New Approaches in Sport Sciences (NASS), Vol 2, No 4, December 2020, 53-70

Developing a Model for Entrepreneurial Physical Education Schools in Iran

Vahid Shojaei*
Ph.D., Department of Sport Management, Faculty of Humanities, Islamic Azad University, Sari Branch, Sari, Iran
Mohammad Mohammadi
Ph.D. Candidate, Department of Sport Management, Faculty of Humanities, Islamic Azad University, Sari Branch, Sari, Iran
Mohammad Hami
Ph.D., Department of Sport Management, Faculty of Humanities, Islamic Azad University, Sari Branch, Sari, Iran

Received: Nov 15, 2020; **Accepted:** Jan 09, 2021
doi: 10.22054/nass.2021.56886.1077

Abstract

Background: Given the importance of entrepreneurship as a factor to increase job opportunities, the development of entrepreneurial schools as an approach to increase students' job skills has attracted much attention. However, not much research has been done on entrepreneurship schools. However, the introduction of physical education in the field of entrepreneurship can create many job opportunities for students in this field. **Purpose:** This study was conducted to develop a model for entrepreneurial physical education schools in Iran. **Method:** This is applied research conducted as a descriptive-survey. The statistical population of the study included managers and teachers of entrepreneurship centers in physical education vocational schools in Iran, from which a sample of 260 people was selected using the Cochran's formula. Research data were collected using a self-administered questionnaire and analyzed using the partial least squares technique and Smart PlS software. **Results:** Calculation of Cronbach's alpha, combined reliability and average variance extracted showed that the research questionnaire has good reliability and validity. The results of hypotheses test revealed that all three dimensions of entrepreneurship have positive and significant effect on innovation; it was also found that innovation has a positive and significant effect on the entrepreneurial event. **Conclusions:** In general, the results of this study imply that taking an entrepreneurial orientation can lead to development of entrepreneurial physical education schools.

Keywords: Physical education, Entrepreneurship, Innovation, Vocational Technical School

* **Author's e-mail:** shojaei.vahid@yahoo.com **(Corresponding Author)**, mohammadim566@yahoo.com, mohammadhami@yahoo.com

INTRODUCTION

One of the important goals of the country's educational system is to train specialized human resources of the society, which is missing currently due to inconsistency and impracticality of courses in different educational levels and also non-compliance with the needs of the labor market in the country; meaning that the graduates do not have the necessary expertise and efficiency. In the meantime, paying attention to the issue of entrepreneurship and its expansion and development is of special importance according to the current conditions of Iran society. On the other hand, education has undoubtedly a clear effect on increasing production and incomes, and in the meantime, secondary education, especially those that have a technical and professional aspect, is considered as a productive investment and a means of economic development. As expected, technical and vocational centers, especially vocational schools, should act as centers for the development and training of specialized personnel and training entrepreneurial citizens (not job-seeking students) (Kavousi, 1387). It is clear that education is considered as one of the basic pillars of growth and development in any society and it is considered as a platform for industrial growth . But at the moment, much of the world government's dissatisfaction with the performance of education reflects their concern that the current and future economy and social challenges are not adequately responding to this system and the growing demands of the labor market (Issakhani, 2014).

This is where the importance of organizational entrepreneurship in training creative and innovative human resources, or in other words, organizational entrepreneurs in organizations becomes more prominent, and only by creating such conditions can an organization be able to achieve innovations in the field. In terms of the importance and role of entrepreneurs and entrepreneurs in the growth and development of countries in recent decades, the educational systems of countries, especially developed countries, have taken practical steps in order to design and develop diverse and practical training strategies and training entrepreneurs and Skilled workers . As laws and regulations evolve in line with the needs of the labor market, education systems are trying to adapt to economic development and the labor market by creating new patterns and changing educational programs (Beni et al., 2015).

In the current world developments, the Ministry of Education, as the basic pillar of human capital training, has paid special attention to strengthening the entrepreneurial spirit and has provided solutions for its development and institutionalization. One of the examples of implementing these strategies is the growth and development of technical and vocational education or in other words, vocational education, which entrepreneurship is a prominent feature of such education (Saharkhiz, 2013). Analyzing different perspectives, it can be said that entrepreneurship is a dynamic process, not a static event, and requires planning and following a series of necessary measures in order to analyze opportunities, start or expand business, financing and its exploitation (Razavi, 2009). Experiences of entrepreneurship education in most countries show that with education, an entrepreneur and a skilled workforce can be trained according to the needs of society (Pikrifar and Mangar, 2012). Today, most experts in the field of higher education consider entrepreneurship as a condition for the survival and development of universities and higher education centers. It can be said that the most important knowledge infrastructure to achieve sustainable all-round development is the realization of entrepreneurship (Valiyer, 2015).

