

# Future research directions for sport education: Towards an entrepreneurial learning approach

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## Future research directions for sport education: Towards an entrepreneurial learning approach

### Abstract

**Purpose:** The purpose of this article is to introduce an entrepreneurial learning approach to the study of sport education in order to inform future research directions.

**Design/methodology/approach:** Sport education needs to focus on how it can overcome existing barriers to bring a more interdisciplinary approach. This article uses entrepreneurship education theory to explore the changes required in sport education provision to create a more relevant and conducive teaching environment.

**Findings:** The findings of this article suggests that by bringing sport students into contact with entrepreneurship education it aids the development of improved employability and social skills.

**Research limitations/implications:** Introducing entrepreneurship education into sport will help develop learning initiatives that advance the scholarship of sport education within the University sector

**Practical implications:** The benefits of including entrepreneurship education in sport studies could be of interest to directors of education wanting to increase student enrolments and interest in their courses.

**Originality/value:** The study suggests ways to offer more interdisciplinary courses and activities linking entrepreneurship education to sport. This needs to be taken into consideration as it will enable the development of sport entrepreneurship education that improves links between academic research with policy and business initiatives.

**Keywords:** education, sport education

**Paper type:** conceptual

## Introduction

Entrepreneurial capabilities are becoming important in the workforce due to more students starting their own businesses (Maritz, 2017). Interest in entrepreneurship education is growing amongst sport educators due to the belief it can improve employment outcomes. The sport industry is by nature entrepreneurial and has a tradition of introducing innovations that transcend to other industries (Ratten, 2011). Ratten and Ratten (2011) identify that sport firms need to be entrepreneurial to stay ahead of their competition. Thus, sport and entrepreneurship are linked in their focus on curiosity and commitment to learning. Sport organizations need to be more involved in entrepreneurial activity due to its positive impact on performance. Entrepreneurship education provides a way for the sports industry to understand change by focusing on intellectual inquiry (Kurczewska et al., 2017).

There is a changing perception within most educational settings regarding the requirements for more practical engagement with subject topics. Entrepreneurship education provides a way of incorporating a more practical orientation to sport studies. This is because there is a belief that sport education should involve more business dimensions and entrepreneurship education can provide this additional knowledge. There is now increased interest in sport education that links to emerging topic areas such as holistic wellness and alternative leisure settings such as yoga and meditation (Gerdin and Pringle, 2017). Despite this shift in change for sport education to date, minimal research has been completed that links the field of entrepreneurship education and how to teach using a more entrepreneurial approach (Jones and Jones, 2014). Although the role of entrepreneurship in sport is undeniable, the research has neglected to focus on educational aspects. The purpose of this article is to explore how sport education needs to adopt an entrepreneurial learning process to maximize its ability to enable change.

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3 In the global economy, educators are being required to operate more entrepreneurially in their  
4 teaching style and offering of courses. Siedentop (2002:411) states that sport education is defined  
5 “as a process through which sport cultures might grow and prosper as humanizing influences in  
6 the lives of nations and their citizens”. Typically sport education courses have not traditionally  
7 taught entrepreneurship which is often viewed as a standalone discipline in itself.

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9  
10 Entrepreneurship education teaches opportunity recognition, risk assessment and creativity  
11 (Fayolle, 2010). Traditionally sport educators have focused on physical initiatives neglecting the  
12 business aspects of sport. Recent years have witnessed the introduction of entrepreneurial policies  
13 in government directives aimed at the sport sector. This has been evident in the use of social  
14 initiatives such as having healthier lifestyles adopting a new approach. Thus, social  
15 entrepreneurship in sport has been viewed as a way to build more non-profit but innovative  
16 partnerships amongst stakeholders in the sport sector (Ratten, 2011).

