


Entrepreneurial Intention and Entrepreneurship among Sports Students: A Regression Analysis

*Intención Emprendedora y Emprendimiento entre Estudiantes de Deportes:
Un Análisis de Regresión*

*Intenção Empreendedora e Empreendedorismo entre Estudantes de Esportes:
Uma Análise de Regressão*

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Abstract

This study examined whether entrepreneurial intention predicts entrepreneurship among university sports students. The sample comprised 275 students enrolled at Mohamed Lamine Debaghine University, Sétif, during the 2025–2026 academic year. Entrepreneurship and entrepreneurial intention were measured using two scales, including an adapted version of the Entrepreneurial Intention Scale contextualised for sports related ventures. Both instruments demonstrated excellent psychometric property. Pearson's correlation analysis revealed a positive and statistically significant association between entrepreneurial intention and entrepreneurship ($r = 0.603$, $p < 0.01$). Simple linear regression confirmed that entrepreneurial intention is a significant predictor of entrepreneurship ($\beta = 0.603$, $p < 0.001$), explaining 36.3% of the variance in entrepreneurship ($R^2 = 0.363$), with ANOVA results indicating a highly significant model. The study concludes that entrepreneurial intention is a robust predictor of entrepreneurship among sports students and recommends future research employing longitudinal and mixed-method designs, broader samples, and additional psychological and contextual variables to refine the explanatory framework of entrepreneurial intention.

Keywords: Physical Activity; Paralympic Games; Sport; Disabilities.

Resumo

Este estudo investigou se a intenção empreendedora prediz o empreendedorismo em estudantes universitários de esporte. A amostra foi composta por 275 estudantes matriculados na Universidade Mohamed Lamine Debaghine, Sétif, durante o ano letivo de 2025–2026. O empreendedorismo e a intenção empreendedora foram avaliados por meio de duas escalas, incluindo uma versão adaptada da Entrepreneurial Intention Scale contextualizada para iniciativas de negócios relacionadas ao esporte. Ambos os instrumentos apresentaram excelentes propriedades psicométricas. A análise de correlação de Pearson revelou uma



associação positiva e estatisticamente significativa entre intenção empreendedora e empreendedorismo ($r = 0.603$, $p < 0.01$). A regressão linear simples confirmou que a intenção empreendedora é um preditor significativo do empreendedorismo ($\beta = 0.603$, $p < 0.001$), explicando 36,3% da variância do empreendedorismo ($R^2 = 0.363$), e a ANOVA indicou um modelo altamente significativo. O estudo conclui que a intenção empreendedora é um forte preditor do empreendedorismo entre estudantes de esporte e recomenda pesquisas futuras que utilizem delineamentos longitudinais e de métodos mistos, amostras mais amplas e variáveis psicológicas e contextuais adicionais para aperfeiçoar o quadro explicativo.

Palavras-chave: intenção empreendedora, empreendedorismo, estudantes de esporte, análise de regressão.

Resumén

Este estudio examinó si la intención emprendedora predice el emprendimiento en estudiantes universitarios de deportes. La muestra estuvo compuesta por 275 estudiantes matriculados en la Universidad Mohamed Lamine Debaghine, Sétif, durante el curso académico 2025–2026. El emprendimiento y la intención emprendedora se midieron mediante dos escalas, incluida una versión adaptada de la Entrepreneurial Intention Scale contextualizada a iniciativas empresariales relacionadas con el deporte. Ambos instrumentos mostraron excelentes propiedades psicométricas. El análisis de correlación de Pearson reveló una asociación positiva y estadísticamente significativa entre intención emprendedora y emprendimiento ($r = 0.603$, $p < 0.01$). La regresión lineal simple confirmó que la intención emprendedora es un predictor significativo del emprendimiento ($\beta = 0.603$, $p < 0.001$), explicando el 36.3% de la varianza del emprendimiento ($R^2 = 0.363$), y el ANOVA indicó un modelo altamente significativo. El estudio concluye que la intención emprendedora es un predictor sólido del emprendimiento entre los estudiantes de deportes y recomienda futuras investigaciones que empleen diseños longitudinales y de métodos mixtos, muestras más amplias y variables psicológicas y contextuales adicionales para perfeccionar el marco explicativo.