Considering the structure of the country's educational system and the current situation of different levels of educational management in it, as well as structural characteristics of the entrepreneurial, it can be said that the more we move from the top management level of the educational system to the lower levels, the more the characteristics and conditions of entrepreneurial practices increase (Amiri, 2008). The need for the realization and development of entrepreneurship in the education system is more emphasis on higher levels of educational management. This is not only due to the cultural and structural gap, but also due to the basic role of senior management compared to other lower levels of management, which is necessary and vital (Jabarinejad, 2016).

One of the most important issues in the economy and business prosperity is entrepreneurship, which in many countries is considered as a way to increase economic growth and job creation. Entrepreneurs, as the driving force of economic development, play various roles in society. Among these roles are job creation, technology transfer, creating a dynamic balance in the labor market, etc. (Karamizadeh, 2016).

Entrepreneurship is in fact a suitable style and model for employing forces that, with sufficient skills and expertise, have not been able to enter the labor market for any reason. through the time and the industrialization of societies and the definition of entrepreneurial benefits for institutions and organizations, since the beginning of the 80s in the country in the university and educational centers, more attention was paid to technical and professional centers (Ahmadpour, 1395).

Specialists in various fields, especially technical and industrial organizations in recent years, have shown great interest in topics such as innovation and attention to expertise in organizations. Looking at successful and growing organizations in the current competitive markets, we can look for the reason for this progress in the economic, human and technical fields and professional use of entrepreneurs within the organization. Therefore, today's organizations, in order not to lag behind the growing changes in the labor market and the need for highly skilled workers, must move quickly and with appropriate goals in the direction of role-playing and development (Farashah, 2013).

In today's markets, hardware indicators and tangible assets have given way to innovation. Institutions and organizations must behave in a way that they can adapt to these changes. The most important role of entrepreneurship in today's society is to turn the existing threats into irreplaceable opportunities that can play a significant role in creating jobs for young people and graduates of technical and vocational colleges in our current society; where the educated in these centers with full knowledge of the required techniques can easily enter the labor market and play their role properly (Shahraki et al., 2019).

In this regard, Cassia believes that employment and the importance of production, job retention and development are important and strategic issues that have led policymakers and managers to recognize entrepreneurship as an important tool for adapting societies to the new economy (Cassia, 2013). Furthermore, due to the importance of entrepreneurship, one of the accepted methods for promoting and expanding entrepreneurship is entrepreneurship education (Moberg, 2011). There is growing evidence of the positive impact of entrepreneurship education in many countries around the world (European Union, 2012). Despite the importance of entrepreneurship education for basic education in order to promote entrepreneurship

culture in the country, the main burden of entrepreneurship education is on universities and does not address the issue of entrepreneurship education in other educational centers, except for vocational schools. Therefore, shifting the location of entrepreneurship education from universities to schools is important, because elementary and high school are the most decisive level of formal education in creating and developing entrepreneurial behaviors and attitudes in students.

Table 1: Definitions of entrepreneurship

Author(s)	Definition
Vanessa (2012)	Entrepreneurship emphasizes taking advantage of undiscovered opportunities
Drucker (2014)	Entrepreneurship is a vision for change that is always looking for change and the entrepreneur is looking for opportunities
Vesper et al. (1997)	Entrepreneurs are people who increase competition, look for good opportunities to meet unaddressed needs in the market environment, create and implement new ideas
Hemme et al. (2017)	Entrepreneurship is the process of creating a value with unique resources to take advantage of an opportunity
Kuratko (2007)	Entrepreneurship is a process that can use creativity to create a new element with new value using time, resources, risk and the use of other factors. In fact, entrepreneurship can be called a dynamic process; Which includes ideals, transformation and creativity. This process requires the use and power of people to create and implement new ideas as well as practical solutions.
Cassia et al. (2013)	An entrepreneur is someone who specializes in making rational decisions about coordinating scarce resources. Being able to judge is a common element in all entrepreneurs
Kreiser et al. (2019)	Entrepreneurship is a sustainable force that brings markets closer to equilibrium and more coordinated.

