

# Sports University Education and Entrepreneurial Intentions: Findings from Kosovo

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**Shqipe Bajçinca - Brestovci<sup>\*</sup>,  
Genc Zhushi<sup>\*\*</sup>, Besnik A. Krasniqi<sup>\*\*\*</sup>,  
Liridon Kryeziu<sup>\*\*\*\*</sup>, Mehmet Bağış<sup>\*\*\*\*\*</sup>,  
Saranda Lajqi<sup>\*\*\*\*\*</sup>, Besim Zeqiri<sup>\*\*\*\*\*</sup>,  
Zef Dedaj<sup>\*\*\*\*\*</sup>**

## Abstract

This paper aims to understand the impact of perceived behavioural control (PBC), personal attitude (PA), and subjective norms (SN) on the entrepreneurial intentions (EI) of undergraduate sport science students in Kosovo. We use a sample of 238 respondents, sports students of the University of Prishtina, using The EI questionnaire by Liñán and Chen (2009), and implemented by authors during 2020. Drawing on the theory of planned behaviour (TPB) and using structural equation modelling, this study measures the impact of PBC, PA, perceived SN on EI of sport science students. Control variables are also included in this model, such as necessity-driven motives for business and need for financial support

for start-ups and other socio-demographic variables such as age and gender. Findings show that PBC and PA have a positive and statistically significant effect on EI while SN is not significant. Necessity-driven motives have a positive impact on EI suggesting an unemployment push effect on EI; females and older students have a higher EI. The study concludes with practical and policy implications to identify and support students and graduates entering the entrepreneurship career.

**Keywords:** Theory of planned behaviour, entrepreneurial intentions, higher education, structural equation model

**JEL:** L26, M13, C21

## 1. Introduction

Entrepreneurship is crucial and directly impacts the country's economic development (Valliere and Peterson, 2009; Acs and Szerb, 2007; Hashi and Krasniqi, 2011; Krasniqi and Desai, 2016). The extent

\* University of Prishtina, Kosovo

\*\* University of Prishtina

\*\*\* Kosovo Academy of Sciences and Arts, University of Prishtina

\*\*\*\* Institute for Entrepreneurship and Small Business (IESB), Kosovo

\*\*\*\*\* Department of International Trade and Finance, Sakarya University of Applied Science, Turkey

\*\*\*\*\* The Institute for Entrepreneurship and Small Business - IESB

\*\*\*\*\* International Financial Corporation, Kosovo

\*\*\*\*\* University of Pécs, Faculty of Business and Economics, Hungary

that entrepreneurship is encouraged depends on the institutional context where the factors that influence it differ; this difference is seen between middle-income countries and developed contexts (see; Valliere and Peterson, 2009; Kibler, 2013; Teixeira et al., 2017). These differences are related to the successful reforming process and different implementation approaches that these countries implemented. As a transition economy, Kosovo is still facing challenges to impose consistent institutional reforms and encourage entrepreneurship due to stable economic development in the short, medium, and long term. Despite the constant, steady growth, Kosovo's economic performance remained behind neighbouring countries over the years. Despite the importance of entrepreneurship on the country's economic development, the institutional reforms in Kosovo have been relatively slow (Kryeziu and Coskun, 2018). As a result, the private sector in Kosovo faces various barriers, which mainly derive from weak institutional settings that hamper their growth (Krasniqi, 2007; Hashi and Krasniqi, 2011). As a result, few firms entered into exporting activities (Kryeziu et al., 2021). Furthermore, the lack of efficient education in entrepreneurship to encourage the entrepreneurial spirit derives from the clear policy combined with structural problems in the education system in Kosovo at all levels.

Thus, the diversity of context combined with motivations, consistent change of environment, and uncertainty, including the society's conditions, reflect the entrepreneurs and their EI (Teixeira et al., 2017). The importance of entrepreneurship in an individual's carrier has increased (Van Gelden et al., 2008). However, the starting point of entrepreneurship is entrepreneurship

education (Küttim et al., 2014) and entrepreneurial intentions of individuals. Entrepreneurship is characterized by its way of thinking that oversees opportunities and threats. Opportunity identification is a process that is mainly based on intentions (Krueger et al., 2000). Thus, Entrepreneurship Education (EE), besides its importance as an instrumental technique to provide individuals attention to consider entrepreneurship career, EE has direct policy implications (Liñán et al., 2011).