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19 Organizational socialization is part of sport education as it involves the process of learning about  
20 how to teach. Sport education has tended to have a culture that favours preserving the status quo  
21 due to entrenched teaching methods being deemed as reliable (Houlihan and Green, 2006). This  
22 has discouraged the use of more innovative and novel teaching styles in sport that incorporate  
23 entrepreneurship. This conflicts with the current sports industry ecosystem that requires  
24 innovation and creativity to progress. By incorporating entrepreneurship into sport education it  
25 will benefit teaching and the use of more progressive learning methods. The sport education  
26 sector is an important part of the global economy and contributes to other parts of society (Kirk,  
27 2010). There has been an increase in the availability of online and more flexible forms of sport  
28 courses to cater for the changing needs of the workforce. As part of this evolution, there has been

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3 a need to change the curriculum in sport education to reflect emerging areas of interest like  
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5 entrepreneurship.  
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8 Creating an entrepreneurial sport education programme is not easy, as there needs to be a shift in  
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10 philosophical understanding regarding the role of innovation in sport. To succeed, sport  
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12 educators must embrace entrepreneurship as a way to integrate new thinking. A culture of  
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14 entrepreneurship is required in sport education in order to alter existing structures and mindset.  
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16 This article provides a timely opportunity to examine the use of entrepreneurship education in  
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18 sport. It is envisioned that sport education will increasingly take an entrepreneurship perspective  
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20 that will develop over time. Entrepreneurship education is especially important in sport as  
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22 technology innovations are changing the way sport is viewed and played.  
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28 This article is structured as follows. First, the literature on entrepreneurship education is  
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30 reviewed that highlights the increased interest in practical and creative training skills. Thereafter,  
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32 the role of education in sport is discussed that highlights the need for an interdisciplinary  
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34 perspective. An entrepreneurial learning approach is then introduced that is linked to sport  
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36 education. The key findings of having an entrepreneurial learning approach to sport education  
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38 are then stated. Finally, the article concludes with how future sport education research needs to  
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40 incorporate entrepreneurial learning. The implications for practice are stated with the limitations  
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42 necessitating future research addressed.  
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## 50 **Entrepreneurship education**