Entrepreneurship in sport is a rapidly growing field of entrepreneurship and sport management research. The process of entrepreneurship in sports includes social entrepreneurship activities and social innovation that are carried out in the field of sports. Sport as an industry is one of the largest industries in the world and affects other industries such as education and tourism, which themselves have a unified focus on innovation and entrepreneurship (Mohammad Kazemi et al., 2012).

Entrepreneurship in the sports sector also needs to provide the right platform so that people who want to go through the entrepreneurship process can implement it quickly and easily. This situation stems from the fact that the changes in sports have made entrepreneurship mandatory. The rapid development of technology such as the Internet

and digital television has caused sport marketers to make changes in their methods through media advertisements (Mohammadi, 2014). The most important issue in this regard is the lack of long-term planning, the lack of a comprehensive education system based on the approach of training skilled and semi-skilled workers according to the needs of the labor market in the country. In this research work, an attempt has been made to address this important issue and to provide solutions for designing a practical model in order to create entrepreneurial physical education schools. Accordingly, the purpose of this study is to design an applied entrepreneurship model based on the attention and employment of more students in businesses based on the establishment of vocational and technical schools.

Despite the high importance of entrepreneurial schools and their role in increasing job opportunities and potential economic growth, so far not many models have been presented in the country regarding the background of entrepreneurial schools. This has created a major research gap in domestic research. To fill this research gap, the present study seeks to provide a native model for the establishment of entrepreneurship physical education schools. The theoretical framework of this research based on the research literature indicates the close relationship between entrepreneurship, innovation and entrepreneurial event. Many researchers have reported that entrepreneurship has a positive effect on innovation. For example, Kuratko (2007) reported that entrepreneurship has a significant impact on innovation. Similarly, in a recent study by Drobyazko et al. (2019), the authors reported a positive and significant relationship between entrepreneurship and innovation. Accordingly, in the present study, it is hypothesized that entrepreneurship has a positive and significant effect on innovation. On the other hand, the empirical evidence obtained in previous studies shows that the entrepreneurial event is influenced by innovation. For example, Scaringella & Radziwon (2018) showed that innovation triggers new and entrepreneurial events. Drucker (2014) has also identified innovation as a key prerequisite for entrepreneurial activity. Therefore, in the present study, it is assumed that innovation has a positive and significant effect on the entrepreneurial event (development of entrepreneurial schools in this study). According to the abovementioned propositions, the conceptual model of the research is developed as follows.

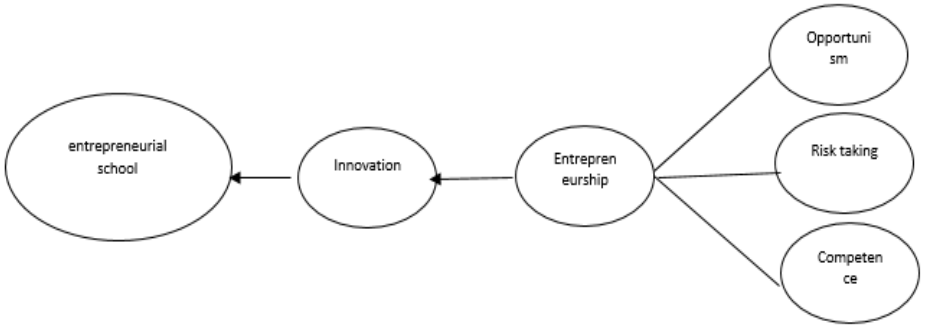

Figure 1: Research conceptual framework

METHOD

The main purpose of this study is to develop the model of entrepreneurial physical education schools in Iran, so it is an applied research. Also, based on its nature and method, the present research is a descriptive-survey research that is done cross-sectionally in terms of time.

The statistical population of this study include all managers and teachers of entrepreneurship centers in physical education schools in the country (N = 798). In this study, Cochran's formula was used to calculate the sample size.

$$n = \frac{\frac{z^2pq}{d^2}}{1+\frac{1}{N}\left[\frac{z^2pq}{d^2}-1\right]} = \frac{\frac{1.96^2 \times 0.5 \times 0.5}{0.5^2}}{1+\frac{1}{798}\left[\frac{1.96^2 \times 0.5 \times 0.5}{0.05^2}-1\right]} \approx 260$$

Therefore, a sample of 260 people has been selected. Sampling has been done from the areas with advanced physical education vocational schools, including 1- Tehran, 2- North Khorasan, 3- Sari, 4- Kashan and 5- Isfahan.