There is an increasing number of studies on entrepreneurial intentions, which over the years has become a consolidated research area in the field of entrepreneurship (Fayolle and Liñán, 2014; García-Rodríguez et al., 2015) (Fayolle and Liñán, 2014). Despite the growing literature, cross-country studies show that different factors affect students' emotional intelligence (Kautonen et al., 2013; García-Rodríguez et al., 2015; Iakovleva et al., 2011). The findings show that there are country differences (Van Gelden et al., 2008; Liñán et al., 2011), an academic field in which students are enrolled (Maresch et al., 2016; Wu and Wu, 2008; Taatila and Down, 2012) and gender (Arshad et al., 2012), 2016; Almobaireek & Manolova, 2012) as factors affecting students' emotional intelligence. Depending on the factors discussed above, these differences in influencing factors are context-specific (Maresch et al., 2016). Despite these studies, why entrepreneurial intentions change in different countries remains unclear and needs to be questioned. This is because each country is context-specific with its various cultural and institutional settings. Therefore, different countries need to test the antecedents affecting entrepreneurial intentions. In this study, we test the effects of TPB and other variables on entrepreneurial

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intentions of sports students, based on Bacharach's (1989) assumption that a theory may have effects specific to space and time conditions.

The purpose of this paper is to understand the impact of perceived behavioral control, personal attitude, and subjective norms on the EI of undergraduate sports science students in Kosovo. According to scholars, this study employs TPB, which is the most suitable model to examine entrepreneurial intentions (Gird and Bagraim, 2008; Ariff et al., 2010; Shook and Bartianu, 2010). We use a sample of 238 respondents, sports students of the University of Pristina, using The EI questionnaire by Liñán and Chen (2009) and implemented during 2020. Drawing on the theory of planned behaviour and using structural equation modelling, this study measures the impact of perceived behavioural control, personal attitude, perceived subjective norms, and other socio-demographic variables such as age and gender on EI. In this context, the research examines the entrepreneurial decision-making processes of sports science students in Kosovo at the individual level. It thus contributes to the EI literature on the differences in students' entrepreneurial intentions. In addition, the research provides policymakers with findings on students' entrepreneurial intentions and offers opportunities for the effective reorganization of entrepreneurship education in universities.

The structure of this paper is as follows: the next section reviews the literature regarding the theory of planned behaviour, entrepreneurship education, and entrepreneurial intentions. Then comes method and findings, and the last discussion involves policy implications, study limitations, and future suggestions.

## 2. Literature Review and Hypothesis

### 2.1. The Theory of Planned Behaviour

The early roots of TPB are based on social psychology and build on the assumption that the intention predicts behaviour, is the function of behavioural beliefs which then produces the behaviour leading to particular outcomes (Ajzen, 1991; Ajzen and Fishbein 2004). Intentions theoretically and empirically predict behaviour, as the development of intention is based on beliefs towards behaviour; it then reflects the beliefs and perceptions of a person (Krueger and Carsrud, 1993). Thus, this main theory's focus is the intention derived from the assumption that the planned behaviour is intentional, and it offers a better explanation of entrepreneurial intention and behaviour (Krueger and Carsrud, 1993). TPB is an essential theoretical framework to understand the sources of entrepreneurial behaviour drawing from any observable action, and may provide important implications for policymakers (Kautonen et al., 2013) and is a necessary framework to predict entrepreneurial intentions as well (Gird and Bagraim, 2008).

TPB argues that attitudes predict the intention (Kolvereid, 1996), and these attitudes are: attitude towards the behaviour, subjective norm and attitude/intention that lead to displaying certain behaviour (Ajzen, 1991). Attitude towards the behaviour explains the opinion that a person has of a particular behaviour, the expectations and beliefs of a person regarding the impact and outcomes that may derive from behaviour (Ajzen, 2005). Individuals' behavioural belief about giving higher evaluation on certain behaviour, an example of which is a decision and the attitude to start a business. Subjective norms are based on a person's perception with

respect to social pressure to achieve a certain behaviour. This refers to the opinion regarding the particular behaviour of individuals close to the person. The intention that leads to displaying certain behaviour is a person's perception on how challenging is to display a particular behaviour. Internal and external obstacles may influence a person's ability to display a particular behaviour, and as a result, this may impact on the perception that it has control over the actions and outcomes of a particular behaviour (Ajzen, 1988; Ajzen, 1991). Perceived behavioural control is an essential determinant for entrepreneurial intention (Autio et al., 2001). The next section discusses the empirical findings regarding entrepreneurial intentions.

### 2.2. Entrepreneurial Intentions

As discussed in the previous section, intentions are related to the person and particular context, and the exogenous factors are based on variables related to situations (Krueger and Carsrud, 1993). Thompson (2009: 676) defines intention as "a self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future". A person's intentions are essential because the first step of the entrepreneurship process is established (Krueger and Carsrud, 1993). Entrepreneurial intentions are defined as "a state of mind directing a person's attention and action toward self-employment as opposed to organisational employment" (Souitaris et al., 2007: 570). The individuals choose to focus on intentions to start a new firm or create an extra value to a current organisation, or in another case, choose between self-employment or preferring to continue their career in traditional salary-based jobs (Wu and Wu, 2008).