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53 Entrepreneurship involves a process of creative destruction that replaces old practices with new  
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55 ideas (Formica, 2002). Greater emphasis is placed on entrepreneurship in society as it focuses on  
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3 the principles of innovation and change (Acs and Audretsch, 2005). This change provides a way  
4 for communities to capitalize on ideas that lead to economic and social growth. Entrepreneurship  
5 education teaches people about the benefits of change and the role of innovation (Maritz and  
6 Brown, 2013). Part of entrepreneurship education involves learning about how to recognize  
7 opportunities. This includes fostering interaction and networking activity amongst members of  
8 the entrepreneurial ecosystem (Maas and Jones, 2016). Students learn about marketable skills that  
9 are important when establishing business ventures (Peterman and Kennedy, 2003). This involves  
10 assessing risk by evaluating potential outcomes of the entrepreneurship.  
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13 Formica (2002: 173) states “entrepreneurship can be represented as a puzzle, the main pieces of  
14 which are training and education, research, application, production, marketing and sales”. The  
15 education component of entrepreneurship is the focus of this article in terms of how it links to the  
16 sport context. Individuals that have more intense emotions of joy and positivity can utilize these  
17 to be entrepreneurs. Attributes involve being open to new ideas that require a sense of  
18 inquisitiveness. This enables individuals to build relationships based on their ability to share  
19 ideas (Pittaway and Cope, 2007). There has been an increase in educational institutions creating  
20 environments that are conducive to the teaching of entrepreneurship (Lima et al, 2014). Part of  
21 the reasons for this is that entrepreneurship education teaches students about entrepreneurial  
22 capacity, which includes motivations and attributes (Formica, 2002). Motivations include having  
23 autonomy and self-confidence that enables the ability to conduct certain tasks. In addition, it  
24 includes thinking for oneself by utilizing independence to conduct risk-taking activities.  
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27 There is an ongoing debate regarding the effects of entrepreneurship education with some  
28 suggesting a positive relationship whilst others highlighting those intentions can decrease after  
29 studying entrepreneurship (Von Graevenitz et al., 2010; Jones et al., 2017b). Individuals with a  
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3 higher entrepreneurial intention are likely to study entrepreneurship (Lima et al, 2014). This is  
4 due to students interested in entrepreneurship seeking courses that teach them business venture  
5 skills. Globally, there has been a significant increase in entrepreneurship education within the  
6 educational system (Packham et al., 2010). Formica (2002:168) defines entrepreneurial  
7 communities as “communities in which small business founders have formed a free, self-  
8 catalyzing network whose members act like a flock of birds, aligning with one another and flying  
9 in formation”. This definition is useful for sport communities as the analogy to birds also applies.  
10 This is due to sport communities requiring stakeholders to work together by forming networks  
11 based on cooperation.  
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25 There has been an increase in teaching entrepreneurship as a process to share practical  
26 knowledge. This has been driven by the increased interest from students in self-employment and  
27 startups as a career (Kolvereid, 1996). Entrepreneurship education incorporates more practical  
28 training that helps both self-employment and employment career paths. This is important with  
29 the transient nature of the current employment market with individuals typically experiencing  
30 several different jobs and roles during their careers (Jones et al., 2017b). Formica (2002)  
31 highlights how the major focus on education is no longer just on post high school college  
32 students but non-traditional working adult students. Entrepreneurship education is defined as  
33 “knowledge transfer, regarding how, by whom, and with what effects, opportunities to create  
34 future goods and services, are discovered, evaluated and exploited” (Balan et al, 2017:1). When  
35 an individual gets taught entrepreneurship there are changes in their skills set in terms of belief  
36 and self-esteem (Ruohotie and Koiranen, 2000). This can motivate a person to acquire further  
37 knowledge regarding how to develop sport-related business activities. To create a good  
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3 environment for entrepreneurial learning there needs to be exposure to different forms of  
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5 knowledge (Pittaway and Cope, 2007).  
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8 Jones and Underwood (2017:657) states “entrepreneurship education and early exposure to  
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10 (simulated) new venture creation are important determinants in student’s propensity to have a  
11  
12 positive attitude towards starting a new business”. Students have attitudinal change in behavior  
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14 by studying entrepreneurship. This is the result of entrepreneurship education focusing on  
15  
16 teaching students to be creative and independent thinkers. Part of the teaching of  
17  
18 entrepreneurship involves students being able to assess risk and forecast future  
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20 trends(Ramsgaard and Ostergaard, 2017). This helps sport students more effectively position  
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22 themselves in terms of employability in the marketplace.  
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28 There has been more interest in the teaching of entrepreneurship due to its ability to empower  
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30 individuals and enable them to acquire new skills. Entrepreneurship education is currently a  
31  
32 popular topic and is expected to increase in the future (Hagg and Kurczewska, 2016). There are a  
33  
34 variety of topics taught in entrepreneurship such as leadership, organizational behavior and  
35  
36 finance. This interdisciplinary perspective of entrepreneurship education appeals to sport studies  
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38 as it brings new skills into the curriculum. There has been a trend towards integrating  
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40 entrepreneurship education into all disciplines due to the practical nature of its teaching methods.  
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45 There is an emphasis on the positive aspects of entrepreneurship although there are negative  
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47 associations coming from the emphasis on change (Jones and Underwood, 2017).  
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50 Entrepreneurship might be valued more in the arts and associated disciplines that encourage  
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52 creativity. In the sport discipline there is an emphasis on change and innovation due to the need  
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54 for competition. Shepherd (2004) discusses how entrepreneurship education is an important way  
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3 students can learn about how to manage their emotions and the role of perseverance in business.  
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5 This is important as business is increasingly emphasising the role of failure and experimentation  
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7 as an effective learning approach.  
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11 An important part of entrepreneurship education is in the provocation and different ways of  
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13 thinking (Hjorth, 2011). It is important for business ventures to have the appropriate educational  
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15 and managerial support to assist ideas come to fruition. Gibb (2005) suggests there are three  
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17 major objectives for effective management of entrepreneurship education. Firstly, to develop a  
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19 improved understanding regarding the role of entrepreneurship in society. As more sport  
20  
21 businesses are utilising technology advancements there should be a growing awareness of the  
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23 need to be agile and flexible in the marketplace. Secondly, acquiring an entrepreneurial mindset  
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25 is important in facilitating creative ideas. Thirdly, there is the key operational knowledge  
26  
27 regarding business start-up and growth. For example, increasing numbers of sport students are  
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29 becoming personal trainers and starting their own businesses due to the evolution in the fitness  
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31 industry (Jones et al., 2017b).  
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#### 40 **Sport education**