Library methods were used to collect information related to the subject literature and to define specialized concepts and terms of research; while for collecting initial data to test the research hypotheses, the field method and a self-administered questionnaire were used. The questionnaire consists of two parts: The first part includes demographic questions to identify the demographic characteristics of the sample. The second part includes specialized questions to measure the variables. It

should be noted that the questionnaire is based on a five-point Likert scale.

The statistical methods used in this study can be divided into two categories: inferential statistical methods and descriptive statistical methods. Descriptive statistical methods such as frequency and mean distribution tables have been used to describe the general characteristics of the respondents. Inferential statistics and partial least squares (PLS) technique were used to analyze the data and test the research hypotheses. Before performing statistical tests, the normality of the data will be checked using Kolmogorov-Smirnov test. To check the significance of the obtained results, t-test is performed. Also, the obtained data were analyzed using SPSS and Smart PLS statistical software.

RESULTS

The results of the descriptive analysis of the demographic properties of the members of the statistical sample are shown in Table 2.

Table 2: Demographic characteristics of the sample

Properties		**Frequency**	**Frequency%**	**Mode**
Gender	Male	104	40.0	Female
	Female	156	60.0	
Education	Diploma	8	3.1	Master and higher
	Associate Degree	38	14.6	
	Bachelor	90	34.6	
	Master and higher	124	47.7	
Work experience (year)	<5 year	45	17.3	10-15
	6-10	26	10.0	
	10-15	101	38.9	
	>15	88	33.8	
		260	100	

Based on this, it can be seen that 60% of the respondents were women; In terms of education, most people had a master's degree or higher; And most members of the statistical sample had between 10 and 15 years of work experience.

Table 3: Summary of descriptive statistics results for research variables

Variable	Dimensions	Mean	standard deviation	Skewness	Kurtosis
Entrepreneurial event	-	3.5763	0.87440	-0.759	0.760
Entrepreneurship	Opportunism	3.4504	0.52713	-1.446	0.911
	Risk taking	3.4185	0.55931	-0.888	-0.204
	Competence	3.9820	0.46994	1.408	-0.204
Innovation	-	3.8845	0.57525	-0.908	-0.204

Then, using descriptive statistics, the research variables were examined (Table 3).

Table 4: Kolmogorov-Smirnov test

	Entrepreneurial event	Opportunism	Risk taking	Competence	Innovation
Number	260	260	260	260	260
Sig statistic	0.103	0.094	0.070	0.150	0.101
Sig level	0.002	0.008	0.200	0.000	0.017
Result	Abnormal	Abnormal	Abnormal	Abnormal	Abnormal

Using the Kolmogorov-Smirnov test, it was found that most of the variables don’t follow normal distribution; for this reason, Lisrel software can not be used to analyze the data, so Smart-Pls software was used.

Table 5: Entrepreneurial Events

	Dimensions	Items	Average variance extracted (AVE)	Composite reliability (CR)	Significance (t-Value)	Factor loadings	Cronbach's alpha
			α ≥ 0/4	≥ 0/7	t ≥ 1/96	α ≥ 0.4	α ≥ 0/7
Entrepreneurial Event	'	RK1	0.882	0.776	2.728	0.598	0.748
		RK2			0.928	0.484	
		RK3			2.729	0.787	
		RK4			2.688	0.546	
		RK5			3.535	0.515	
		RK6			2.019	0.473	
Entrepreneurship	Opportunism	Q1	0.802	0.760	6.161	0.524	0.709
		Q2			5.456	0.584	
		Q3			0.231	0.462	
		Q4			17.704	0.808	
		Q5			11.371	0.730	
	Risk taking	Q6	0.887	0.703	2.392	0.472	0.844
		Q7			12.588	0.736	
		Q8			6.012	0.620	
		Q9			11.815	0.754	
		Q10			8.720	0.661	
	Competence	Q11	0.740	0.825	11.305	0.700	0.747
		Q12			11.290	0.668	
		Q13			8.688	0.667	
		Q14			7.289	0.650	
		Q15			7.106	0.633	
		Q16			7.839	0.665	
	-	-	0.876	0.832	-	-	0.785
Innovation	-	Q17	0.765	0.773	10.605	0.774	0.805
		Q18			6.066	0.721	
		Q19			5.183	0.515	
		Q20			2.658	0.691	

Then, the validity and reliability were examined, the results of which are presented in the table below.