Therefore, entrepreneurial intentions are an essential perspective that helps explain and even predict entrepreneurship by breaking the borders between disciplines (Wu and Wu, 2008). According to Fayolle and Liñán (2014), analysing at individual level entrepreneurial decision-making processes may contribute to the literature on entrepreneurial intentions. They also argue that the empirical findings may have broad implications for policymakers to build more effective education initiatives, understand the context and institutions, and develop entrepreneurial processes. Entrepreneurship in education is an important factor to encourage student entrepreneurial intentions (Nabi et al., 2010). Participating in entrepreneurship education programs influences student entrepreneurial intentions positively. Students' preferences are more in networking and coaching than traditional teaching and seminars (Küttim et al., 2014). Another study shows (Liñán et al., 2011) that entrepreneurship in education among universities is insufficient, such as the design, content, and pedagogies; as a resulting attitude, perceived control, social norms, and entrepreneurial orientation are increased. Furthermore, besides concentrating on business plan elaboration, it is essential to focus on other skills. Below we show studies on entrepreneurial intentions among students briefly.

### 2.3. Entrepreneurial Intentions among Students

Research on students' entrepreneurial intentions is divided into single-country and cross-country analyses. Cross-country studies show that the factors affecting students' entrepreneurial intentions differ (Bağış et al., 2022). González-Serrano et al. (2018) analyzed sports science students

and showed that personal attitudes are essential predictors of EI. In a similar study, González-Serrano et al. (2019) investigated the antecedents of intrapreneurship intentions in a study on sports science students. In this study, the authors examined innovation and risk-taking as precursors of intrapreneurship intentions. In another research, Youssef et al. (2016) showed a statistically significant relationship between personal attitudes, perceived behavioural control, and EI. Iakovleva et al. (2011) compared student entrepreneurship intentions in developing and developed economies. The findings show that students from developing countries have stronger EI than developed countries.

Furthermore, differences are evident in the components of entrepreneurial intentions on attitudes, subjective norms, and perceived behavioural control, where students from emerging economies have higher scores than those from developed economies. Garcia-Rodriguez et al. (2015) compared emerging and developed economies. Emerging economies prove that entrepreneurial intentions perceive behavioural control, while in developed economies, the findings show that personal attitude determines entrepreneurial behaviour intentions. Comparing Spain and Portugal in a different study, González-Serrano et al. (2021) concluded that perceived behavioural control and personal attitudes affect EI. These studies also show that subjective norms do not significantly affect EI in either context. In line with these arguments, we set up the following hypothesis:

*H1: The perceived behavioural control influences the entrepreneurial intention of students*

*H2: The personal attitude directly influences the entrepreneurial intention of students*

There is some inconsistency regarding social norms' impact on entrepreneurial intentions. Liñán and Chen (2009) argue that entrepreneurial intentions can be explained considering the role of culture as cultural values may utilise the influence on other motivational factors in explaining entrepreneurial intentions. Autio et al.'s (2001) cross-country study shows that social norms do not always explain entrepreneurial intentions. At the same time, other studies show that social norms combined with other variables are significant predictors of entrepreneurial intention (Engle et al., 2010; Aloulou et al., 2016). Liñán and Chen's (2009) study found that the role of culture and how cultural values influence individuals' perceptions of entrepreneurship is an essential factor. This discussion leads to the following hypothesis to determine the effect of social norms on students' entrepreneurial intentions.

*H3: Perceived subjective norms directly influence the entrepreneurial intention of students*

Studies also focused on which variables explain entrepreneurial orientation. Krueger et al. (2000) employed Ajzen's TPB and Shapero's entrepreneurial event model (SEE) using a sample of students who face important career decisions. This study shows that intentions are essential to predict planned behaviour and entrepreneurship. The impact of intentions and attitudes depends on the situation and the person. This study also indicates that both models predict behaviour compared to personal or individual variables. Van Gelderen et al.'s (2008) study compared undergraduate business administration students at four universities. This study shows that most variables that explain entrepreneurial intentions are entrepreneurial

alertness and financial security. In addition, in their research with sports science students, Hu and Ye (2017) concluded that self-efficacy and entrepreneurial alertness affect students' entrepreneurial intentions.

Entrepreneurial intentions differ also based on the academic programs where students are enrolled. Taatila and Down's (2012) study maintains that entrepreneurial intentions differ from educational programs and actual entrepreneurial orientation results. This study also shows the importance of developing course and student selection procedures. Another study by Wu and Wu (2008) shows that educational programs' diversity may offer important explanations of differences regarding students' entrepreneurial intentions. This study shows that education is crucial as it influences students' personal attitudes, for example, that for undergraduate students and those with a diploma, entrepreneurship is more attractive than for postgraduate degree students. In a different study, Lara-Bocanegra et al. (2020) concluded that students participating in sports workshops significantly increased their perceived feasibility and perceived desirability, as well as their entrepreneurial intentions.

