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Effects of an entrepreneurship sport workshop on perceived feasibility, perceived desirability and entrepreneurial intentions: a pilot study in sports science students

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ABSTRACT

Entrepreneurship training in the sports context is of vital importance for students of physical activity and sport sciences, increasing their employability and their ability to successfully adapt to a constantly changing business context. For this reason, this paper aims to analyze the influence of a Workshop on sports entrepreneurship on perceived desirability, perceived feasibility and entrepreneurial intentions, as well as the relationships between those concepts. 108 students from Physical Activity and Sports Sciences enrolled in a Workshop on sports entrepreneurship participated in the study, completing the Shapero and Sokol Entrepreneurial Event Model assessment instrument (1982) before and after the training sessions. The results demonstrated that the participation in the workshop significantly increased the participants' entrepreneurial intention as well as their perceived feasibility and perceived desirability. Furthermore, perceived desirability and perceived feasibility were significant predictors of entrepreneurial intentions, both at pre and post workshop moments. A practical approach linked to know-how is necessary in future workshops.

KEYWORDS

Sports entrepreneurship; entrepreneurial intentions; training; university

Introduction

Sports entrepreneurship can be understood as a set of values that influence the propensity to create or develop innovative activities in organizations (Ratten 2012). Entrepreneurship does not only mean creating innovations but intervening in the processes of existing organizations (Ratten and Tajeddini 2019). Thus, innovation, risk-taking and proactivity behaviors are influenced within the sports context, behaviors related to the discovery and exploitation of new markets, technologies, product opportunities and human capital (González-Serrano, Valantine, and Crespo-Hervás 2014; Ratten 2010).

Both the sport and the industry that surrounds it make up one of the most globalized businesses in the world and are responsible for employing large numbers of people directly and indirectly, providing social value and personal wealth (Ratten 2012). Ratten and Ferreira (2017) point out that in recent years the sports industry has grown exponentially and has diversified to a great extent, such as in the case of Spain. According to the *Anuario de Estadísticas Deportivas 2020 (MECS 2020)*, the number of companies listed in the General Directory of Companies (DIRCE), whose main economic activity is related to sport, amounted to 36,793 in early 2019. Most of them (83.5%) correspond to sports activities such as the management of facilities and the activities of sports clubs or gyms. 0.7% are mainly dedicated to the manufacture of sports articles; and companies dedicated to the retail trade of sporting goods in specialized establishments account for 15.7%. On the other hand, 42.6% are companies without employees, 43.4% are small (1 to 5 workers), 12.9% have 6 to 49 employees, and the remaining 1.1% are larger companies (50 employees onwards). As in the case of the total set of companies, more than half are concentrated in the autonomous communities of Andalusia (14.7%), Catalonia (16.9%), the Valencian Community (10.6%) and the Community of Madrid (14.8%). Based on the data presented and taking into account the percentages of companies without employees (42.6%) and small companies (43.4%), 86% of all companies dedicated to sports are made up of entrepreneurs. This fact manifests the need for an examination of how the entrepreneurial sports structure in Spain could be encouraged.

Thus, different authors have highlighted the variables that could influence greater entrepreneurial intention. Among them, Krueger and Brazeal (1994) stated that the Entrepreneurial Event model (Shapiro and Sokol 1982) could help to understand people's entrepreneurial intention. Likewise, to the inclusion of policies that improve entrepreneurship (Ratten and Miragaia 2020; Ratten and Tajeddini 2019), as well as the promotion of the entrepreneurial competences of subjects (González-Serrano et al. 2016; González-Serrano, Calabuig-Moreno, and Crespo-Hervás 2017; González-Serrano, Crespo-Hervás, et al. 2017) promote entrepreneurship in sport using, among other aspects, training programs that promote entrepreneurship.

Ratten (2018a) highlighted the need for experimental or quasi-experimental works that place value on the relationship between entrepreneurship training programs and the increase in entrepreneurial intention. For this reason, this paper aims to analyze the influence of a Workshop on sports entrepreneurship on perceived desirability, perceived feasibility and entrepreneurial intentions, as well as on the relationships between them. The importance of this work lies in the importance of training programs in sports entrepreneurship, and which could show the need for the local administration and universities to incentivize them. In fact, there is a gap in the literature that analyzes whether entrepreneurship training programs affect the behavior of the students who receive them and, therefore, have positive effects.