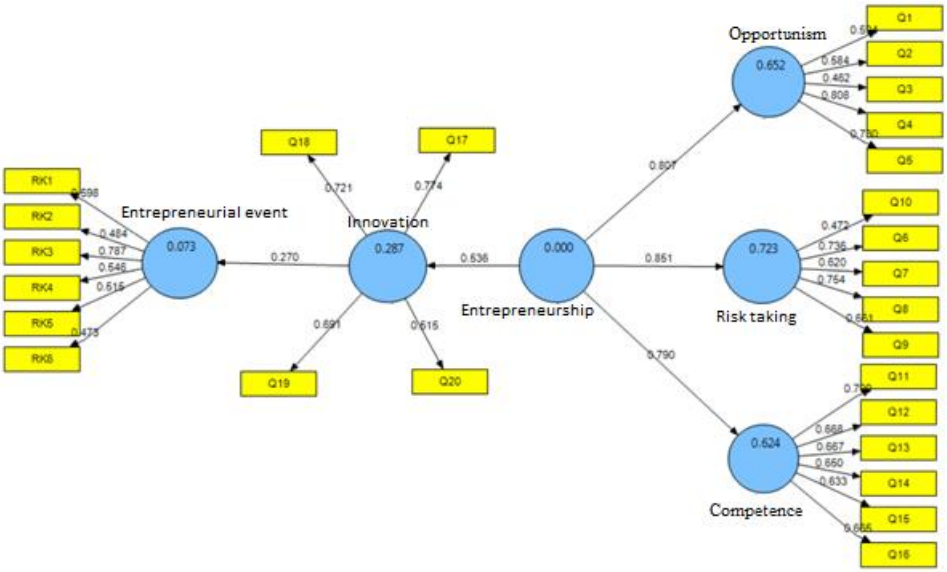

Figure 1: Research model with standardized values of factor load

Predictive quality, in fact, determines the predictive power of the model. Models that have an acceptable structural fit should be able to predict the characteristics of the endogenous constructs of the model. Hensler et al. (2009) defined three values of 0.02, 0.15 and 0.35 to indicate the weak, medium and strong predictive power of the structure or related exogenous constructs. It should be noted that this value is calculated only for endogenous constructs of the model whose characteristics are of the reflective type.

Table 6: Predictive quality (Q2)

Construct	SSO	SSE	1-SSE/SSO
Innovation	1040.000	523.396	0.4967
Entrepreneurial event	1560.000	735.346	0.5286

According to the table above, the value of Q2 is strong for all structures and indicates that the model has a high predictive power of the index.

The evaluation of the general research model was done using the GOF criterion. This criterion is the geometric mean of the multiple coefficient of determination in the average of the commonalities.

$$GOF = \sqrt{\overline{Communality} \times \overline{R^2}} = 0.8157 \times 0.180 = 0.3831$$

The GOF criterion, which means goodness of fit, is used for the overall fit of the model in PLS analysis. In other words, we use GOF index to check the validity or quality of the model in PLS analysis. GOF index is a number between zero and one, which the closer it is to one, the higher the validity and quality of the model. Usually the values obtained from this formula, which are higher than 0.350, indicate acceptable validity in the model.

The research hypotheses were also examined as follows:

Table 7: Predictive quality (Q2)

	hypothesis	Path coefficient	t statistic	Result
1	Innovation ← Entrepreneurship	0.536	6.420	Supported
2	Innovation ← Opportunism	0.331	3.350	Supported
3	Innovation ← Risk taking	0.439	4.890	Supported
4	Innovation ← Competence	0.600	9.168	Supported
5	Entrepreneurship ← Entrepreneurial event	0.217	2.841	Supported
6	Entrepreneurial event ← Innovation	0.333	3.704	Supported

DISCUSSION

The main purpose of this study was to develop a model for entrepreneurial physical education schools in Iran. In this regard, different dimensions of entrepreneurship have been studied and their impact on the entrepreneurial event in the creation of entrepreneurial vocational schools has been measured.