Palabras clave: intención emprendedora, emprendimiento; estudiantes de deportes, , análisis de regresión.

1. Introduction

Entrepreneurship has garnered heightened attention in recent years as a strategic pillar of economic growth, innovation, and expanded employment prospects, particularly among university students (Hara, 2023). In this context, the function of higher education institutions has evolved beyond merely imparting specialised knowledge; they are now anticipated to actively foster entrepreneurial thinking and cultivate competencies that empower students to create sustainable, self directed ventures that contribute to economic development (Xanthopoulou & Sahinidis, 2024). Furthermore, entrepreneurship is regarded as a multifaceted concept that includes economic, social, psychological, behavioural, managerial, and anthropological aspects, which differ according to research emphasis and methodological approach (Campanha et al., 2022). In the context of sustainable development, several scholars argue that transforming universities into institutions that actively support entrepreneurial thinking can increase employment opportunities and reduce graduate unemployment, thereby making entrepreneurial culture a fundamental component of modern higher education strategies (Iwara, 2025). This transformation relies on integrating entrepreneurship into academic curricula, promoting project-based learning, and establishing university business incubators that support students in transforming their ideas into viable economic initiatives (Vollmar & Euler, 2023).

Students from Institutes of Physical and Sports Education are a unique group in this context because their academic training equips them with practical, teaching, and organizational skills that can be applied to many business ventures, such as starting fitness centres, sports academies, health and wellness services, and organising sporting events. This underscores the need to bolster students' confidence in their entrepreneurial skills to enhance their entrepreneurial drive and foster participation in future endeavours (Zhou et al., 2021). This reality prompts essential questions about the efficacy of existing training programs in cultivating entrepreneurial purpose and behavior among students in physical and sports education fields. Lara-Bocanegra et al. (2022) present empirical evidence demonstrating that applied training programs in sports entrepreneurship substantially enhance entrepreneurial intention among sports science students. Entrepreneurial

intention is widely recognised as a significant predictor of entrepreneurial activity, since theoretical models repeatedly illustrate that a cognitive and psychological predisposition towards entrepreneurship precedes entrepreneurial behaviour. Furthermore, a comprehensive analytical study with nearly 52,000 participants identified personal attitudes and self-efficacy as the most significant cognitive predictors of entrepreneurial ambition (Zhou et al., 2021).

However, this variable has received less attention in the field of sports science than in economic and managerial disciplines. In addition, the presence of contextual constraints, such as limited access to funding, insufficient entrepreneurial training, and weak institutional support, may hinder students' orientation towards entrepreneurship (Mawad & Freiha, 2024). Therefore, understanding the determinants of entrepreneurial intention and entrepreneurship among students at Institutes of Physical and Sports Education is both a scientific and practical necessity for developing educational strategies that are better aligned with current economic and social realities. Recent evidence indicates that entrepreneurship education is among the most effective methods for increasing entrepreneurial ambition. Research indicates that involving students in applied learning contexts, supported by career guidance initiatives and high-quality educational materials, enhances the translation of academic knowledge into professional competencies and fosters the development of entrepreneurial skills and abilities. Consequently, this approach enhances students' preparedness for labour market integration and for establishing their enterprises (Halalsheh et al., 2026; İlhan & Duran, 2025). In contrast, other studies have emphasised the importance of individual psychological factors, such as entrepreneurial self-efficacy, risk-taking propensity, and achievement motivation, as key determinants of entrepreneurial intention. Research has further shown that entrepreneurial self-efficacy is the strongest predictor of entrepreneurial intention among university students and that entrepreneurship education can strengthen this relationship by developing practical entrepreneurial skills and enhancing self-confidence (Ye & Kang, 2025).