This work is structured in five blocks. The first is the introduction. The second presents the theoretical foundation on which this research is based and which is linked to the Business conduct model and the entrepreneurial training policies at university. In the third, the methodology used is presented, from the participants' descriptions to the instruments, procedure and design and data analysis. The fourth shows the results of the investigation comparing the findings of the two groups analyzed. The fifth presents the discussion, and the sixth and last block sets out the limitations and future lines of research detected during the development of this work.

Theoretical framework

Business conduct model

From the theories about entrepreneurship, one of the main approaches in relation to entrepreneurial intentions is the cognitive approach (González-Serrano 2019). As Forbes (1999) puts forward, this approach can contribute to the identification of the processes that trigger the decision to create a company. Within this approach, the Entrepreneurial Event Model (Shapero and Sokol 1982) can be considered in the detection of the entrepreneurial initiative (González-Serrano 2019; Ruiz de la Rosa, García-Rodríguez, and Delgado-Rodríguez 2014). According to Krueger and Brazeal (1994), this model could be used as the basis on which to generate the generation of entrepreneurial intentions as a result of the desirability and perceived feasibility toward the action of entrepreneurship. Moreover, various authors recommend the use of Shapero and Sokol's model (1982) in order to make the prediction of indicators more robust (Acosta-Véliz et al. 2017; Grimaldi-Puyana et al. 2019).

The Entrepreneurial Event Model (Shapero and Sokol 1982) states that the decision to start an entrepreneurial activity requires a pre-existing belief that this activity is desirable and viable, together with the personal propensity to act on opportunities and some type of predominant factor (Díez 2016). This model indicates that the personal choice to start a company depends on perceived desirability, perceived feasibility and the propensity to act (González-Serrano 2019). The perception of desirability is the personal attractiveness of starting a business, the perception of feasibility is the degree to which one feels personally capable of starting it, and the propensity to act is the personal disposition to act based on one's decisions, thus reflecting the volitional aspects of intentions (Krueger, Reilly, and Carsrud 2000).

The Entrepreneurial Event Model (Shapero and Sokol 1982) presents a previous phase consisting of a series of events (positive or negative) that will predispose the subject to create a business. Next, the desirability phase, determined by the formation of the subject, culture, family and friends, can transform the entrepreneurial potential. Finally, this presents the action phase where, depending on a series of conditions (for example, financial, human and technical resources) the decision to be an entrepreneur is made (Alonso 2012; Grimaldi-Puyana et al. 2019). As some authors have indicated (Audet 2014; González-Serrano 2019; Krueger, Reilly, and Carsrud 2000; Peterman and Kennedy 2003), this model indicates that the desirability, feasibility and propensity to act directly affect entrepreneurial intention.

The first dimension of this model, desirability, addresses the experiences (positive or negative) that the subjects have had, being able to determine their future behavior toward the creation of a business (Grimaldi-Puyana et al. 2019; González-Serrano, Valantine, et al. 2018; González-Serrano, Calabuig-Moreno, and Crespo-Hervás 2018; Meek, Pacheco, and York 2010; Moriano, Palací, and Morales 2007). Regarding feasibility, this is reflected in the degree of ability that people consider that they have to start up an initiative, and at the same time it constitutes the perception of the degree of control that one has of a situation (Alonso-Nuez and Galve-Górriz 2011). This dimension may be comparable to the perceived behavior of Ajzen's Theory (1991), since both focus on evaluating one's own ability to successfully manage the start-up of a business (Alonso 2012). In turn, these aspects are strengthened when there is also an entrepreneurship-linked culture, and which could be influenced by public policies and the entrepreneurial training that is available.

Policies and training in entrepreneurship at the university

The countries of the European Union (EU) are responsible for their own education and training systems. However, the EU itself helps countries to contribute to their development, highlighting among its main strategic lines promoting creativity, innovation and entrepreneurship at all levels of education and training (European Commission 2020). The EU itself manages different programs that infer innovation and entrepreneurship, including the Competitiveness of Enterprises and Small and Medium-sized Enterprises (COSME), Horizon 2020 and Erasmus for young entrepreneurs (European Commission 2020).

These programs are totally linked to education, as can be seen in Spain. Thus, the educational legislation in that country includes among its purposes that students develop an entrepreneurial spirit (Organic Law 8/2013, of December 9, for the improvement of educational quality). In fact, Bernal and Cárdenas (2017) indicate that there are some specific programs to promote entrepreneurship in the early educational stages, such as the EME (Company in My School) program for primary education and the EJE (Young European Business) program for compulsory secondary education. Continuing with the concretion around the training programs in entrepreneurship in some Spanish autonomous communities such as Andalusia, Bernal and Cárdenas (2017) remark the existence of the ÍCARO program, which pursues the same aims of promoting and fostering entrepreneurship among university students through service cooperatives. In fact, these programs, encouraged by public policies to promote entrepreneurship and self-employment, aim to improve job placement and decrease youth unemployment rates.