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43 Arujo et al. (2017: 519) states “sport education is regarded as one of these innovative sport-based  
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45 pedagogical models”. Sport education focuses more on learning about different roles in sport that  
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47 occur within teams and matches. Arujo et al. (2017: 519) states that sport education focuses on  
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49 different types of roles and “examples of within team roles include coach, equipment manager,  
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51 or fitness leader, while those within match roles include referees, scorekeepers and  
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53 statisticians”. The student coach is an important part of sport education studies and differs to  
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3 physical education that focuses more on fitness. Student-coaches involve learning in teams about  
4 leadership, strategy and skills (Siedentop et al, 2011). When students act as coaches then more  
5 competence about how different people function in a team can be learnt.  
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10 In sport education there is common and specific content knowledge that is part of the learning  
11 experience (Ball et al, 2008). Common content knowledge involves information about rules,  
12 tactics and techniques that are important in a sport context (Araujo et al, 2017). Whilst, specific  
13 content knowledge involves more intricate information required to perform a task. Both types of  
14 knowledge are essential in sport education as it provides a setting that enables occupational  
15 socialization of how to behave in a sport setting (Curtner-Smith et al., 2008).  
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25 Farias et al (2017:461) states that sport education provides “cooperative work, shared decision-  
26 making, face-to-face interaction and student-led team practice sessions”. This is helpful in the  
27 more practical sport environment that requires people to evolve based on consumer demand.  
28 Moreover, Parker and Curtner-Smith (2012) suggest that there are still institutional gender  
29 stereotypes and conservative teaching methods used in sport education. Thus, there needs to be a  
30 change in sport education mindsets to incorporate a more diverse and culturally inclusive  
31 curriculum. Carlson and Hastie (1997) in describing sport education state that it differs from  
32 physical education due to the emphasis on instructional and managerial leadership. This enables  
33 students to develop personal and social skills around delegation, cooperation and commitment  
34 that are useful in sport settings. Students are viewing sport education as a way to combine theory  
35 and practice that will be useful to them in their careers.  
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51 Doyle (1977) proposes an ecological model of dynamic interplay to describe teacher  
52 effectiveness. In the ecological model there are instructional and managerial tasks systems that  
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3 are utilized in the classroom (Carlson and Hastie, 1997). Instructional task systems relate to how  
4 to do something in terms of required steps. This includes teaching specific skills regarding how  
5 to do an activity that focuses on acquisition of knowledge. Managerial task systems involve how  
6 to supervise and coordinate people. This is an important behavior to develop as it enables  
7 effective delegation and use of people for certain roles.  
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11 Sport education contextualizes sport in a more realistic setting than physical education. This  
12 helps to see the relationship sport has to other fields and the interlinkages. In addition, it enables  
13 an evolutionary approach to sport studies to develop that takes into account emerging business  
14 trends. There is an emphasis in sport education on the whole process of sport from the  
15 recruitment of players to post career education. This enables sport to be viewed from multiple  
16 perspectives including athlete, coach, spectator and sponsor.  
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20 Recent research by Gerdin and Pringle (2017:194) states physical education “is failing to achieve  
21 its educational aims and is in need of radical reform or is at risk of educational extinction”. Kirk  
22 (2010) has suggested that sport education is limited by having a socially irrelevant approach to  
23 current business trends. This has resulted in the changing environment in which there is greater  
24 diversity of sport related activities not being included in current education methods.  
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28 Sport education is important to society and there has been significant financial investment in  
29 developing sport related curriculum (Houlihan and Green, 2006). Curtner-Smith et al (2008)  
30 suggest that there is an attraction to sport education because of its cultural and structural  
31 superiority in terms of teaching method. Siedentop (2002) describes sport education as a  
32 curriculum model designed to provide an authentic experience. This means sport is taught in an  
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3 instructional method that combines a practice perspective and enables more enthusiasm to  
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5 develop regarding the changing nature of sport in society.  
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8 Siedentop (1999) proposes that the main instructional characteristics of sport education are:  
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10 managerial routines, duty teams, peer teaching, cooperative planning and conflict resolution  
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12 mechanisms. Managerial routines involve teaching students about how to assign tasks and people  
13  
14 in a sport context. This helps develop skills regarding the role of different team members in a  
15  
16 sports organisation. Duty teams involve teaching students the role of players, referees and  
17  
18 scorekeepers. This assists individuals learn about different types of skills from the player, coach  
19  
20 and umpire perspective in sport. Peer teaching involves students supporting each other to learn  
21  
22 sport skills. This is valued because it enables members of similar social systems to collectively  
23  
24 acquire knowledge and skills about sport. Cooperative planning involves making decisions about  
25  
26 time and resources needed for sport. This is important in facilitating competition by providing  
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28 the necessary information and help. Conflict resolution mechanisms involve students learning to  
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30 negotiate and manage different perspectives.  
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### 37 **Sport education and entrepreneurship**