In the institutional context, several studies have shown that strengthening entrepreneurial ecosystems requires integrated collaboration among universities, business incubators, municipalities and professional associations. The active involvement of these stakeholders contributes to the development of local entrepreneurship and economic growth (Leal et al., 2023). Recent contributions in the field of sports entrepreneurship highlight that both athletic and entrepreneurial passion play a crucial role in establishing new ventures by facilitating the development of professional and organizational networks that support venture growth and sustainability (Leal et al., 2023). Furthermore, the success of startups in the sports industry depends on adopting an integrated model that considers environmental, economic, and technological factors while simultaneously developing supportive financial, educational, and regulatory strategies (Ghanbari et al., 2025). The importance of this study lies in its contribution to understanding how students of physical and sports education perceive entrepreneurship as a possible career path and which characteristics make them more or less likely to start their own business. This information can help colleges and universities develop plans to reduce the number of unemployed graduates and support the growth of the sports industry in the region.

2. Method

2.1. Participant

The study sample consisted of 275 male and female students who were randomly selected and studying at Mohamed Lamine Debaghine University Sétif, Algeria, for the 2025-2026 academic year. The average age of the participants was $21 \pm$ years old. The sample included 202 male and 73 female students.

**Table 1.** Research Participants

المُتغير	الفئة	N	Percentage
Gender	Males	202	73.5
	Females	73	26.5
Academic Level	First year licence	118	42.9
	Second year licence	52	18.9
	Third year licence	56	20.4
	First Year Master	33	12
	Second Year Master	16	5.8

2.2. Instrument

Entrepreneurship scale

Lee's (2019) entrepreneurship scale is a 12-item instrument that assesses behavioural entrepreneurial traits rather than mere intention. It focuses on three main dimensions: risk-taking, initiative (propensity to take action), and innovativeness. Its items capture a person's willingness to make bold decisions under uncertainty, confront rather than avoid risks, and avoid missing the right opportunities. The scale also includes statements reflecting a preference for new ideas over traditions, a progressive and reform-oriented orientation, a lack of fear of new challenges, creativity, and a constant search for original and innovative ideas in everyday life and work. Responses are typically given on a five-point Likert scale, where higher scores indicate a higher level of entrepreneurial orientation in terms of boldness, initiative, and innovation (Ye & Kang, 2025).

The Entrepreneurial Intention (EI) scale

The Entrepreneurial Intention (EI) Scale by Liñán and Chen was contextualised for sports entrepreneurship (Liñán & Chen, 2009), by modifying items to reflect sports-related business ventures (e.g. sports facilities, coaching services, fitness centres). This adaptation maintained the original 6-item structure and 5-point Likert scale while enhancing relevance to sports students. Total scores were calculated by summing the responses, with higher scores indicating stronger sports entrepreneurial intentions.

2.3. Psychometric properties Validity

Internal consistency validity was evaluated by determining the correlation coefficient between the score of each item and the total score of the two scales, as illustrated in Figure 2.

Table 2. presents the correlation coefficients between the score of each item and the total score of the two scales.

Entrepreneurship		Entrepreneurial Intention			
Item	R	item	R	item	R
1	0.650**	7	0.678**	1	0.656**
2	0.666**	8	0.685**	2	0.866**
3	0.613**	9	0.778**	3	0.917**
4	0.693**	10	0.746**	4	0.855**
5	0.763**	11	0.759**	5	0.921**
6	0.548**	12	0.752**	6	0.901**

Reliability

The reliability of both scales was assessed rigorously. The entrepreneurship scale yielded a Cronbach's alpha of 0.926 (excellent internal consistency), with split-half correlations of 0.864 (odd items) and 0.842 (even items), adjusted to a Guttman coefficient of 0.972. Similarly, the

entrepreneurial intention scale demonstrated a Cronbach's alpha of 0.926, split-half correlations of 0.864 (odd) and 0.809 (even), and a Guttman coefficient of 0.966. These values confirm the very high reliability of both instruments across all methods.

