

The Role University Policies, Self-potential and Environmental Factors toward the Development of Sport Entrepreneurial Interest in Sport Science Students

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Abstract: Preserving the stability of global economic competition is the main responsibility for every country in this industrial revolution 4.0 eras. Thus, all societies should contribute to the competition in order to prepare new generations that are able to compete. One of them is university, through their visions and missions. The economic competition cannot be separated from entrepreneurial problems. It is the background of this research with the aim to determine the factors that influence entrepreneurial interest for college students, especially for sports science students. In order to achieve the research objectives, this research identified the ability and self-potential, environmental factors and education policy as independent variables (free) and entrepreneurial interests of students as the dependent variable (bound). The samples of this study were sport science students of Yogyakarta State University and Makassar State University (Undergraduate and Postgraduate). The results of this study show that the factors that influence student entrepreneurship interest were the ability, self-potential and the large number of students' desire for special policies related to entrepreneurship education. Hence, entrepreneurship education policy played an important role in the development of the sports industry through student entrepreneurship skills by adopting curricula or lessons on entrepreneurship and other entrepreneurial activities. Environmental factors also influenced the entrepreneurship interest, even though in the analysis there were any significant differences from other variables. Therefore, universities or program studies that act as policy makers are expected to be able to improve the sports entrepreneurship curriculum and preserve competition in the sports industry.

1 INTRODUCTION

In Asian countries, especially Indonesia, new innovations or new businesses and products are required in order to preserve the economic growth and survive in global competition. It is based on the government policies which tend to increase youth or new generations (students) entrepreneurship capacity. As in Europe and United States, Oosterbeek (2010) explains that in order to achieve more competitive levels of economic growth and innovation, increasing additional entrepreneurial capacity is necessary and entrepreneurship education should be conducted as the first step to build innovative culture. Entrepreneurial culture is also one of the efforts to minimize the problems which are caused by the global crisis, based on the knowledge and practice (Nasrudin 2016).

The main reason for increasing entrepreneurial capacity is to reduce the number of unemployment at the national level and become a solution for a brief working environment. The development of entrepreneurial capabilities is required, either in organizations or individuals. Therefore, adding entrepreneurship education in the curriculum will be very important for the youth and students in every country. Therefore, everyone who are education implementers, such as the government and the stakeholders need to conduct several accompaniments such as seminars, trainings, and others as the stimuli to become entrepreneurs. According to Fayolle & Gailly (2015), political attitudes in campaigning entrepreneurial interests and the role of educators as facilitators of entrepreneurship for students and alumni in the university can provide a chance to launch

entrepreneurial programs, initiatives, and motivation for students.

The development of sports has turned out to an active industry that can create jobs and economic activities. By answering the challenges of the market exchange which is characterized by economic instability, it is the right time for the students, especially sports science students, to become entrepreneurs (Othman, 2016). As the implementation of the vision and mission of the government, the universities and study programs can create a new generation which is innovative, creative, and independent.

Therefore, the purposes of this study were: *First*, to identify entrepreneurial interests in sports science students; *Second*, to determine the influence of the social environment on the students' entrepreneurship interest; and *Third*, to analyze the entrepreneurial interests of sports science students based on the university policies (curriculum and training).

The limitation of the problems in this study was the entrepreneurship education as a policy to increase the number of entrepreneurs by analyzing the factors that influence entrepreneurial interest in sports science students, especially in Indonesia, by identifying the correlation between types of skills and the external environment, and the effect of training participation and entrepreneurship education as a limitation of the discussion. The significances of the research can be used by educators and the government to create education policies in increasing entrepreneurship in the sports sector, and also to increase its interest. This article consisted of literature reviews, research methods (samples, instruments, data collection procedures and data analysis, results and discussion, conclusions and limitations of the research, and also the recommendations for further research).

2 METHOD

2.1 Characteristics of Sample

The samples of this study were undergraduate and postgraduate students of sports science department of Yogyakarta State University and Makassar State University, academic year of 2018-2019. In total, there were 153 undergraduate students, and 97 postgraduate students.

The entrepreneurship program covers three scientific fields at Yogyakarta State University and Makassar State University such as sports health,

sports training, and sports education. The sampling was conducted until reach the maximum limit.