Almobaireek and Manolova's (2012) study show that perceived desirability and feasibility are positively correlated to entrepreneurial intentions, compared to subjective norms that are negatively correlated. As regards gender, this study shows that perceived desirability is more influential for men, while subjective norms and behavioural control for women. Regarding gender, Arshad et al.'s (2016) study shows that self-efficacy has a more substantial effect on males towards entrepreneurship than on females, whereas social norms positively influence females and their attitudes towards entrepreneurship compared to males. Zhang

et al.'s (2014) study shows that perceived desirability significantly impact entrepreneurial intentions while no impact was found from perceived feasibility. This study also shows that males from technological universities or backgrounds have higher entrepreneurial intentions compared to women. Furthermore, this study shows a significant and positive relationship between entrepreneurial education and entrepreneurial intentions, and finds significant effect of interactive variables such as gender, university type, and academic background. Maresch et al. (2016) examined the impact of entrepreneurship education and intentions on students from different fields. This study shows that entrepreneurial education has a positive impact on business students and science, and engineering. While entrepreneurial intentions of science and engineering students are negatively correlated to subjective norms and the impact was superficial among the business students' sample. In addition, Naia et al. (2017) examined entrepreneurial intentions of sport science students suggesting that perceived attitudes and behavioural control positively influence students' entrepreneurial intentions compared to subjective norms that have a negative impact.

Furthermore, Gird and Bargrain's (2008) study shows that previous entrepreneurial experiences (usually measured by age) predict entrepreneurial intention compared with personality traits, demographic factors, and situational factors. In a different study, Choukir et al. (2019) revealed in their research that the gender differences in SN and PBC and the EI of women are more likely to be affected by SN and PBC than the EI of men. According to Puyana et al. (2019), results of another study on sports science students reveal a positive relationship between desire and

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viability, desire and entrepreneurial intention, and viability and entrepreneurial intention in men and women. In this framework, the following hypothesis was created to reveal the effect of past business experiences related to entrepreneurship. In this context, the following hypotheses are set to determine the effects of age, gender, unemployment push, and financial support on entrepreneurial intentions.

H5: Age, gender (male) directly affect students' entrepreneurial intentions.

H6: Financial support received by students directly affect students' entrepreneurial intentions.

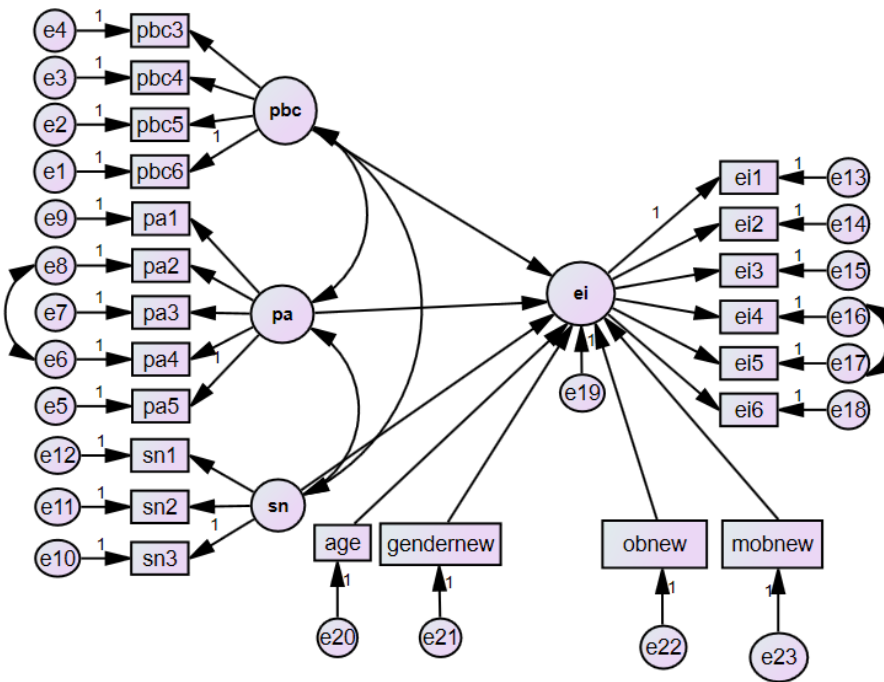
H7: Limited job opportunities (Necessity driven) directly affect students' entrepreneurial intentions.

The differences of regions within the country in terms of development influence students' entrepreneurial intentions and the country's institutional context. Liñán et al.'s (2011) study shows that perceived subjective norms and behavioural control positively influence students' entrepreneurial intentions in more developed regions. In less developed regions, attitudes towards the behaviour and subjective norms are more influential for students' entrepreneurial intentions. Shook and Bratianu's (2010) study shows that self-efficacy and the desirability related to establishing a business are positively related to entrepreneurial intentions. This study also found that the more supportive students were,

the less likely they were to start a business. This study also emphasises the impact of context in particular national-level institutional settings on entrepreneurial intentions. Finally, Su et al. (2021), in a study conducted in China, concluded that university support perceived by students positively affects entrepreneurial intentions through entrepreneurial attitude and perceived behaviour control.