2.4. Data Analysis

This study employed SPSS v28 for comprehensive statistical analysis. Psychometric properties were verified through item-total correlations for internal consistency validity, Cronbach's alpha, and Guttman-corrected split-half methods for reliability. Sample characteristics were described using means and standard deviations, while Pearson correlations were used to examine the relationship between entrepreneurial intention and entrepreneurship. Simple linear regression was used to test the predictive capacity of entrepreneurial intention for entrepreneurship among students.

3. Results

The descriptive statistics presented in Table 3 provide an overview of the main variables in the study, including the means and standard deviations, offering insight into the general distribution and central tendency of entrepreneurial intention and entrepreneurship scores within the sample.

Table 3. Descriptive statistics of the study variables:

	N	Minimu m	Maximu m	Moyenn e	Ecart type
Entrepreneurial.Intention	275	6.00	30.00	23.9709	5.49245
Entrepreneurship	275	12.00	60.00	45.7418	8.67219

Table 4 presents the Pearson correlation coefficients between the entrepreneurial intention variable as an independent variable and the entrepreneurship variable as a dependent variable. The analysis revealed that the correlation was positive and statistically significant ($p < 0.01$). This result indicates a strong positive relationship, meaning that higher entrepreneurship scores are consistently associated with improved entrepreneurial intention outcomes among the students.

Table 4. The correlation coefficient between entrepreneurial intention and the entrepreneurship variable

	Entrepreneurial.Intention	Entrepreneurship
Entrepreneurial.Intention	1	.603**
Corrélation de Pearson		
Sig. (bilatérale)		.000
<u>N</u>	275	275

** . La corrélation est significative au niveau 0,01 (bilatéral).

The summary of the simple linear regression model in table 5 illustrates the extent to which entrepreneurial intention can predict entrepreneurship. The results showed that entrepreneurial intention was a statistically significant predictor of entrepreneurship and that the model explained a significant proportion of the variance in entrepreneurship scores.

**Table 5.** Regression model summary:

Modèle	R	R-deux	R-deux ajusté	Erreur standard de l'estimation
1	.603 ^a	.363	.361	6.93276

a. Prédicteurs : (Constante), Entrepreneurial.Intention

b. Variable dépendante : Entrepreneurship

Table 6, which presents the results of the Analysis of Variance (ANOVA) for the regression model, confirms that the linear regression is statistically significant. This result supports the idea that entrepreneurial intention makes a significant contribution to predicting entrepreneurship.

Table 6. Analysis of Variance (ANOVA) for Simple Linear Regression:

Modèle		Somme des carrés	ddl	Carré moyen	F	Sig.
1	Régression	7485.443	1	7485.443	155.742	.000 ^b
	Résidu	13121.227	273	48.063		
	Total	20606.669	274			

As shown in table 7, the regression coefficients indicate that the entrepreneurial intention coefficient is positive and statistically significant. This means that as entrepreneurial intention scores increase, entrepreneurship scores also increase, supporting the existence of a positive relationship between the two variables.

Table 7. Regression coefficients for predicting entrepreneurship through entrepreneurial intention

Modèle		Coefficients non standardisés		Coefficients standardisés	t	Sig.
		B	E standard	Bêta		
1	(Constante)	22.930	1.875		12.229	.000
	Entrepreneurial.Intention	.952	.076	.603	12.480	.000

Figure1. illustrates the linear relationship between entrepreneurial intention and entrepreneurship through a scatter plot, where the visually displayed regression line reinforces the positive correlation identified in the statistical analyses; students who score higher on entrepreneurial intention tend to report higher levels of entrepreneurship.