2.2 Research Instrument

The researcher conducted a survey by using questionnaire as the instrument. The questionnaire consisted of 25 questions with the same scale. The survey referred to the research that was conducted by Liñán and Chen (2009) called the Entrepreneurial Intention Questionnaire (EIQ). Likert scale was used in order to provide information related to research variables as follows.

2.2.1 Ability and Self Potential

This scale was extracted into the EIQ, which consisted of 12 items related to entrepreneurial capacity and interest. The Likert scale was used with the explanations: 1 represented strongly disagree, and 4 represented strongly agree.

2.2.2 Environmental Factors

This scale consisted of 4 items that measured the level of agreement or disagreement, where 1 represented strongly disagree, and 4 represented strongly agree on a business which was influenced by the environment.

2.2.3 University Policies

This was extracted from 4 items that refer to the level of entrepreneurship education policy at the university (curriculum and training). Likert scale was used to measure this variable, in which 1 meant strongly disagree and 4 meant strongly agree.

2.2.4 Entrepreneurial Interest

This scale consisted of 5 items that aimed to measure whether the participants agree or disagree with the initiative to make a business or become an entrepreneur. 4-points Likert scale was used, in which 1 represented strongly disagree, and 4 represented strongly agree.

2.3 Data Collection Procedures

Data collection was conducted by using stratified sampling method in order to get the maximum number of students from each level (Undergraduate and Postgraduate). The questionnaire was filled out in two ways, by distributing it directly or online using Google Form application from December

2018 - April 2019. The amount of time which was spent by students to complete the questionnaire was around 10 - 20 minutes.

2.4 Data Analysis

The data were analyzed by using SPSS 21. The analysis of the data consisted of descriptive statistical analysis (mean, standard deviation, and percentage), Kaiser-Mayer-Olkin Test (KMO) and Cronbach Alpha Statistics.

Then, the analysis of the correlation was calculated by using Pearson product, in order to determine the relationship between the three independent variables (entrepreneurship skills to create an independent business, based on education and experience, and environmental factors) with the dependent variable (entrepreneurial interest). This analysis was called as multiple regression analysis which explained that the three independent variables influence students' entrepreneurial interest (dependent variable). The last was the t-test, which determined the differences between students who had attended training or entrepreneurship lessons, and students who had never attended training, referred to the existing variables.

3 RESULTS

3.1 The Profile of Samples

The results showed that the students who filled out the questionnaire were men (74.8%) and women (24.2%) with the age range between 18-30 years on average 22.17 (SD = 3.47). The total number of students which were involved was 82.5% for graduate students and 17.5% for undergraduate students. Based on the work experiences, 40% of the students had work experiences, and 60% had no experiences, and 85% of students never attended entrepreneurship training.

3.2 The Validity of the Data

The table below consists of descriptive analysis of each variable, validity test (KMO), Cronbach Alpha, and correlation between independent variables and dependent variables of the study. The validity of the variables was analyzed by using Cronbach Alpha, resulting V1 (dependent variable) $\alpha = 0.947$ and free variables (V2-V4) $\alpha = 0.876 - 0.734$. Meanwhile, the KMO test was from 0.748 to 0.973 for all variables. Hence, it can be concluded that the

samples and variables were acceptable or valid (see Table 1).

Table 1: Means, alpha cronbach, KMO, and correlation of variable.

	X (SD)	KMO	V ₁	V ₂	V ₃	V ₄
V ₁	3,19 (1,55)	,973	.947			
V ₂	3,06 (1,28)	,855	.568	,876		
V ₃	4,77 (0,97)	.733	.428	.476	0.829	
V ₄	3,79 (1,20)	.748	.086	.059	-.117	,734

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$; Cronbach's Alpha

Correlation analysis showed that the three independent variables were correlated to the dependent variable. Individual ability which build an independent business ($r = 0.568$) and ability based on education and experience ($r = 0.428$) were two independent variables which showed a higher correlation ($p \leq 0.001$) and the lowest environmental correlation factor ($p \leq .05$) in the negative direction ($r = -.09$).

3.3 Analysis of the Correlation

The results of the regression analysis were verified and multiple hierarchical regression analysis was illustrated in Table 2. Two regression models that were significant ($p < 0.001$) explained the interests. The first model ($F(1) = 257.87$) showed that 33% of entrepreneurial interests are based on individual abilities to create independent businesses as the only explanatory variables with ($\beta = 0.57$). The second model ($F(2) = 142.44$; $F = 18.43$) determined the main percentage of variance, 35% was the ability and self-potential ($\beta = 0.49$) and ability based on university polices ($\beta = 0, 17$). These two variables were analyzed as the main factors of student entrepreneurship interest; while environmental variables were excluded from this model.