### 3. Methodology

We used quantitative research methods to reveal the variables that affect students' entrepreneurial intentions. The data of the research were collected using a questionnaire. The sample in this study are students from the Faculty of Sports Sciences at Pristina University. To measure the EI, the questionnaire has been divided into some sectors with different variables of TPB (PBC, PA, SN). The entrepreneurial intention questionnaire (EIQ) from Liñán and Chen (2009) was used as a reference, and we have added some socio-demographic variables such as AGE, GENDER, OBNEW (The reason to start a business because of lack of employment) MOBNEW (The motivation to start a new business). The EI scale is constructed from the EIQ model of Liñán and Chen (2009) and consisted of six components that measured the responders' intention to create a business or become an entrepreneur. A seven-point Likert scale was used, where 1 represents response 'strongly disagree' and 7 'strongly agree'.



**Figure 1.** Model of the entrepreneurial intentions through SEM

This study that used a PA, PBC and SN scale is based on Liñán and Chen (2009). The PA scale includes five items regarding the attraction of students and their career choice as an entrepreneur. The PBC scale includes four items which include the entrepreneurial capacity to become an entrepreneur. The SN scale measures the approval of the decision to establish a firm by reference individuals (e.g., colleagues, friends and family). The Likert scale was employed, 1 means total disapproval and 7 means total approval.

### 3.1. Sample

The sample consists of 238 respondents. Two observations had a deviation of 0 among all of the questions leading to the judgment that they had a lack of concentration when they had fulfilled the survey; thus, we have removed them from the analysis, so the final sample size that we considered for further analysis is 236. All of the respondents are residents of Kosovo, where 62.7% were male, and 37.3% were female. The mean age of the responders was 21.86, with a standard deviation of 4.8 years (See Table 1 for details).



**Table 1.** Descriptive statistics of variables

	Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
ei1	236	1	6	3.00	1.567	2.455	.455	.158	-.810	.316
ei2	236	1	6	3.25	1.588	2.520	.362	.158	-.920	.316
ei3	236	1	6	3.47	1.580	2.497	.068	.158	-1.059	.316
ei4	236	1	6	3.10	1.638	2.684	.346	.158	-1.030	.316
ei5	236	1	6	2.68	1.551	2.406	.646	.158	-.687	.316
ei6	236	1	6	3.87	1.580	2.498	-.056	.158	-1.175	.316
pbc3	236	1	7	4.47	2.104	4.429	-.133	.158	-1.367	.316
pbc4	236	1	7	4.50	1.962	3.851	-.104	.158	-1.204	.316
pbc5	236	1	7	4.26	2.064	4.261	-.026	.158	-1.299	.316
pbc6	236	1	7	4.55	2.120	4.495	-.251	.158	-1.330	.316
pa1	236	1	7	4.34	1.887	3.563	.024	.158	-1.139	.316
pa2	236	1	7	4.39	1.877	3.523	-.046	.158	-1.097	.316
pa3	236	1	7	4.95	1.917	3.674	-.377	.158	-1.170	.316
pa4	236	1	7	4.49	1.773	3.145	-.180	.158	-.940	.316
pa5	236	1	7	4.19	1.876	3.519	.058	.158	-1.152	.316
sn1	236	1	7	5.53	1.932	3.731	-1.023	.158	-.270	.316
sn2	236	1	7	5.16	1.963	3.852	-.633	.158	-.962	.316
sn3	236	1	7	4.76	1.945	3.784	-.432	.158	-.992	.316
age	236	2	51	21.86	4.865	23.664	2.426	.158	11.468	.316
Gender new	236	1	2	1.63	.485	.235	-.529	.158	-1.735	.316
obnew	236	0	1	.44	.498	.248	.241	.158	-1.959	.316
mobnew	236	0	1	.94	.229	.052	-3.925	.158	13.522	.316
Valid N (listwise)	236									

### 3.2. Findings

#### 3.2.1. Descriptive Statistics

To analyse the data obtained from the questionnaire, we used SPSS v26 and AMOS 21 for all the analysis and models presented in this paper. First, some descriptive statistics are reported in Table 2.

**Table 2.** Sample characteristics (age, gender, academic education, entrepreneurship education, and work experience)

Sample characteristics	n=236
Age	21.86 (SD=4.86)
Gender	
Female	37.3%
Male	62.7%
Entrepreneurship education	
Yes	25%
No	75%
Work experience	
Yes	61%
No	39%

First, Cronbach's alpha is used to consider the groups that are used in the Structural Equation Model (SEM) that María et al. (2017) have used. In order to strengthen the validity of the groups, and Explanatory Factor Analysis (EFA) is conducted, and lastly, based on the results of Cronbach's alpha and EFA some modifications are done to the SEM (see María et al. 2017 for a similar approach). This modification is presented in the SEM model above, where we only used four variables for PBC latent variable. Furthermore, various statistical tests were performed to test the SEM structure's goodness fit (more on this later).