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40 The decontextualisation of sport means there is a significant requirement for change and a way to  
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42 do achieve is by focusing on entrepreneurship education by rethinking the sport education  
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44 curriculum and how it can grow and develop to suit industry demands. Sport is a culture that is  
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46 important to the collective social life of a community (Siedentop, 2002). Minimal attention has  
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48 been paid to the role of entrepreneurship education in sport curriculum. There is still much to  
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50 learn regarding how to incorporate effective entrepreneurial learning into sport education studies.  
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54 There is a requirement for practical guidance on how sport can utilise entrepreneurship in the  
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3 curriculum. Thus, sport education is at risk of decreasing in popularity and value unless it  
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5 incorporates new pedagogical thinking and approaches such as entrepreneurship education. The  
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7 need to introduce more entrepreneurship education into sport studies is due to the lacks of  
8  
9 current consideration and the evolution of the sports industry. This enables students to learn  
10  
11 about how to develop resilience and overcome boundaries. Exposure to entrepreneurship  
12  
13 education can enable sport students to reconsider their projected careers to focus more on self-  
14  
15 sufficiency and self-employment. Entrepreneurship education can facilitate innovation which is  
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17 required to revolutionize the sport industry and encourage dynamic growth.  
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22 Moreover, there needs to be more sport education on entrepreneurship in order to disseminate  
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24 best practices regarding the role of business start-up. Students can learn about how to be self-  
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26 sufficient in the job market by acquiring entrepreneurship skills. Moreover, entrepreneurship  
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28 education increases student's confidence about managing their career through introducing new  
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30 skills and knowledge. This helps them gain independence and a sense of certainty regarding  
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32 career progression. As students learn more about entrepreneurship their attitudes and  
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34 intentionstowards business change (Matlay, 2011).  
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39 Existing knowledge regarding the role of entrepreneurship education in sport is minimal due to  
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41 the lack of extant research. There has been increased interest in sport education acquiring an  
42  
43 entrepreneurship perspective due to the competitive dynamics at play in the global business  
44  
45 environment (Beynon et al., 2014). In addition, there are more sport graduates taking  
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47 entrepreneurial career paths from athletes developing businesses to coaches studying  
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49 management courses. The post-graduate sport education market is made up of many experienced  
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51 individualsseeking to link practice to theory. A way to do this is be integrating entrepreneurship  
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3 education into sport. Programmes that enable a more dynamic understanding about sport talent  
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5 management through entrepreneurship education are required.  
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8 Sport educators are facing a changing teaching context due to different expectations from  
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10 stakeholders. Students want to see engaged teachers who utilise educational technologies in an  
11  
12 innovative way. In addition, students are becoming increasingly transactional with an  
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14 expectation of high graduate programme outcomes and the guarantee of well numerated  
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16 employment post programme (Jones, Jones, Packham and Skinner, 2013). Communities desire  
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18 teachers that can address the demands of the business and social environment. Institutions seek  
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20 to utilise teachers that can incorporate the schools mission and vision statements. A method to  
21  
22 address these disparate stakeholder requirements is for sport educators to utilise entrepreneurship  
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24 education. This helps associate sports to the market knowledge and prepares students for industry  
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26 changes. Providing entrepreneurship education in the sport curriculum will increase student  
27  
28 satisfaction, achievement and programme value. This is important in facilitating innovative  
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30 teaching methods in the sport context and achieving improved learning outcomes and student  
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32 experience.  
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39 Entrepreneurship education focuses on developing entrepreneurial attitudes that enable improved  
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41 usage of skills to initiate a new business start-up (Fayolle, 2010). This is important for sport  
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43 students developing personal qualities that facilitate an entrepreneurial mindset. Sport education  
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45 research requires updated contextualization with an entrepreneurial underpinning in order to  
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47 maintain relevance. Entrepreneurship education is a legitimate method of teaching practical skills  
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49 that has applicability to sport studies.  
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3 Entrepreneurship education provides a dynamic learning experience due to its approach being  
4 cross-disciplinary (Shinnar et al., 2009). Entrepreneurship education is appropriate to sport due to  
5 its student centered learning approach and focus on opportunity evaluation. There is more  
6 emphasis on entrepreneurship education and critical reflection that links well to the practical  
7 nature of sport education. In the sport industry, there has been an increase in the usage of casual  
8 and contract workers that has meant more people having the opportunity to work on a self-  
9 employed basis (Jones et al, 2017a). This has meant more people in the sport industry are  
10 required to become self-employed to service the evolving demands of the industry. This has led  
11 to increased interest in entrepreneurship education as a mechanism to meet the challenges of the  
12 sport industry. Within the current sport curriculum there are concerns whether training about  
13 entrepreneurship is sufficiently covered. Thus, in order to gain an increased insight into how sport  
14 education needs to evolve this article will focus on how to effectively incorporate  
15 entrepreneurship education.