Table 2: The linear regression model toward entrepreneurial interest.

		Estimate	Standard Error	Beta	T
1	(Constant)	1.04	0.15	-	7.11
	Ability and Self Potential	0.71	0.04	0.57	16.06
2	(Constant)	0.02	0.28		0.06
	Ability and Self Potential	0.61	0.05	0.49	12.34
	University Policies	0.28	0.07	0.17	4.29

1: $R = .57$; $R_2 = .33$; $R_{2adj} = .33$; $F(1) = 257,88$; $p < 0,001$; VIF

2: $R = .59$; $R_2 = .35$; $R_{2adj} = .35$; $F(2) = 142,44$; $p < 0,001$; $\Delta R_2 = .023$; $\Delta F = 18,44$.

After the ability and self-potential were verified to influence entrepreneurial intentions, the variables were analyzed separately in order to obtain better understanding of what aspects which had the greatest influence. Multiple linear regression analysis was conducted and the results showed that only three of the 12 item variables which had a direct influence on entrepreneurial interest ($p < 0.05$). Analysis related to ability and self-potential with several statements, among others; 'I want to make an independent business especially in sports' ($p < 0.001$, $\beta = 0.17$), 'Entrepreneurship will save my future' ($p < 0.001$, $\beta = 0.17$), and 'I have a confidence to start my own business' ($p < 0.001$, $\beta = 0.16$). The results of the analysis show that the students were able to create independent businesses and able to consider that it is not difficult to preserve the business which had already begun (see table 3).

Entrepreneurial skills based on education and experiences (university policy) were also analyzed by multiple linear regressions which consisted of four items. The results of the analysis showed that three of the five capacities possessed by students significantly influenced the entrepreneurial interests of students. From this capacity, in my opinion, entrepreneurship education was necessary for sports science students ($\beta = 0.27$). Thus, university/faculty/ study program should make a policy (curriculum) related to sports entrepreneurship ($\beta = 0.18$) and university/ faculty/ study program should make sports entrepreneurship training ($\beta = 0.10$). Therefore, university policy was important in influencing entrepreneurial interests (see Table 4).

Table 3: The linear regression model of entrepreneurial interest based on the ability and self-potential.

	Standard	Beta	t	Sig.
(Constant)	0.15	-	6,56	.000
I want to make an independent business especially in sports.	0,06	0.17	3,01	.0003
The sports industry is suitable with me.	0,06	0.10	2,79	0.006
I have a potency to become an entrepreneur.	0,07	0.10	1,59	0.112
I have an experience in entrepreneurship.	0.03	0.04	0.92	0.358
I have a good leadership to start a business.	0,05	0.10	1,89	0.060
I have an innovation for sports industry.	0,05	0.12	3,54	.000
I have ability in managing a business.	0,08	0.08	1,39	0.065
I want to obtain some benefits from sports entrepreneurship.	0.05	0.10	2.18	0.029
I have a confidence to start my own business.	0.06	0.16	2.66	.0003
Entrepreneurship will save my future.	0,05	0.17	3,00	0.002

Table 4: The linear regression model of entrepreneurial interest based on university policy.

	Standard Error	Beta	t	Sig.
(Constant)	0.30	-	0,87	.387
In my opinion, entrepreneurship education is necessary for sports science students.	0,06	0.27	5.82	.000
University/ Faculty/Study Program should make a policy (curriculum) related to sports entrepreneurship.	0,06	0.18	3,96	.000
University/ Faculty/Study Program should make sports entrepreneurship training.	0,06	0.10	0,55	.586
Sports Entrepreneurship becomes one of the main courses.	0.07	0.07	0.35	.629

4. DISCUSSION

4.1 University Policies toward the Sports Entrepreneurship

According to data from the Central Statistics Agency, the number of unemployment has reached 6.87 million or 5.13% in 2018. The increasing of unemployment, including undergraduate graduates, was caused by global economic demands toward fresh graduates to consider other alternative options and start new businesses. Based on the data, universities or schools should conduct educational efforts towards their graduates by developing their abilities and skills related to industry for each discipline (Roffe 2010). The University should also identify the students' needs in order to develop their mindset of entrepreneurship, experience, creative thinking, self-confidence, and social and communication skills, as the components of the curriculum (Rae, 2011).

