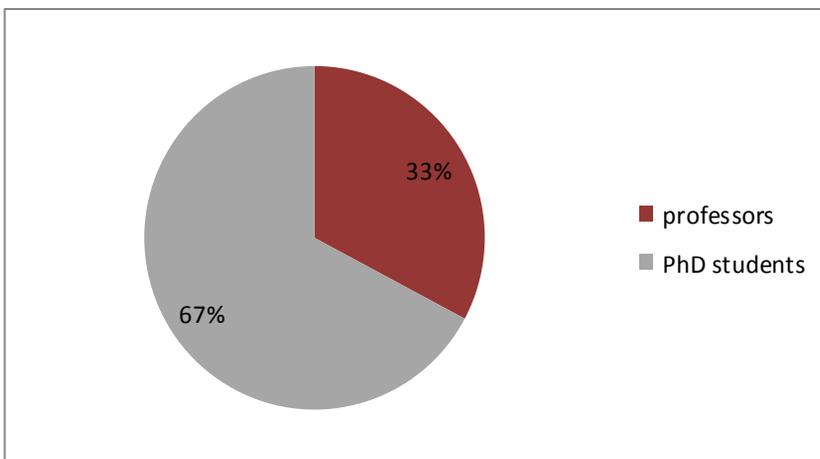
64 subjects simple randomly across Statistical populations (79), pursuant to Kerjesai and Morgan table.

We collected data by literature study, semi-structured interviews. After factors had recognized (as quality), to determining the priority of these factors was designed a questionnaire that their reliability ($\alpha=.85$) is obtained after its validity confirmation (by professors). The questionnaire determined challenges of entrepreneurship in colleges, which were consisted of 16 ranking questions in forms of the Likert scale (5 values). In descriptive statistics were used descriptive statistical indicators and in inferential statistics was used Friedman test for data analysis.

Findings

In this section, the majority of research samples (67.2%) consisted of professors of sport management at the Tehran's Universities and the least of research sample were Ph.D. students of sport management (32.8%).

Chart1. Distribution of research sample



Tabel 1. The entrepreneurship challenges in sport colleges

Challenges entrepreneurship	Ranking	Mean Rank
Status of sports entrepreneurial consulting services in physical education and sport colleges	1	10.15
Lack of programs for entrepreneurship training	2	9.51
Status of research and development units	3	9.13
The lack of innovation system in physical education and sport colleges	4	9.13
Status of profitable from the research results and design of sports science and research	5	8.98
Disproportion between educational contents and job skills	6	8.93
Inadequacy of training in physical education facilities	7	8.86
Inaccuracies of instructors in educating to the specialists	8	8.57
Lack of adequacy of higher education and labor market needs	9	8.53
Lack of adequate attention to education at job culture in the sport sector	10	8.53
Failure to provide entrepreneurship guidelines in the comprehensive sports system	11	8.26
The disparity between the current capacity of student admission to the university and the future needs of the labor market	12	8.08
Lack of media role in the development of sport entrepreneurial attitudes and the introduction of sports entrepreneurs	13	7.96
Elegance performance in sport colleges instead of planning performance	14	7.84
In harmonic between entrepreneurship policy and higher education system	15	7.41
The lack of entrepreneurial attitude in sport colleges	16	7.20

We obtained observed significant deference among factors ($\chi^2=46.97$, $p\leq.001$). As it shown in table 1, the most importance entrepreneurship challenges were ranked by the Friedman test including status of sports entrepreneurial consulting services, present of programs of entrepreneurship training, status of research and development unit, and innovation system in physical education schools, status of profitable from the research results and design of sports science and research and disproportion between educational content and job skills.

Discussion and conclusion:

Today, all are found societies relied on thought were been successful in long-term. Underground resources have been barriers to development, despite its advantages in Third World countries, but the lack of these resources in some countries has led to using the force of thought, creativity, initiative, and entrepreneurship (Hassanmoradi, 2005). The role of human capital is an important factor in the ability and entrepreneurship (Tesone et al., 2004). Since Iran is the lack of ability to attract graduated in economics (Dabbagh, 2004), thus the aim of this study was to challenges of entrepreneurship in physical education and sport colleges from the viewpoint of professionals.

The lack of the entrepreneurial consulting service and ineffectiveness of these centers was introduced as the problems of entrepreneurship in the sport colleges. This show that graduated students need consulting services in sport business and private firms. Since even emerging entrepreneurs may lack the knowledge to implement their ideas and society may be the lack of infrastructure to help them to achieve success, a plan that provides knowledge to the emerging entrepreneurs to start and run business can provide a determination about the need for entrepreneurs to function (Korsching and Allen, 2004). In this regard, managers should plan for entrepreneurship at the Universities. This result was matched by Ratten (2018) who emphasized on knowledge development as the stage to sport entrepreneurship development.