In examining the first hypothesis, the coefficient of entrepreneurship and innovation is equal to (0.536) and according to the t-statistic (6.420) at the 95% confidence level, this hypothesis is accepted and it can be said: There is a relationship between entrepreneurship and innovation. In connection with this hypothesis, it can be said that the most important characteristic of entrepreneurs is creativity and innovation. Because with creativity, it is possible to train students and teachers in vocational schools, regardless of the previous forms and methods. Today, physical education colleges need to engage in more innovative, entrepreneurial-based activities because innovation enhances students' skills and is an

exercise in creating jobs with innovation and entrepreneurship after graduation. Considering the mutual relationship between innovation and entrepreneurship, it can be said that innovation is the basis of entrepreneurship. This hypothesis is in line with the research of Taheri et al. (2015), Nemati (2015) and Hanhart (2015).

In second hypothesis, the path coefficient of opportunism and innovation is equal to (0.331) and according to t-statistic (3.350), this hypothesis is accepted implying that there is relationship between opportunism and innovation. In this regard, it can be said that being opportunistic means that among the problems, challenges, students can find opportunities and positive points that lead to innovation and remove a problem from society. Therefore, this can be achieved by educating and providing an entrepreneurial environment. As can be seen among high school students, some always complain about what is happening around them and the lack of facilities, and in every situation they see their challenges and problems. But with the cooperation of officials and the efforts of opportunistic students in each situation, he sees the opportunities that that situation has created for them, which leads to innovation. It should be noted that these results of this hypothesis are in line with Akoff (2016) research.

In the third hypothesis, the path coefficient of risk and innovation is equal to (0.439) and according to t-statistic (4.890), this hypothesis is accepted. It can be said that innovation does not always take place in a safe and quiet area and sometimes requires risk-taking at a reasonable level. Therefore, an environment should be provided for students who are not afraid of the risk of achieving innovation and should be welcomed. It should be noted that the results of this hypothesis are in line with the findings of Chang (2016) and Sufyan (2016).

In the fourth hypothesis, the coefficient of competency and innovation is equal to 0.600 and according to the t-statistic (9.168), this hypothesis is accepted. In this regard, it can be said that innovation is in fact an individual competence. Therefore, the combination of knowledge, skills, abilities and individual characteristics leads to outstanding and innovative performance. Innovation is needed for successful performance in a job. Therefore, the combination of innovation and competence causes competent and capable students to be creative and lead the development of schools. On the other hand, it

should help qualified students to implement their ideas and lead to the improvement of the level of vocational schools through academic trial and error. It should be noted that the results of this hypothesis are in line with the results of research by Jordan et al. (2015).

In the fifth hypothesis, the path coefficient of entrepreneurship and entrepreneurial event is equal to (0.217) and according to t-statistic (2.841), this hypothesis is accepted and it can be said: There is significant relationship between entrepreneurship and entrepreneurial event. In this regard, it can be mentioned that an entrepreneurial event occurs with the effort to be an entrepreneur, and these two variables are necessary. Which will create employment and update the country's physical education schools. The results of this hypothesis are consistent with the research of Weinz (2015).

Considering the sixth hypothesis, the path coefficient between innovation and entrepreneurial event is equal to (0.333) and according to the t-statistic (3.704), this hypothesis is accepted. As mentioned in the review of previous hypotheses, innovation can lead to entrepreneurship and then to an entrepreneurial event at the level of physical education schools. By creating an entrepreneurial event in physical education schools, the decrease in demand for admission to these centers can be compensated. In recent years, due to the routine and non-use of these schools, the demand for people to enter these centers has decreased so much that most parents are even involved in this decision for their children. Because they do not have a secure future to enter the labor market. Therefore, by creating entrepreneurship in these centers, their confidence can be regained. The results of this hypothesis are in line with the results of Popesco (2015), Owens (2013) and Ansari (1393).

CONCLUSIONS

Overall, the results obtained in this study show that the development of entrepreneurial physical education high schools in Iran is a kind of innovation in the field of educational management that requires managers with an entrepreneurial orientation. The results of this research can have implications for education managers as well as physical education managers. The results of this study also help to strengthen the domestic literature on educational entrepreneurship in the field of physical education. According to the obtained results, the practical suggestions of the research are as follows:

- Holding innovation training workshops for students and teachers of vocational schools of physical education
- Holding creativity training workshops for students and teachers of vocational schools of physical education
- Training and explaining risk wisely to create innovation
- Get help from qualified students to present creative issues
- Placing the topic of entrepreneurship in textbooks of different grades and fields of study
- Develop a general policy of entrepreneurship education program in the education system using the experiences of other countries and the opinions of experts
- Compilation of electronic entrepreneurship content in the form of multimedia
- Comparison of ordinary and entrepreneurial schools.