In the same way, Fayolle, Gailly, and Lassas-Clerc (2006) indicate that entrepreneurial education consists of any pedagogical program or process for the development of entrepreneurial skills. However, there are different types of business education (Bae et al. 2014), among which entrepreneurship awareness education stands out, aimed at students with no experience in starting a business. According to Liñán (2004), the purpose of this type of education is to develop entrepreneurial skills in students, helping them to choose a career. Bae et al. (2014) indicate that there are two theoretical perspectives which argue that there is a positive influence of entrepreneurial education on entrepreneurial intentions, the Theory of Human Capital (Becker 1975) and Entrepreneurial Self-efficacy (Chen, Greene and Crik 1998).

Bae et al. (2014) state that business education is not the same as entrepreneurial education, since the latter is more linked to the intentions to be an entrepreneur, due to being more linked to the development of entrepreneurial knowledge and skills. Liñán (2008) indicates that entrepreneurial education is more focused on the intentions, attitudes and processes of creating companies, while business education is not focused on the creation of new organizations. Bae et al. (2014) indicate that entrepreneurial education influences entrepreneurial intentions more than business education, offering statistically significant differences. Along this same line, various authors show that there is a small relationship between entrepreneurial education and entrepreneurial intentions (Bae et al. 2014; Martin, McNally, and Kay 2013).

Bae et al. (2014) suggest different connotations to take into account in the creation of these entrepreneurial education programs, identifying moderating aspects to bear in mind in their development: duration, specificity, individual characteristics (e.g., gender, family history, etc.) and cultural context. Regarding duration, some authors advocate the

development of programs of a more extended duration (e.g., one semester) (Do Paço et al. 2011; Hamidi, Wennberg, and Berglund 2008; Hanke, Kisenwether, and Warren 2005), while others do so for a smaller model, such as workshops (Fayolle, Gailly, and Lassas-Clerc 2006; Radu and Loué 2008). Specificity refers to the link with business planning or new business creation skills (Bae et al. 2014). On the other hand, various authors interpret individual characteristics and the cultural context as influencing students' intentions to be an entrepreneur (Campbell 1992; Chen, Greene, and Crick 1998; Chowdhury and Endres 2005; Wilson, Kickul, and Marlino 2007; Wilson et al. 2009; Zellweger, Sieger, and Halter 2011). However, Bae et al. (2014) state that the duration of the training program (e.g., in a semester or workshop) and their specificity (e.g., business planning or business creation) has a low impact on the students' entrepreneurial intentions. Likewise, the students' individual differences do not influence the modification of the entrepreneurial intentions linked to the entrepreneurial education. Nonetheless, for these same authors, the cultural context does influence the development of entrepreneurial intentions, being linked to a high collectivist culture, low gender equality and low uncertainty.

In particular, Jones and Ratten (2018) suggest that exposing Sports Science students to an entrepreneurial education would help to develop better employability and social skills. In fact, such importance does the development of entrepreneurial behaviors in subjects and in education have that business training has become very important in recent years for the university itself, although in Sports Sciences it still has a low degree of integration (González-Serrano, Valantine, et al. 2018; González-Serrano, Calabuig-Moreno, and Crespo-Hervás 2018). Nevertheless, entrepreneurship opportunities are presented in this field of physical activity and health, training and sports performance, mobile applications and physical activity, gamification and physical activity, and even in the field of teaching in physical activity (García-Fernández et al. 2017; Sánchez-Oliver et al. 2017; 2019). In fact, the field of action of Sports Science is very wide, allowing an extensive range of opportunities to create and innovate in the sports sector (Sánchez-Oliver et al. 2017; 2019; Sánchez-Oliver, Grimaldi-Puyana, and Alcaraz-Rodríguez 2018).

This new reality of job opportunities has also had an impact on related research work. Specifically, research on sports entrepreneurship has recently been significant in the scientific community, publications related to this line of work having begun to increase from 2014 (González-Serrano, Jones, and Llanos-Contrera 2020). At the same time, González-Serrano, Calabuig-Moreno, and Crespo-Hervás (2017) and Jones and Jones (2014) stated that in recent years there had also been a boom in studies linking entrepreneurship and students of Sports Sciences. Thus, various authors expressed the need to influence the entrepreneurial intention of young university students, so the university itself should develop training measures and programs for the promotion of entrepreneurship (González-Serrano, Calabuig-Moreno, et al. 2017; Ruiz de la Rosa, García-Rodríguez, and Delgado-Rodríguez 2014).