Another challenge was the lack of attention to entrepreneurship in education levels and teamwork for innovation. The results show that the lack of scientific issues and research were the challenges of entrepreneur-

ship. Results were matched with Jones and Bill (2009) that negotiated physical education courses cannot be suitable for students. In addition, These results were in the same line of Gonzalez-Serrano et al., 2017 who resulted that entrepreneurship training can help to growth of entrepreneurial intention. Thus, education system and universities may help build the skills of sports science graduates by adopting educational policies to promote entrepreneurship (Gonzalez-Serrano et al., 2017). Similarly, Naia et al. (2017) surveyed entrepreneurial intentions of sport sciences students and the results showed that both perceived attitudes and perceived behavior control had significant positive impact on entrepreneurial intentions. It seems attention to entrepreneurship education can develop entrepreneurial intention for sport students. According to Ratten (2018), education and training are the factors affecting sport entrepreneurship. Thus, we can say that a program that could be established between the business and university research can cause the establishment of the sport industry. Sport entrepreneurship development depends on development of knowledge around it (Ratten, 2018).

The lack of correlation between academic education and practical needs, the lack of correlation between economic growth and employment capacity of the society with the growth of the number of graduates, the lack of sufficient communication between the educational and the employment system were the problems pertain to environmental factors affecting on sport entrepreneurship. Policies pertain to economic and social situation affect sport environment and finally sport entrepreneurship. It seems considered general policy can be the challenge for sport entrepreneurship development and education system. Educational policy should be in line with sport policy. Sport policy is influenced by the groups such as mangers in

sport education who are the part of decision-making process (Ratten, 2017). It seems government is in the best position to determine policy and program with the aim to encourage entrepreneurship, particularly in the sports sector regard to national education sector (Houlihan, 1991). The results of extensive research in Iran (shojaee, 2003, Najafi Fard, 2006, Sharifian, 2007, Mondalizadeh et al., 2015) have concluded that the educational system faces the problem of communication and appropriate between educational programs and the needs of the environment. According to Naia et al. (2017), suggested that undergraduate programs should be revised as the curriculum is constantly changing in response to societal demands.

The lack of meritocracy system in determining physical education administrators of colleges and lack a comprehensive system of strategic at policy document is considered the entrepreneurship challenge. In this regard, Arabi (2001) concluded the choice of correct managers and improving the entrepreneurial culture led to the creation of new guidelines and entrepreneurship (Aminuddin and Pariah, 2008). It should be acknowledged that the lack of sufficient attention to education in the field of labor and entrepreneurial culture (according to human capital) is the challenges in planning programs for sports entrepreneurship (Jones and Bill, 2009). Particularly, the role of human capital and entrepreneurial enterprise is the important factor in ability and entrepreneurship to successful performance for the sport management and business returns to human capital that it can overcome the entrepreneurial challenge (Tesone et al., 2004). Since entrepreneurship has moved to thinking center of management and planning program in many fields, management needs to entrepreneurial methods in many directions

(Houlihan, 1991). Therefore, managers should consider more attention to the employment graduates by planning and the appropriateness training.

The lack of entrepreneurial attitudes was the challenges of entrepreneurship that this result is at the same line with Gonzalez-Serrano et al. (2017), and Naia et al. (2017). In this regard, various factors affect the attitude toward entrepreneurship education. This may affect entrepreneurship education whether they should be presented in the form of a curriculum or considered as a process to improve individual or institutional opportunities. Nelson and Bayer (2005) have shown that entrepreneurial culture at universities can be an important determinant of the complementary between entrepreneurship education and technology transfer.

The lack of media role in entrepreneurship was another challenge for sport entrepreneurship education. On the other hand, use of online social media is a vehicle for entrepreneurship development. From the viewpoint of Ratten (2017), Entrepreneurial sport policy can help to social and economic status and balance between them through use of social media. According to Naia et al. (2017), suggested some formal and informal curriculum to improve entrepreneurial intentions such as experiential learning, teamwork, learner's active participation, participation of entrepreneurs, use of the internet/online social media, and development of projects.

In general conclusion, it seems management, policy and communication can promote entrepreneurship in physical education and sport colleges. Policy can have a key role in entrepreneurship orientation in universities. Entrepreneurial sport policy can shape innovation, risk taking and proactiveness in sport education. Thus, sport entrepreneurship can be developed by sport policy (Ratten, 2017).

Suggested strategies to develop entrepreneurship in the sport and to reduce the challenges from the perspective, were as follows:

- Providing training courses to help the developing the culture and entrepreneurial attitude of the community through educational system;
- Establishing a research and development system and the use of specialized physical education specialist for the development of knowledge and innovation and the application of these results to self-employed organizations in sport;
- Development of entrepreneurship in the sport body and the development of institutions and consulting services for entrepreneurship in sport through university centers;
- Supporting sport professionals and developing applied research, expanding domestic technology and applying these technologies by enriching physical education with other disciplines of technical sciences;
- Reviewing traditional management by choosing qualified and competent managers in the sport by creating program attitudes and reducing the activities of other operating systems in sport.

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