### 3.2.2. Reliability and validity analysis

#### 3.2.2.1. Correlational and descriptive analyses

Testing for reliability of the data the Cronbach's alpha (the reliability analysis of the latent variables) for these four latent variables (EI, PBC, PA, SN) show that scores exceeded the threshold value 0.7, meaning that the sub-variables (the variables from which these latent variables are made) are highly correlated and try to explain the same latent variable very well (Table 3). As for the correlation between the latent variables, according to our analysis, we have a correlation factor of  $r=0.57$  (which has  $p<0.001$ ) for EI and PA latent variables. A correlation factor of around  $r=0.55$  for EI and PBC, and a correlation factor of  $r=0.3$  for EI and SN. These analyses helped us to better understand the direction of the latent variables, but we have further added the results of the regression weights from the SEM analysis.

In table 9, all the correlations of the index factor from the latent variables are shown.

**Table 3.** Correlation of the latent variables

	EI	PBC	PA	SN
EI	1			
PBC	0.546**	1		
PA	0.571**	0.838**	1	
SN	0.3**	0.366**	0.524**	1

Note: \* $p<0.05$ ; \*\* $p<0.01$ ; \*\*\* $p<0.001$

#### 3.2.2.2. Convergent validity and reliability measures

With the EFA, after we used the Promax rotation to determine the groups, the factor loadings are present in the table below; here, even though we had the SEM from María at all 2017, we had to perform the EFA because we assumed that for different data the SEM would change, and we were writing, because two of the PBC variables had lower than 0.4-factor loadings. Thus, they are not considered as part of the further SEM analysis. In order to analyse the Convergent validity first, we performed Cronbach's alpha test, and as we can see, all the values of the latent variables had a higher alpha than 0.7, which indicates a high convergence between the sub-variables in each latent variable (see Table 4). Then Composite Reliability (C.R.) analyses is used to test further model fitness indicator (which is more reliable than Cronbach's alpha), and all the values are greater than 0.6, which again confirms the strength of the sub-variables in the latent variable. Here also the Convergent Validity (CV) through the Average Variance Extracted (AVE) is presented to measure the total amount of the variance of the indicators collected by the latent variable we can see that every latent variable is greater than 0.5, which means the sub-variables are a good representative for the latent variables (Table 3). Lastly, Discriminant Validity (DV) indicates and validates the presence of the latent

variables, which is that each value here must be greater than the correlation values. In our case, all the variables have greater DV than the correlation factors.

**Table 4.** Indication Factors

Constructs	Indicators	Question	$\lambda$	$\alpha$	CR	AVE	DV
				0.917	0.911	0.633	0.795
EI	<i>ei1</i>	I'm ready to make anything to be an entrepreneur	0.801				
	<i>ei2</i>	My professional goal is becoming an entrepreneur	0.918				
	<i>ei3</i>	I will make every effort to start and run my own firm	0.865				
	<i>ei4</i>	I'm determined to create a firm in the future	0.848				
	<i>ei5</i>	I have very seriously thought in starting a firm	0.82				
	<i>ei6</i>	I've got the firm intention to start a firm some day	0.61				
				0.942	0.945	0.812	0.901
PBC	<i>pbc3</i>	I can control the creation process of a new firm	0.579				
	<i>pbc4</i>	I know the necessary practical details to start a firm	1.048				
	<i>pbc5</i>	I know how to develop an entrepreneurial project	0.929				
	<i>pbc6</i>	If I tried to start a firm, I would have a high probability of succeeding	1.007				
				0.92	0.915	0.685	0.827
PA	<i>pa1</i>	Being an entrepreneur implies more advantages than disadvantages to me	0.565				
	<i>pa2</i>	A career as entrepreneur is attractive for me	0.956				
	<i>pa3</i>	If I had the opportunity and resources, I'd like to start a firm	0.684				
	<i>pa4</i>	Being an entrepreneur would entail great satisfactions for me	1.021				
	<i>pa5</i>	Among various options, I'd rather be an entrepreneur	0.582				
				0.904	0.906	0.764	0.874
SN	<i>sn1</i>	Your close family	0.79				
	<i>sn2</i>	Your friends	1.004				
	<i>sn3</i>	Your colleagues and mates	0.798				

Note: Factor Loadings ( $\lambda$ ), Cronbach's alpha ( $\alpha$ ), Composite Reliability (C.R.), Average Variance Extracted (AVE), Discriminant Validity (DV)

### 3.2.2.3. Structural equation analysis

Using the SEM presented in Figure 1 and after noticing some Skewness and Kurtosis issues with some of our variables, we use the Bootstrap command with 200 bootstrap samples to perform the SEM with non-normal