For this reason, policies aimed at the training of students and their attitudes should be fostered (Grimaldi-Puyana et al. 2019). Thus, the implementation of interdisciplinary courses and activities in educational centers aimed at entrepreneurship in sport is suggested, in order to improve the links between research, politics and business initiatives (Ratten 2018a). Along these same lines, offering students linked to Sports Sciences business education stimuli would bring about in them the development of better employability and better social skills (Jones and Ratten 2018) and would promote a greater business propensity

compared to that of other university graduates (Holienka, Holienková, and Holienka 2018). Thus, entrepreneurs look for graduates with entrepreneurial skills who are capable of solving problems and situations of their own activity in the reality of employment (Dinning 2017), so the promotion of entrepreneurial attitudes would be totally linked to the employability of young students.

Relations between entrepreneurial intentions and training programs

As it has been possible to verify in the previous foundation, entrepreneurial intention, training and sport are related concepts. In this way, different authors have shown that desirability and feasibility directly influence entrepreneurship intentions in students of Sports Sciences (Grimaldi-Puyana et al. 2019). Along these same lines, it should also be clarified that perceived desirability has a positive influence on Sports Science students' perceived feasibility (Grimaldi-Puyana et al. 2019). These relationships are conditioned by different aspects and/or moderating variables, such as gender, individual characteristics and cultural context, among others (Bae et al. 2014; González-Serrano, González-García, and Calabuig-Moreno 2019; Grimaldi-Puyana et al. 2019).

Despite the fact that entrepreneurial training has numerous benefits, it is not presented as a noteworthy target in the subjects of the Degree in Physical Activity and Sports Sciences, but it is in the Master's degrees related to sports education (González-Serrano et al. 2016). For this reason, some authors have proposed that the work experience and knowledge of other entrepreneurs would increase the probability of students having greater entrepreneurial intentions (González-Serrano, Calabuig-Moreno, and Crespo-Hervás 2017). In turn, training in skills to start a business in the different branches of study, could also motivate entrepreneurial intention (Teixeira and Forte 2017). That is why González-Serrano, Calabuig-Moreno, et al. (2017), González-Serrano, Valantine, et al. (2018) indicated that the cultural context and educational programs could be presented as variables that affect the intention of entrepreneurship of Sports Science students.

Based on the literature, the hypotheses for this study are shown below:

Hypothesis 1. The Entrepreneurship Sport Workshop will have a positive effect on perceived desirability, perceived feasibility and entrepreneurial intention.

Hypothesis 2. There is a positive relationship between perceived desirability and perceived feasibility for Students' Entrepreneurship Sport Workshops.

Hypothesis 3. There is a positive relationship between perceived desirability and entrepreneurial intention for Students' Entrepreneurship Sport Workshops.

Hypothesis 4. There is a positive relationship between perceived feasibility and entrepreneurial intention for Students' Entrepreneurship Sport Workshops.

Method

Participants

The participants were 108 people enrolled in the Entrepreneurship Sport Workshop developed at the University of Seville (Seville, Spain) in 2019. 66.7% of the participants were men

($n=72$) and the remaining 33.3% were women ($n=36$), aged between 19 and 58 years old ($M=25.91$, $SD=8.84$). As to their work situation, 60.2% of the participants had done intermediate or higher studies ($n=65$), 13.9% were working ($n=15$), and the remaining 25.9% ($n=28$) were combining studies and a work activity. In relation with the entrepreneurship family climate, 52.8% of the participants ($n=57$) declared that they had someone in their close family who, currently or in the past, had their own company or businesses. All participants were students of professional training modules or university degree related to the sciences of physical activity and sport.