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34 The aim of entrepreneurship education in sport is to develop personal attributes that effectively  
35 prepare students for the workforce or self-employment. This includes skills that include being  
36 resourceful that will equip students with the know how to succeed in the marketplace. The lack of  
37 entrepreneurship education in sport could be due to less understanding regarding its relevance. In  
38 addition, there is a general misunderstanding regarding what sport entrepreneurship is due to its  
39 only recent emergence within the University sector. This means there is a gap in the current sport  
40 education curriculum that can be filled by entrepreneurship studies. Ecosystems are important in  
41 the development of entrepreneurship education (Maritz, 2017). This is due to each part of the  
42 education experience affecting other sectors of the learning system. This is relevant for sport  
43 policy that often aims at having a more inclusive society through the funding of sport  
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3 programmes. More regions are focusing on sport as a way to support citizens but also encourage  
4 a healthier lifestyle. At the heart of entrepreneurial ecosystems are universities that teach sport  
5 studies and facilitate regional policies. Universities are encouraging more sport start-ups due to  
6 the role sport has in society and necessity to produce viable business start-ups. To do this, human  
7 capital is required and this can be developed through sport education programmes that integrate  
8 entrepreneurship. Universities that have accelerator programmes and incubators can tap into the  
9 sport market by linking research to practical requirements. This enables technology to be  
10 transferred in a way that develops self-efficacy and enterprise skills.  
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22 Recent education initiatives around entrepreneurship have necessitated its usage in a sport  
23 context. Entrepreneurship is relevant to sport due to the changes occurring in the global business  
24 environment (Beynon et al., 2014). The field of sport education requires more theoretical  
25 frameworks to take an entrepreneurial approach. This will aid in developing an improved  
26 understanding regarding the role of entrepreneurship in sport education. This article paves the  
27 way for advancing knowledge on entrepreneurial ecosystems in the sport education context. The  
28 connectivity between sport education and entrepreneurship offers an enhanced context for  
29 students. Novel insights regarding sport education and entrepreneurship may enable an enhanced  
30 curriculum to emerge.  
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44 There is a plethora of research regarding sport education yet a lack of linkage to the  
45 entrepreneurship literature. Taking an entrepreneurial perspective to sport education will enable a  
46 new dynamic approach to encourage engagement with students. There are significant benefits for  
47 both students and teachers from incorporating entrepreneurship into sport education (Hastie,  
48 1998). It is important that sport education aligns theory to teaching practice. This can be  
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3 conducted through emphasizing entrepreneurial practice, which is increasingly prominent in the  
4 sport industry.  
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8 Maritz and Brown (2013) suggest entrepreneurship education programs consist of seven major  
9 components: context, outcomes, objectives, assessment, content, audiences and pedagogy. This  
10 is evident in the use of business plans in entrepreneurship classes to teach students how to  
11 develop sport ventures. The objectives of entrepreneurship education align to a sport context as  
12 they focus on real life examples and experiential learning. This is linked to assessment outcomes  
13 in entrepreneurship education focusing on the relevance of projects to real life. Thus, the content  
14 of entrepreneurship education courses is biased towards novel ways of thinking about future  
15 business practices. This is important in the sport industry that prides itself on utilizing innovation.  
16 The audiences of entrepreneurship pedagogy are students who need to learn new innovations in  
17 order to succeed in their working life. Thus, entrepreneurship education can provide a guide as to  
18 the forthcoming innovations in sport.  
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### 38 **Implications for policy and practice**