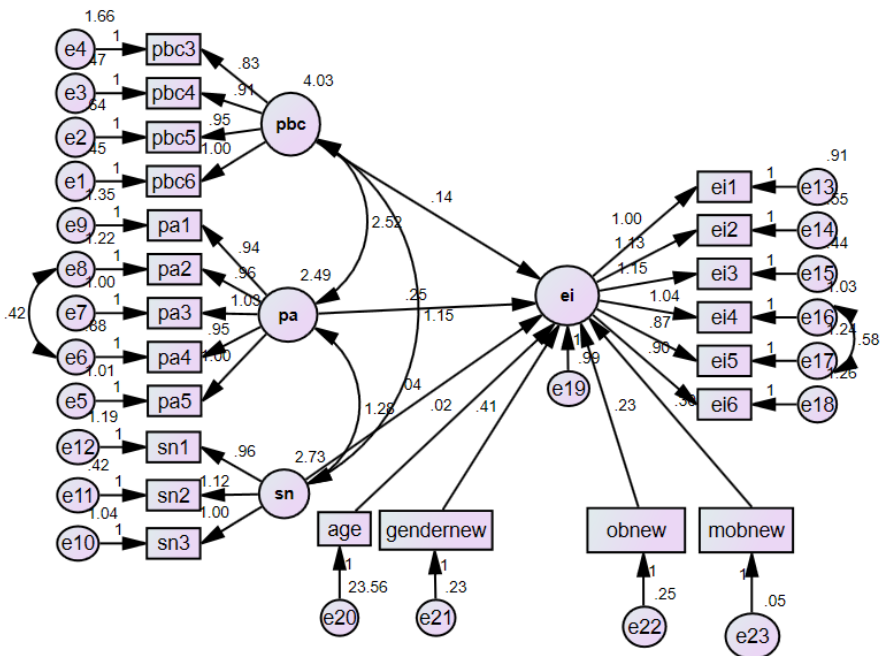
data. The model fit yielded a CFI index of 0.942, and RMSEA of 0.068, a GFI indicator of 0.685. All of these indexes confirm the goodness of fit for our models. When we use the regression weights the model has a  $Chi^2$  of over 420 and is highly statistically significant (Table 5).

**Table 5.** Structural Equation Model regression weights

			<i>Estimate</i>	<i>S.E.</i>	<i>P-Value</i>
<i>pb</i>	>	ei	0.139**	0.066	0.035
<i>pa</i>	>	ei	0.248***	0.094	0.008
<i>sn</i>	>	ei	0.035	0.052	0.5
<i>age</i>	>	ei	0.025*	0.014	0.086
<i>gendernew</i>	>	ei	0.411***	0.145	0.005
<i>obnew</i>	>	ei	0.231*	0.14	0.099
<i>mobnew</i>	>	ei	0.299	0.304	0.326

\*p<0.10; \*\*p<0.05; \*\*\*p<0.01

The results of the SEM analyse indicate that the path and coefficients of each latent variable.



**Figure 2.** Model of entrepreneurial intentions results

### 5. Results and discussion

Figure 1 represents a path diagram that allows the determination of relationships among all variables that integrate the critical construct based on the EI model. In this structural equation, three latent variables

(factors) that are not directly measured but are assessed indirectly using the scale measures of PBC, PA, SN (see Autio et al., 2001; González-Serrano et al., 2016; Krueger et al., 2000; Liñán and Fayolle, 2015). As can be observed in the table for the total sample of university students in the sports sector, the

path analysis of the variables PBC ( $\beta=0.139$ ;  $p<0.05$ ), PA ( $\beta=0.240$ ;  $p<0.01$ ) are statistically significant and therefore are predictors of EI. However, the SN construct ( $\beta=0.035$ ;  $p>0.500$ ) is not significant in the prediction of EI.

The variable age result shows that older students have more EI ( $\beta=0.025$ ;  $p<0.10$ ). However, this finding is consistent with Chaudhary's (2017) statement that there is insufficient statistical evidence to support that age is inversely related to entrepreneurial inclination. In the specific case of Kosovo, this finding is linked because older students usually have done some practical work or have previous job experience, which may have included EI. This is confirmed by groups of older student cohort in a small focus group (80% of them did have some internship or previous work experience). Therefore, this result calls for further research on the impact of age on entrepreneurial intention.

Gender is a highly statistically significant variable to predict EI ( $\beta=0.411$ ;  $p<0.01$ ). Findings suggest that female students have a higher probability of having EI. This is in contrast to literature because in general, women have been reported as having lower entrepreneurial intentions. Several studies confirm that men are more likely than women to express an intention or preference for becoming entrepreneurs (Crant, 1996; Phan et al., 2002; Zhao et al. 2005). In contrast, our findings show that female sports university students have more entrepreneurial intentions compared to men. Our results challenge past research findings which considered female students lower on entrepreneurial dimensions compared to male students (see, Shay and Terjensen (2005), Smith et al., (2016), and Chaudhary (2017) for similar results), calling for more nuanced research of gender on intentions, especially in recent years.