Instruments

To assess the entrepreneurial antecedents and intentions, the Shapero and Sokol Entrepreneurial Event Model assessment instrument (Shapero and Sokol 1982) was used. This instrument was adapted to Spanish by Jaén and Liñán (2013) with a sample of university students. This instrument has been used by other authors in studies of Sports Sciences (Grimaldi-Puyana et al. 2019). This scale consists of 23 items with a Likert-type response scale with 7 options (where 0 means a low intention, probability or perceived feasibility of the presented statements, and 6 a high intention, probability or perceived feasibility in relation to the sentence). The 23 items are divided into three factors: entrepreneurial intention with 5 items (for example: It is very likely that I will create a company one day), perceived feasibility with 6 items (for example: Indicate the extent to which you would be able to define your business idea and the strategy of a new company), and perceived desirability with 12 items (for example: To what extent is it desirable for you to create and innovate). In our sample, the questionnaire obtained a Cronbach's alpha of .98 for the general scale, .79 for the entrepreneurial intentions factor, .96 for the perceived desirability factor, and .88 for the perceived feasibility factor.

To obtain some sociodemographic information from the participants, a questionnaire was designed ad hoc. The following data were included: gender, age, employment situation (studying, working, or studying and working), and family history of entrepreneurship (yes, a close relative has had or has their own company; no close relative has had or has their own company).

In addition, the participants were asked to create a personal code that would allow relating their responses before and after participating in the entrepreneurship sport workshop. To do this, they entered the first two letters of their last name, the month of their birth with two digits and the last two digits of their identity card.

Procedure

The Entrepreneurship Sport Workshop are training sessions which have been held since 2015 at the University of Seville (Sánchez-Oliver et al. 2019) and are aimed at both university students of different degrees, masters and doctoral programs, and professionals who are working in the sports sector. This training is based on the creation of a differential value for students which can prepare them for the professional future awaiting them, since, in many cases, self-employment will be their best option (Pérez-Villalba, Vilanova-Soler, and Grimaldi-Puyana 2016; World Health Organization 2020). In particular, the

entrepreneurship sport workshop included seven short conferences in two large blocks: (a) current and future situation of entrepreneurship in the sports context and (b) successful experiences in sports entrepreneurship. In the first block were the sessions on “Challenges of entrepreneurship in sport”, “Spaces and digitization of sport, opportunities for entrepreneurship”, “The importance of people in the creation of projects”, and “Opportunities from trends in fitness”. In the second block were “Real cases in sports startups”, “Entrepreneurship in personal training” and “Intrapreneurship in sports clubs and federations”. The workshop had a total duration of 10 h.

An online completion (through the Google Forms platform) of the battery of instruments designed for this research was requested when the students registered for the Entrepreneurship Sport Workshop (between 15th and 30th November, 2019). This completion was voluntary and could not be done without explicitly giving prior informed consent to participate. Immediately after the last conference, and prior to the closing of the workshop, each attendee was provided with a QR code on paper to access the post-test questionnaire (available only on December 5, 2019). Once the data was obtained, it was downloaded into the SPSS 25.0 software (IBM, 2017). We proceeded to match the pretest and posttest data for each participant, making it possible to link both moments in 108 participants who made up the final sample. For the analysis, both SPSS 25.0 (IBM corp., 2017) and AMOS (Arbuckle 2014) were used. All the processes involved in the investigation met the criteria of the Helsinki Declaration.

Design and data analyses

Participation in the entrepreneurship sport workshop was taken as an independent variable, while the dependent variables were entrepreneurial intentions, perceived desirability, and perceived feasibility. A quasi-experimental pretest-posttest design was used. Prior to the data analysis, factors from Shapero and Sokol's Entrepreneurial Event Model assessment instrument (Shapero and Sokol 1982) were calculated. While the entrepreneurial intention and perceived feasibility score results from the direct computation of the responses to the items that they are composed of, perceived desirability toward entrepreneurship was calculated by combining two sets of six items. That is, the expectations of starting an entrepreneurial business career (6 items) are multiplied by the convenience of starting such a job development (6 items). This questionnaire correction procedure was taken from the guidelines given in the scale's Spanish adaptation (Jaén and Liñán 2013).

The investigation and the analysis were designed regarding Martin and Bridgmon (2012) recommendations. So, normality and homoscedasticity tests were performed in order to assess the distribution of the sample. A non-normal distribution was determined, as well as the non-homogeneity of variances for the main variables of the study (Kolmogorov-Smirnov and Levene tests, $p < 0.05$). Therefore, non-parametric tests were carried out for this study to test Hypothesis 1. Wilcoxon signed-rank tests for two related conditions were used. Finally, a structural equation model (SEM) was conducted to test the relationship between perceived desirability, perceived feasibility and entrepreneurial intentions (Hypotheses 2, 3 and 4). With regard to goodness-of-fit indices, we used the comparative fit index (CFI), the Tucker-Lewis index (TLI), and the incremental fit index (IFI), where values above .90 indicate a good fit (Hu and Bentler 1999), the parsimony comparative of

fit index (PCFI), where values higher than .80 are very good (Arbuckle 2008), and the root mean square error of approximation (RMSEA) and its reliability interval where values equal to or lower than .080 indicate a well-fitting model (Arbuckle 2008; Byrne 2001), while with the χ^2 and its differences regarding the degrees of freedom (χ^2/df) values below 5.0 are considered an adequate fit (Bentler 2002), although this indicator has been shown to be sensitive to the sample size (Hair et al. 2009).