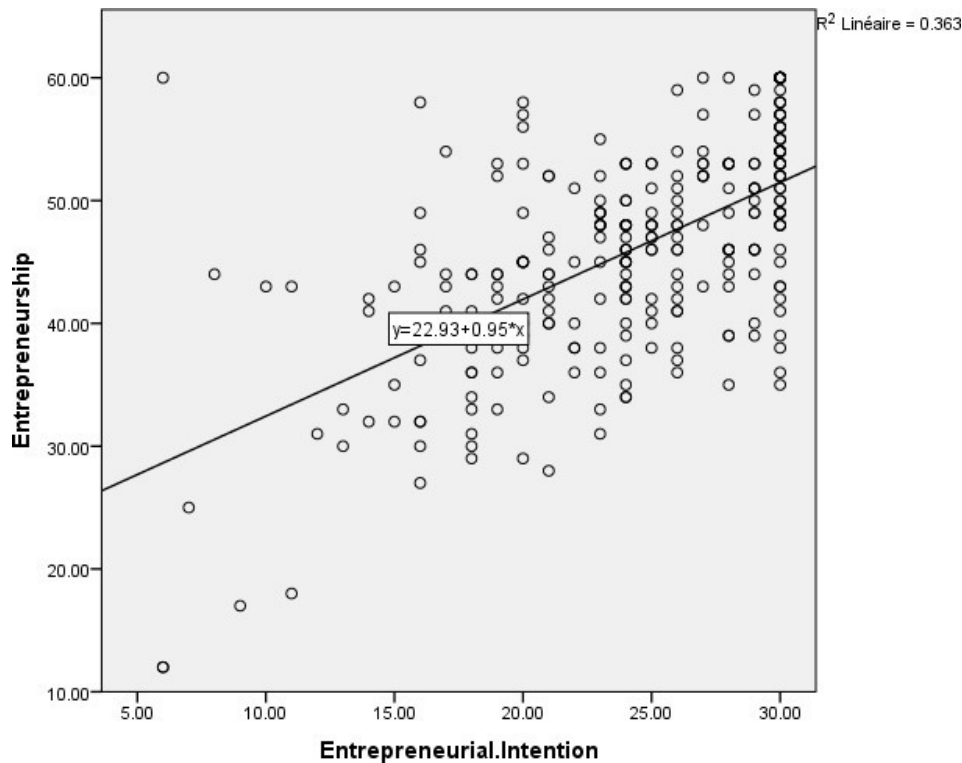


Figure 1. A scatter plot illustrating the linear relationship between entrepreneurial intention and entrepreneurship among students. The regression line indicates a positive correlation.

4. Discussion

This study aimed to examine the predictive role of entrepreneurial intention in explaining the level of entrepreneurship among university students using a simple linear regression analysis. The results showed that entrepreneurial intention was a statistically significant predictor of entrepreneurship ($B = 0.925$, $\beta = 0.603$, $p < .001$), indicating that students with higher levels of entrepreneurial intention tended to engage in entrepreneurial activities. This finding provides strong empirical support for the hypothesis that intention is a central precursor to entrepreneurial behaviour.

Theoretically, these results are grounded in the theory of planned behaviour, which posits that behavioural intention is the most proximal determinant of actual behaviour. The TPB is a robust and flexible framework for predicting and explaining human actions (Ajzen, 2020). According to this theoretical framework, intention is shaped by attitudes toward behaviour, subjective norms, and perceived behavioural control. When students develop positive attitudes toward entrepreneurship, perceive social support, and believe in their entrepreneurial abilities, their intentions are strengthened, increasing the likelihood of engaging in entrepreneurial activities (Chacko & Zacharias, 2024; Haque et al., 2025). However, some studies indicate that entrepreneurial self-efficacy not only directly affects entrepreneurial intention but also indirectly influences it by fostering positive attitudes toward entrepreneurship and business creation among graduates (Sahid et al., 2024). Meanwhile, Wang et al. (2023) found that Psychological Capital acts as a moderating factor that enhances the impact of self-efficacy on entrepreneurial intention. Additionally, students' experiences in entrepreneurial competitions serve as a moderating factor that strengthens the effect of self-efficacy on entrepreneurial intention (Wu et al., 2022).