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41 This article has several implications for policy and practice. Sport policy needs to incorporate  
42 more entrepreneurial thinking to enable improved engagement with stakeholders. Sport education  
43 needs to introduce entrepreneurship into the teaching of sport students to prepare them for their  
44 professional career. By introducing entrepreneurship education into the educational experience  
45 of sport students it will help improve their professional development. The teaching experience  
46 will benefit from an orientation towards entrepreneurship education as a way to more effectively  
47 prepare students for the job market. A deeper insight into how sport students can utilize  
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3 entrepreneurship education is required. Entrepreneurship education provides value to sport  
4 students in supporting alternative career paths. As sport education tends to be a specialized field  
5 it is important to integrate emerging teaching methods such as entrepreneurship education. The  
6 outcome based approach of entrepreneurship education that focuses on practicality. The sport  
7 context is a user of technological advancements such as mobile commerce to purchase tickets to  
8 sporting events and the use of technology to enhance decision making. Thus, technology  
9 innovation has changed the way sport is consumed in society. This enables entrepreneurship  
10 education to contextualize the sport environment to teach relevant skills.  
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### 25 **Future research**

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28 This study broadens our understanding of the entrepreneurial learning process in sport and the  
29 interplay with sport education. However, the article recognizes the limitations of the conceptual  
30 approach that requires further theoretical and empirical underpinning. Further  
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longitudinal evidence regarding how entrepreneurship is embedded in sport education is required. There is potentially a bias towards entrepreneurship education in sport due to the growing recognition of sport as a business. Further qualitative and case study data is required to evidence how sport educators are effectively utilising entrepreneurship. Thus, there is a requirement for further contextual studies evaluating the sport environment in facilitating entrepreneurship education. This would include evaluating the success of entrepreneurship education in different sports including amateur and professional contexts.

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