Results

Descriptive analysis and test to compare the two related conditions (pre and posttest)

Wilcoxon W tests were performed to analyze the influence of the attendance at the Entrepreneurship Sport Workshop on the desirability, intention and perceived feasibility of the attendees (see Table 1). The data showed that the participation in the meeting significantly increased the participants' entrepreneurial intention as well as their perceived feasibility and perceived desirability. The effect sizes were small for perceived desirability and medium for perceived feasibility and entrepreneurial intentions (Ellis, 2010).

Structural equation model

The overall assessment of the structural model was found to be acceptable for the pretest [$\chi^2(114) = 373.54$ ($p < .001$); $\chi^2/df = 3.27$; CFI = .923; IFI = .925; TLI = .917; RMSEA = .077] and posttest [$\chi^2(114) = 341.44$ ($p < .001$); $\chi^2/df = 2.99$; CFI = .931; IFI = .936; TLI = .925; RMSEA = .071]. For the hypothesized model of construct relationships, the model in the pretest explains 68% of the variance in entrepreneurial intention, and the results establish that perceived desirability was a significant predictor of entrepreneurial intention ($\beta = .26$; $p < .05$), as well as perceived feasibility ($\beta = .59$; $p < .01$). On the other hand, perceived desirability showed a positive effect on perceived feasibility ($\beta = .82$; $p < .01$). Regarding the posttest, the results show that perceived desirability was a positive and significant predictor of entrepreneurial intention ($\beta = .34$; $p < .01$) and perceived feasibility ($\beta = .86$; $p < .01$). For its part, perceived feasibility showed a positive effect on entrepreneurial intention ($\beta = .56$; $p < .01$). Altogether, the model dimensions accounted for 76% of the variance in entrepreneurial intention (Figure 1).

Table 1. Descriptive and inferential statistics of the influence of the workshop on desirability, intention and perceived feasibility.

	M	SD	Z	p	r
Feasibility_pre	3.21	1.52	-4.39 ^b	.00**	.42
Feasibility_post	3.93	1.42			
Desirability_pre	3.12	1.78	-2.54 ^b	.01*	.24
Desirability_post	3.69	1.66			
Intention_pre	3.16	1.51	-4.70 ^b	.00**	.45
Intention_post	3.86	1.26			

Note: pre = pretest, post = posttest.

b = test based on negative ranks.

* $p < .05$, ** $p < .01$

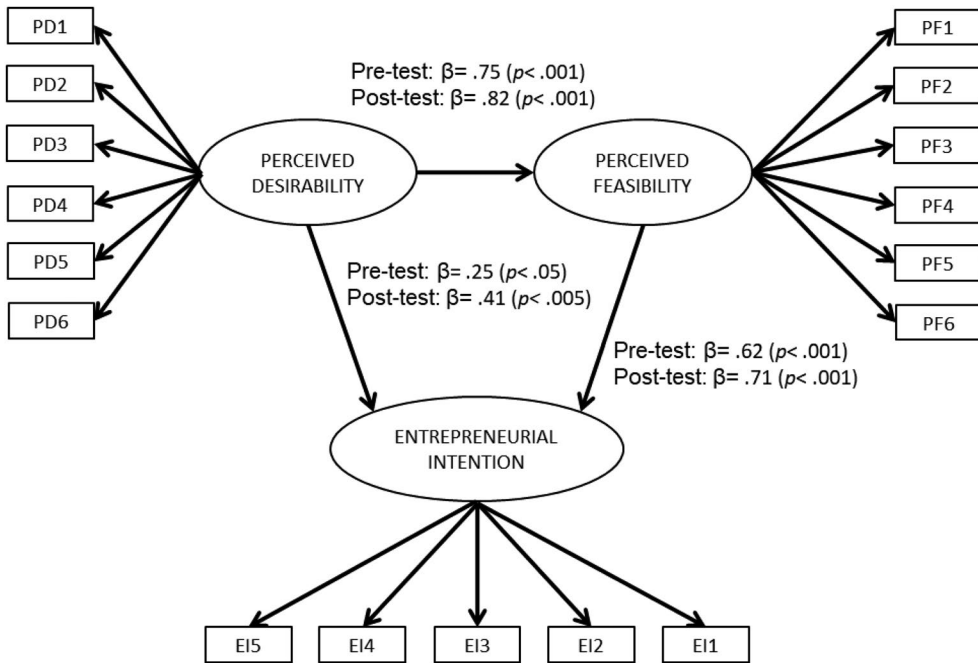


Figure 1. Structural model of entrepreneurial intention.