Declaration of Interest

The authors declare that there is no conflict of interest.

Acknowledgment

The authors are grateful to the subjects who participated in the study.

REFERENCES

Ahmad Pour, M., Moghimi S. M. (2013). Foundations of Entrepreneurship. Tehran. Publication: University of Tehran. [In Persian]

Amiri A, Moradi Y. (2008). The Survey of Entrepreneurial Attitudes Barriers of Students. *IRPHE*. *14*(3). 45-67. [In Persian]

Cassia, L., De Massis, A., Meoli, M., & Minola, T. (2014). Entrepreneurship research centers around the world: Research orientation, knowledge transfer and performance. *The Journal of Technology Transfer*, *39*(3), 376-392.

Dehghanpour Farashah, A. D. (2013). The process of impact of entrepreneurship education and training on entrepreneurship perception and intention: Study of educational system of Iran. *Education+ Training*, *55*(8-9), 868-885. Doi: 10.1108/ET-04-2013-0053

Drobyazko, S., Hryhoruk, I., Pavlova, H., Volchanska, L., & Sergiychuk, S. (2019). Entrepreneurship innovation model for telecommunications enterprises. *Journal of Entrepreneurship Education*, *22*(2), 1-6.

Drucker, P. (2014). *Innovation and entrepreneurship*. Routledge.

Hemme, F., Morais, D. G., Bowers, M. T., & Todd, J. S. (2017). Extending sport-based entrepreneurship theory through phenomenological inquiry. *Sport management review*, *20*(1), 92-104.

Isa Khani A. (2015). Technical and Vocational Education and Employment. In: *The 3rd International Conference on Employment Skills and Employment*, Tehran: The Role of Babakan Institute, 7, 9-20. [In Persian]

Kavusi, T. (2008). The Relationship between Vocational and Technical Education with Employment in East Azarbaijan Province. *Quarterly Journal of Management and Planning in Educational Systems*. *1*(1), 83-96. [In Persian]

Kreiser, P. M., Kuratko, D. F., Covin, J. G., Ireland, R. D., & Hornsby, J. S. (2019). Corporate entrepreneurship strategy: extending our knowledge boundaries through configuration theory. *Small Business Economics*, 1-20.

Kuratko, D. F. (2007). Entrepreneurial leadership in the 21st century: Guest editor's perspective. *Journal of Leadership & Organizational Studies*, *13*(4), 1-11.

Moberg, K. S. (2011). Evaluating content dimensions in entrepreneurship education. Research in Europe Series, ESU Conference. *Available at SSRN 1969852*.

Mohammad Kazemi, R., & Omidi, Y. (2012). Sport Entrepreneurship: A Recent Approach in Entrepreneurship and Sport Management. *Research in Sport Management and Motor Behavior*, *1*(2), 69-86.

Mohammadi, S. Nouraei, T. Sharifian, E. (2016). Presentation of Structural equations model factors affecting Development of Purchasing Sport goods via Internet. *Applied Research in Sport Management*, 4(4), 43-54. [In Persian]

Peykari Far F, Mahnegar F. (2012). Investigating the Role of Universities in Entrepreneurship Development. In: *National Conference on Entrepreneurship and Management of Knowledge Businesses*. Mazandaran University. [In Persian]

Saharkhiz A. (2014). The Role of Education in Entrepreneurship Development from a Fundamental Transformation Document. In: *1st National Conference of Entrepreneurship Plans Collection*. Deputy of Secondary Education, Ministry of Education. Abed Publishing. Tehran, Iran. [In Persian]

Scaringella, L., & Radziwon, A. (2018). Innovation, entrepreneurial, knowledge, and business ecosystems: Old wine in new bottles? *Technological Forecasting and Social Change*, *136*, 59-87.

Shahraki, H., & Heydari, E. (2019). Rethinking rural entrepreneurship in the era of globalization: some observations from Iran. *Journal of Global Entrepreneurship Research*, *9*(1), 1-26.

Valliere, D. (2015). An effectuation measure of entrepreneurial intent. *Procedia-Social and Behavioral Sciences*, *169*, 131-142.

Vanessa, R. (2012). Sport entrepreneurship: challenges and directions for future research. *International journal of entrepreneurial venturing*, *4*(1), 65-76.

Vesper, K. H., & Gartner, W. B. (1997). Measuring progress in entrepreneurship education. *Journal of Business venturing*, *12*(5), 403-421.