4.2 Relationship of Entrepreneurship and Sport

As a constitutional country, Indonesia arranges all elements in the constitution which called as *Undang-undang*, including the sports system. The Law No. 3 of 2005 concerning the National Sports System is a reference for sports practitioners and academics in sports industry, which is related to sports entrepreneurship. It is explained that sports industry is a sports business activity in the form of stores and services which is held by the government and the community regarding to the provisions, and national sport needs. (People's Representative Council, 2005).

The trend of sports industry in Indonesia has been increasing every year, as proved by the interest of some companies in investing in several sports clubs such as Intermilan, Liverpool, AC. Milan, etc. On the other words, Indonesian sports apparel has been claimed in international level. The changes of social status are the reason for the development of paradigms and sports as an indicator of welfare in social life, based on the development of social awareness about entrepreneurship training, seminars, and lessons in the educational environment and its development.

Basically, sports entrepreneurship plays an important role in the developments of a country, such as the development of business, employment, welfare, and physical and mental health (Sheikhzadeh, 2016). Economic competition is required in every country in order to be able to compete with others. Therefore, professionals in the sports industry should be able to identify the business opportunities and use them by developing new products or services based on innovation and creativity, based on the societies' needs in sports. It is not difficult to develop an entrepreneurial culture in the sports industry since it has been a dynamic activity that is managed by entrepreneurs, as an effort to increase the market or produce an innovation (Ratten, 2011 & Ayazi, 2015). It becomes clear that sports industry has a different background in services, production, and other sports-related features, in order to provide the opportunities for entrepreneurship in the sports industry which are vast and extensive (Jones & Bill, 2009).

From the academic side, sports science has become a study in various disciplines, but the study of entrepreneurship still tends to be limited and lack of literacy. The lack of literacy in sports entrepreneurship is expected to get special attention.

It is because sports industry can create great opportunities for university alumni, especially sports science graduates, by developing effective training in order to increase the number of sports entrepreneurs and people's lives (Ansari, 2015).

Based on the university policy, individual's interest in entrepreneurship is also a special variable for entrepreneurship development. A person's passion in doing business and facing risks can be seen from the courage, self-confidence, perseverance, and strong determination with the provision of competition that includes ability and knowledge, combines with the personality traits and entrepreneurial interests (Oosterbeek, 2010). Previously, Yazdanifar (2015) explained that the awareness of environment and society would facilitate opportunities in offering services with different levels of knowledge and skills from each entrepreneur. Educational policies are conducted with programs that consider the characteristics of entrepreneurs' needs (Oosterbeek, 2010).

4.3 Factor of Entrepreneurship

The interest in entrepreneurship can be predicted theoretically from entrepreneurial self-potential, based on education or experience and environmental factors.

4.3.1 Ability and Self Potential

Some studies explain the relationship between ASP and student entrepreneurship interests, one of them is Chen (1998) who concluded that ASP is a power that exists in individuals who believe in their ability so that they are able to implement and develop the entrepreneurship that they formed. Chen stated, "In order to improve the students' confidence, it does not only focus on students' skills but also on ASP strengthening, so the educators can consider the entrepreneurial attitudes and perceptions that can be possible in real life".

4.3.2 Educational Policies

Ployhart and Moliterno (2011) explain that the groups and individuals who have a higher level of knowledge, skills, or abilities can be outstanding rather than others who have lower levels of knowledge, skills, or abilities. In the society, the ability of entrepreneurs can be seen from the level of education, work experience, and genetics. In line with Unger (2011) says that the determinants of entrepreneurial interest such as human resources, abilities, and knowledge are obtained by individuals

through the process of education, preparation for work, and other types of experience. He demonstrates the relationship between human capital and entrepreneurial success and highlights better results for investing in human capital based on knowledge and skills rather than investing in human capital based on education and experience. The relationship between educational outcomes and entrepreneurship training with interventions of the focus on academics is stronger rather than more specific and concise content (Martin, 2013).

The training material or entrepreneurship education with more specifications will provide conceptual and more comprehensive understanding of students in identifying job opportunities and making decisions. Hence, an understanding of entrepreneurial abilities based on education and experience has the possibility of analyzing opportunities that are more effective in creating business, especially sports science students and alumni.