Discussion

Entrepreneurship has been a well-worked and developed concept from the perspective of Business Management and Administration, and it is presented as different from entrepreneurship in sport due to the emotional nature and a series of special characteristics that particularly link it to entrepreneurship (Holienka, Holienková, and Holienka 2018; Miragaia, Ferreira, and Ratten 2017; Seifari and Amoozadeh 2014). Added to this is that the study of entrepreneurship in sport is a young and booming topic (González-Serrano, Valantine, and Crespo-Hervás 2014; González-Serrano, Jones, and Llanos-Contrera 2020; Ratten 2018b), which requires further investigation, analysis and development to come to understand all the phenomena that occur in relation to this concept. Following the aforementioned and trying to investigate the possibility of promoting and/or creating Sports Science students' entrepreneurial intention, the main objective of this study has been to analyze the influence of a Workshop on sports entrepreneurship on perceived desirability, perceived feasibility and entrepreneurial intentions, as well as the relationships between them.

Along these lines, there are different publications that deal with the importance of the development and promotion of entrepreneurship through education and/or training programs geared toward entrepreneurship (Bae et al. 2014; Bernal and Cárdenas 2017; European Commission 2020; Holienka, Holienková, and Holienka 2018; González-Serrano et al. 2016; González-Serrano, Calabuig-Moreno, and Crespo-Hervás 2017; González-Serrano, Crespo-Hervás, et al. 2017; González-Serrano, Valantine, et al. 2018; González-Serrano, Calabuig-Moreno, and Crespo-Hervás 2018; González-Serrano, González-García, and Calabuig-Moreno 2019; Jones and Ratten 2018; Ratten 2018a; Ruiz de la Rosa, García-Rodríguez, and Delgado-Rodríguez 2014). Yet, to our knowledge there are few

experimental or quasi-experimental studies that explore the influence of a training program on the entrepreneurial intention of students in Sports Sciences, highlighting the one presented by González-Serrano et al. (2019) which points out the differences in effectiveness of these programs according to gender.

Regarding the stated hypotheses, the results seem to indicate that the workshop on sports entrepreneurship generates an increase in the students' perceived desirability, entrepreneurial intention and perceived feasibility; so H1 is accepted. Although there are differences between entrepreneurship training programs and formal educational programs, it can be indicated that our results are in line with those presented by various authors (Bae et al. 2014; González-Serrano, Calabuig-Moreno, et al. 2017; González-Serrano, Valantine, et al. 2018; Martin, McNally, and Kay 2013). This indicates that educational programs are variables that determine and positively influence the entrepreneurship intention of Sports Science students. Along these same lines, Teixeira and Forte (2017) state that the training and endowment of skills to start a business are presented as relevant predictors in entrepreneurial intention. However, Bernal and Cárdenas (2017) declare that the implementation of training programs for entrepreneurial potential - in the primary and secondary educational stages - are irrelevant to the development of this behavior, although they relate this to the lack of training of teachers, an incorrect design of the programs, the paucity of educational planning, the dearth of content and the absence of its correct evaluation.

The possible self-selection bias described by different authors should also be taken into account (Bae et al. 2014; Kolvereid and Moen 1997; Liñán 2004; McMullan and Long 1987; Noel 2002). This would cause those students with an interest in entrepreneurship to seek training related to the subject, so that the possible intentions to undertake post-training may not be related to the entrepreneurial education itself. Furthermore, Bae et al. (2014) state that changes in intentions during entrepreneurial education are less likely if a student's perceived feasibility before training is strong and consistent, regardless of whether it is positive or negative.

Regarding the relationship between the antecedents of entrepreneurial intention, the data suggests that the participants' perceived desirability has a positive influence on their perceived feasibility, both in the pretest and in the posttest; so H2 is accepted. This fact is corroborated with data previously presented by Grimaldi-Puyana et al. (2019).