The value of the standardised regression coefficient ($\beta = .603$) indicates a relatively strong effect, confirming that entrepreneurial intention is not merely a fleeting cognitive preference but rather reflects an organised psychological readiness directed toward action. This interpretation aligns with



studies that have confirmed entrepreneurial intention as a reliable indicator for predicting entrepreneurial behavior in academic settings (Lechuga Sancho et al., 2022), underscoring the importance of designing educational and supportive environments that enhance students' ability to transform intentions into concrete actions (Shirokova et al., 2016). Conversely, Nguyen et al. (2021) found that extracurricular activities and entrepreneurial inspiration directly and indirectly boost entrepreneurial intention by developing entrepreneurial self-efficacy, which may be due to students acquiring entrepreneurial experience outside the academic sphere. Furthermore, the gap between intention and behaviour is not only simple but also fundamental. Entrepreneurial education influences entrepreneurial intention by developing entrepreneurial competence, facilitating the transition from theoretical interest to actual readiness to launch future projects. The results of the study by Duval-Couetil et al. (2025) indicate that translating this intention into actual behaviour depends on factors such as prior experience, professional roles, and project potential, highlighting the importance of designing training programs that consider these factors to reduce the intention-behaviour gap in academic entrepreneurship.

Additionally, the findings are consistent with the social cognitive perspective, particularly the self-efficacy theory developed by Albert Bandura, which emphasizes the pivotal role of perceived ability in transforming intention into actual behavior. The literature suggests that entrepreneurial self-efficacy is one of the strongest psychological determinants of intention and entrepreneurial behaviour (Newman et al., 2019). Students with high levels of entrepreneurial self-efficacy can better translate their intentions into tangible initiatives and practices. Research shows that initiative reinforces the effect of self-efficacy on entrepreneurial intention, as the combination of confidence in one's abilities and proactive spirit increases the likelihood of turning intention into concrete actions (Ogba et al., 2022). Hence, intention can be seen as a mediating mechanism linking cognitive beliefs to entrepreneurial practice, and integrating entrepreneurship education programs and incubator centers with cognitive factors related to planned behavior enhances students' entrepreneurial intentions (Anjum et al., 2024).

Despite the strong statistical significance of the results, the explained variance ratio (R^2) should be interpreted with caution if it is in the moderate range. While entrepreneurial intention explains a significant portion of the variance in entrepreneurship, entrepreneurial behaviour is a multidimensional phenomenon influenced by other factors such as personality traits, entrepreneurial motivation, and perceived social support. All of these factors significantly impact students' attitudes toward entrepreneurship (Asante et al., 2023; Bachmann et al., 2021; Su et al., 2021). Practically, the findings stress the importance of nurturing entrepreneurial intentions within universities. Applied entrepreneurship programs help develop digital entrepreneurial intentions by fostering creativity (Liang et al., 2025). Universities can strengthen this intention through experiential learning, mentorship programs, business incubators (Ayad et al., 2022), and by providing opportunities to interact with successful entrepreneurial role models. Chagi et al. (2025) found that building an entrepreneurial mindset and identity among students requires the integration of experiential learning and professional mentoring within a supportive educational system, which concurs with the findings of Ayad et al. (2022). Such interventions can enhance perceived behavioural control and positive attitudes, thereby increasing the likelihood of engaging in entrepreneurial activity.

In conclusion, this study affirms that entrepreneurial intention is a strong predictor of entrepreneurship among university students. However, future research should incorporate additional psychological, contextual, and structural variables and use more comprehensive analytical models, such as multiple regression or structural equation modelling, to build a more precise and in-depth explanatory framework.

5. Conclusion

This study provides compelling evidence of a significant positive association between entrepreneurial intention and entrepreneurship levels among students, underscoring the critical need to cultivate entrepreneurial intention to boost student engagement in entrepreneurial activities within university settings. However, the study's limitations including its cross-sectional design, limited demographic details, and lack of qualitative insights necessitate future research to deepen understanding and enhance applicability through diverse samples across disciplines, genders, academic levels, and universities to ensure generalizability; longitudinal and mixed-method designs (e.g., long-term studies combined with qualitative interviews) to explore the temporal interplay between intention and entrepreneurial behavior; and accounting for extraneous variables like social and cultural factors while incorporating non student comparison groups to assess the uniqueness of student-specific relationships. Practically, university administrators and entrepreneurship specialists are urged to collaborate on targeted interventions that foster positive entrepreneurial intentions to advance student entrepreneurship development.

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