4.3.3 Environmental Factors

Entrepreneurship education programs should consider other variables such as environmental factors which are supported by government and economic policies, and educational institutions in order to form entrepreneurial interests. (Ajzen, 1991). Related to the theory, Oosterbeek et al. (2010) conclude that entrepreneurial skills of each individual which participates in entrepreneurship training do not have a significant effect on students' interest in entrepreneurship. Meanwhile, according to Sánchez (2011), entrepreneurship education programs which are contained in entrepreneurship training programs do not only focus on the technical aspects of creating new businesses but also focus on other aspects such as the awareness and understanding of environmental characteristics related to the economic needs of the society. In line with Agus Kristiyanto (2011), he states that business people also help to reduce poverty from the sports industry that is developed and qualified by providing social protection, policies, and technical assistance.

It has been clear that there are three aspects which should be considered in making educational policy related to entrepreneurship education at the university level, especially for sports science students. This entrepreneurship study is still limited and the predictions of each alumna's employment opportunities are quite extensive and lack, especially in Indonesia. According to Saffari (2013) and Ferreira (2017), identifying entrepreneurial interests

of students at university level, especially sports science students, can be conducted with effective methods and specific approaches.

Therefore, this study aims to analyze the entrepreneurial interests of sports science students based on several factors, including ability, self-potential, and environmental influences, such as university education policies as an effort to implement short-term and long-term vision and mission, to create young entrepreneurs, and to reduce national unemployment.

5 CONCLUSION

The entrepreneurial interest of sports science students was based on two factors, including internal factors and external factors. The internal factors are perceived towards individual's entrepreneurial ability to create independent businesses and based on the experience and education; while the external factors were perceived towards social environmental conditions. The research instrument in the form of a questionnaire showed the importance of developing entrepreneurial capacity through university education policies and study programs for students, especially sports science students (Undergraduate and Postgraduate).

5.1 Theoretical Implications

The literature review explains that the discussion about entrepreneurship in sports science students in the last few years was discussed, but the factors that influence the entrepreneurial interest have not been explicitly discussed. The theory which was used as the background of the research was individual proficiency approaches to build independent businesses based on education, experience, and environmental factors. As a result, individual proficiency based on the education and experience influence the entrepreneurial interest of sports science students rather than the environmental factors. In addition, other results show that entrepreneurship training also influenced students' entrepreneurial interest and increased their passion in creating independent businesses. A very significant difference from environmental factors showed less influence on entrepreneurial interest in sports science students.

Based on the low level of participation of sports science students in entrepreneurship, this article is expected to be a reference related to factors that influence the emergence of entrepreneurial

interest in sports science students, especially in Yogyakarta State University, Makassar State University, and other sports science students in Indonesia. Hopefully, through this research, the universities and sports science faculties can conduct entrepreneurship education policy as a step to develop entrepreneurial interests for sports science students.

5.2 Practical Implications

Based on the results, the entrepreneurial interest of students who have participated in entrepreneurship special education training was very influential, based on the comparison with those who have never participated. Therefore, education policy makers at the university level, faculties, and sports science study programs should consider the results of this study as the follow-up and should consider it as one of the subjects (lessons). The fundamental reason is because the level of participation of students and alumni in sports science in the entrepreneurship and the sports industry was still low. Through special entrepreneurship lessons, it will also reduce the number of unemployment for sports science graduates. Therefore, revision and development of entrepreneurship education are required since entrepreneurship education can change the students' attitude to be more innovative and creative, and to be aware of business opportunities for personal, community, institutional, and country's needs. An initial effort that is easy to do is by conducting entrepreneurship training through extracurricular programs while proposing a special curriculum in sports entrepreneurship.

6 RECOMMENDATIONS

The limitations and recommendations for further research that can be done by students and educational practitioners related to this study are as follow.

1. This study only used three variables that influence entrepreneurial interest. Therefore, further research can use more different variables or variables related to sports entrepreneurship.
2. In data analysis, this study only used a linear regression model (one step) to analyze the relationship of research variable. Other researches can use structural equation modeling techniques with more variables.

3. This study only analyzed entrepreneurial interest in general, towards sports science students. Therefore, further research can also specifically examine the interests of sports entrepreneurship.
4. This study also only used samples from undergraduate and graduate students of Yogyakarta State University and Makassar State University so that the results of this study were not enough to represent sports science students in Indonesia and other countries. Hopefully, further research can use wider samples which can represent the population of sports science students in general.

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