With regard to the relationship between perceived desirability and entrepreneurial intentions, on the one hand, and perceived desirability and entrepreneurial intentions, on the other hand, both influences are positive in our research; therefore, H3 and H4 are accepted. These results are consistent with those previously offered by Grimaldi-Puyana et al. (2019).

According to the results of this study and what has been stated by various authors it is true that universities are advocating the development of measures and programs to promote entrepreneurship in Sports Science students, but even so they are insufficient and very isolated (González-Serrano, Calabuig-Moreno, et al. 2017; González-Serrano, González-García, and Calabuig-Moreno 2019; Ruiz de la Rosa, García-Rodríguez, and Delgado-Rodríguez 2014; Steinbrink, Berger, and Kuckertz 2020). Following the considerations provided by Ratten and Tajeddini (2019), research on the development of entrepreneurial behavior should continue and, as Jones and Jones (2014) explain, entrepreneurship education should be integrated into study plans.

This study should be understood as a first approach to quasi-experimental work, so demanded and necessary in the development of entrepreneurship in sport. As there are

very few empirical studies on this topic, obtaining data from specific interventions could help a growth in the knowledge and development of entrepreneurship in sport. In conclusion, it should be noted that entrepreneurship training is as important as training and promoting different skills (e.g., digital skills, search for economic resources, etc.) as well as in the development and promotion of entrepreneurial behavior. It is understood that training programs in entrepreneurship should not be solely and exclusively about transmitting knowledge, but a place of competences training and knowledge transmission in entrepreneurship, without forgetting the importance of promoting creativity and innovation. To guarantee the proper functioning of the training program, it should be conscientiously designed according to some objectives, the teachers involved trained, the materials to be used prepared and a good evaluation guaranteed. This will allow determining the achievement of the objectives pursued: promoting entrepreneurship in sport.

Practical implications

Likewise, this study has practical implications that could be useful for those responsible for training programs for sports entrepreneurship. Firstly, a prior formulation of the objectives to be achieved is necessary, a much more practical approach linked to know-how and in which both the content to be implemented and the prior training of the teachers responsible for conducting the training are controlled. Finally, this work also provides knowledge on various actions to be implemented in future research, understanding the work carried out by universities as essential and a catalyst of knowledge about entrepreneurship in sport.

Limitations and future research

This study has various limitations, since, as previously explained, it is understood as a first approach to a different type of research in sports entrepreneurship. The first limitation found is the sample size, which limits the impact, the power of the results offered and the possibility of generalizing the results (Bae et al. 2014). On the other hand, voluntary participation in research knowing its objective can be a research bias itself. This point, previously presented, is also inferred by the asymmetric distribution by gender, a relevant aspect and one that creates controversy in the scientific literature, since there are authors who indicate that gender influences the entrepreneurial intention (González-Serrano, González-García, and Calabuig-Moreno 2019; Rodrigues et al. 2020), while others indicate the opposite (Grimaldi-Puyana et al. 2019; González-Serrano et al. 2016). In this study, there has been an asymmetric distribution in which men were much more numerous than women, so the participation and evaluation of the female gender should also be encouraged. Another limitation found refers to the design used in this study, since due to this it has not been possible to evaluate exactly what factors the speakers enhanced, not having controlled and analyzed the effect of the duration and specificity of the program -possible self-selection bias- as well as influencing cultural contexts in students, among other relevant aspects in the literature (Bae et al. 2014). Lastly, the absence of a control group is understood as a limitation to take into account and correct in future research (Bae et al. 2014), despite some quasi-experimental work that has already been carried out without counting on such a comparison group (González-Serrano, González-García, and Calabuig-Moreno 2019). This

fact has greatly limited the analysis of the data and the impact of this study's results. With the presence of a control group, the results would have been more powerful and significant, but as previously mentioned, this study has been treated as a first approach to the design and development of an entrepreneurship training program.

Regarding future research, attention will be given to preparing various strategies that encourage the participation of subjects attending training programs. In addition, with a qualitative analysis, more data can be provided about what specific aspects (e.g., experiences, tools, etc.) caused the change. Likewise, research should continue with experimental and quasi-experimental designs in sports entrepreneurship. Specifically, what factors must be implemented in entrepreneurship training programs should be analyzed so that these influence entrepreneurial intention, detecting the differences that exist according to the students' gender and cultural context. Through these programs, the development of entrepreneurial skills and competencies relevant to entrepreneurship ought to be encouraged.

Disclosure statement

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