The study controlled for necessity versus opportunity-driven motives for EI ( $\beta=0.231$ ;  $p<0.10$ ). Students who reported that they do not have job opportunities have also reported higher EI. The unemployment push in Kosovo seems to have an impact on students' career choices. According to the World Bank (2020), Kosovo has the youngest population in Europe with a median age of 29.5, and finding a good job upon graduation is an important milestone for young people, but the transition to employment in Kosovo often comes with many challenges. The limited job opportunities may act as a necessity-driven incentive to have EI. This is in line with literature suggesting that in countries with high unemployment rates, the necessity-driven motive dominates the EI (Krasniqi, 2009; 2014; Lajqi and Krasniqi; 2017). The literature argues that necessity-driven motives are an influencing factor for EI, more so in males (Ward et al., 2019). This means that environments high in uncertainty and unemployment may prompt people to become riskier in effect due to the necessity to have income, where self-employment becomes a valuable source (Hofstede et al., 2004).

Finally, his study finds that students who reported 'need financial support' are not statistically significant ( $\beta=0.299$ ;  $p>0.10$ ). This finding may be explained by the prominent donor and government support for entrepreneurs in start-up capital, which may relax the possible financial barriers. Evidence from Lajqi et al. (2017) confirms this donor activity in the mapping entrepreneurship ecosystem in Kosovo, suggesting that there are many programs supporting start-up entrepreneurs, but there is a need to support start-ups to expand into the next level of growth.

### 5.1. Policy Implications

In increasing education entrepreneurship's efficiency and encouraging entrepreneurial intentions among students, this study has some policy implications. Since 1999, Kosovo's economy has struggled to reach a competitive level and adopt advanced policies to encourage private sector development and competitiveness at the national and international levels. Thus, encouraging economic development and increasing the number of new firms is vital to increasing feasibility and desirability perceptions. Adopting advanced policies would positively impact these attitudes and encourage entrepreneurial intentions (Krueger et al., 2000). The need to improve institutional settings at the national level combined with appropriate policies to encourage entrepreneurship is crucial (Iakovleva et al., 2011). Studies suggest that the number of entrepreneurs in the sports sector is related to the context; therefore, Entrepreneurial Intentions among sport students differ from one country to another (González-Serrano et al., 2018). However, for countries like Kosovo, it is essential to follow the experiences of other countries like Finland, which introduced entrepreneurship courses at primary and secondary levels and then carried out a large scale of surveys to analyse the perceptions of youth about entrepreneurship. This policy implication, combined with the improvement of the content of entrepreneurship courses, would be valuable information for policy makers to analyse the potential of youth regarding entrepreneurship (Liñán et al., 2011). Increasing the output of entrepreneurship in education is essential to provide extra training for educators to identify students with the potential of entrepreneurial intentions. In summary, the education programs in Kosovo

need to aim to promote entrepreneurship and offer new content regarding entrepreneurship and increase students' attitudes regarding entrepreneurship. The provision of coaching and mentoring to students can be a way to promote entrepreneurship culture and attitude (Küttim et al., 2014). To this end, the education institutions in Kosovo could make possible selective courses in entrepreneurship or alternatively provide the short training courses in entrepreneurship so the students from all departments, including those of physical culture, can absorb skills and knowledge to start their business.

### 5.2. Limitations and Future Suggestions

This study has some limitations and offers some suggestions for the future. The first limitation is that this study examines student entrepreneurship intentions with a limited sample of sports students. Therefore, generalization of this study to other disciplines and to other countries is minimal. However, future research can examine the impact of entrepreneurship education in different fields on students' entrepreneurial intentions. More specifically, analyzing and comparing entrepreneurial intentions of undergraduate and graduate students in various departments can provide meaningful results. Likewise, in this study, sports sciences, which is a national and an education program, is emphasized. Therefore, future recommendations could compare entrepreneurial intentions by conducting research across countries with similar institutional settings and compare students from similar fields. Second, we conducted this cross-sectional study with a one-off and instant data collection process. Therefore, future studies may repeat the study with longitudinal data. In addition,

research conducted with qualitative research design and in-depth interviews on students' entrepreneurial intentions may produce different and meaningful results from our findings. For this reason, future research can bring a different perspective to the subject with qualitative research methods. Third, there are findings in the literature generally that there is no significant relationship and the effect of SN on EI (Miranda et al. 2017). However, the mediation relationship between SN and EI and between PA and PBC has not been investigated in the literature. Therefore, future research may intensify research on this relationship. Fourth, we used socio-demographic variables as control variables in this study. Therefore, future research may examine these variables as moderator variables. Finally, Covid-19 has affected the economies (Krasniqi et al., 2021; Kryeziu et al., 2022) and education systems around the world. Therefore, it will be interesting to analyze how the pandemic situation affects students' entrepreneurial intentions and to what extent entrepreneurship education is effective.

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