Exploring Entrepreneurial Mindset and Intention of Undergraduate Human Kinetics Students in University of Ilorin, Nigeria

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Abstract

This study explored the entrepreneurial mindset and intention of Human Kinetics Students at the university of Ilorin, Nigeria. The survey research design was adopted, stratified random sampling was conducted to select 500 students across the study level (100-400). The questionnaire consists demographic information and a standardised entrepreneurial mindset scale (EMS) used as instrument for data collection. The questionnaire was administered electronically through on-line social media platforms (whatsapp, facebook, telegram and e-mails). Percentage, mean and standard deviation was computed to describe the data, parametric statistics of point-biserial correlation and multiple linear regression was performed to test the hypotheses and also answer the research questions at 0.05 confidence level. The result demonstrated that; establishment of a fitness and wellness gym was the most preferred sport/physical activity-related business intention. In addition, entrepreneurial mindset (opportunity recognition, innovation, risk taking, proactiveness) significantly predicted entrepreneurial intention of students, $F(4, 495) = 86.744$, $p < 0.001$, R^2 412, ΔR^2 .407. Furthrmore, point-biserial correlation analysis produced a moderate positive correlation between previous entrepreneurial experience and the entrepreneurial intention of the students, $r_{pb}(498) = .831$, $p = .003$. The study concluded that; establishment of fitness and wellness gyms was the most preferred choice of entrepreneurial intentions among human kinetics undergraduates. The entrepreneurial mindset significantly predicted the entrepreneurial intention of the student; there was a moderate positive correlation between previous entrepreneurial experience among other conclusions. This study recommended that; students be encouraged and supported in developing business plans and prototypes for fitness and wellness gyms. This can be done by inviting industry experts to provide mentorship and guidance

to students. Additionally, the Department of Human Kinetics may consider offering courses or workshops on entrepreneurship in the health and fitness industry.

Keywords: Entrepreneurial mindset, entrepreneurial intention, human kinetics, undergraduate, Students, University of Ilorin

Introduction

The discourse surrounding entrepreneurship has expanded beyond traditional business disciplines, infiltrating various fields of study, including human kinetics. Human kinetics, often interchangeably referred to as physical education, kinesiology or exercise science, is a multidisciplinary field encompassing the study of human movement, exercise and physical activity and management of sports. While historically associated with careers in fitness, sports and physical rehabilitation, the landscape of human kinetics is evolving, presenting new opportunities for entrepreneurial ventures within the field. Graduate students in physical education are typically groomed for careers in teaching, coaching, or athletic administration, and are increasingly being encouraged to cultivate entrepreneurial mindsets and intentions.

This shift in paradigm is driven by the recognition that entrepreneurial skills such as innovation, leadership and strategic thinking are valuable not only in traditional business environments but also within the realms of sports and physical education. Understanding and fostering an entrepreneurial mindset (EM) among these students can lead to the development of new programmes, services, and solutions that enhance physical education and sports industries. Entrepreneurship is a complex and dynamic phenomenon that involves creating, developing and managing new ventures. It requires a set of skills, attitudes, and behaviours that enable individuals to identify and pursue opportunities, overcome challenges, and achieve their goals (Toit, 2022).

These characteristics are often referred to as the entrepreneurial mindset, regarded as "a specific state of mind which orients human conduct towards entrepreneurial activities and outcomes" (Lackéus, 2015). Entrepreneurship is a complex and dynamic phenomenon that involves creating, developing and managing new ventures. It requires a set of skills, attitudes, and behaviours that allow individuals to identify and pursue opportunities, overcome challenges, and achieve their goals. These characteristics are often referred to as the entrepreneurial mindset, which can be defined as "a specific state of mind which orients human conduct towards entrepreneurial activities and outcomes" (Thompson, 2009).

Conversely, entrepreneurial intentions denote an individual's dedication and resolve to partake in entrepreneurial endeavours, particularly in establishing a new business. Entrepreneurial intentions (EI) represent the cognitive process of behaviour applied by an individual to launch a new business venture or introduce fresh value within an organisation (Wardana et al., 2021). These intentions can be influenced by various factors, such as entrepreneurship education, self-efficacy, and entrepreneurial mindset (Wardana et al., 2020). Entrepreneurial intentions are critical for translating intention into tangible entrepreneurial actions and are frequently used as predictors of entrepreneurial traits, attitudes, and competencies (Yifan, 2023).

The entrepreneurial mindset and intentions are interconnected, with the mindset laying the groundwork for entrepreneurial behaviour and intentions propelling the realisation of entrepreneurial activities (Bernardus et al., 2023). Mindset comprises motives, skills, and cognitive processes that separate entrepreneurs apart and contribute to entrepreneurial triumph (Wesarat et al., 2022). It encompasses aspects like opportunity orientation, innovation, proactiveness, self-assurance, and risk tolerance (Manafe et al., 2023). On the other hand, entrepreneurial intentions are shaped by personality traits, contextual influences, and the individual's willingness to engage in entrepreneurial pursuits (Şeşen, 2013).

Ayrati, Sheerad, Mohammed and Ahmad (2023) reported that entrepreneurial mindset positively impacts business creation among university students. In addition, university entrepreneurship programmes and social media play an important role in promoting entrepreneurship in students. Furthermore, Vaibhav, Sakshi and Dinesh (2022) found that innovative teaching pedagogies impact entrepreneurial mindset and it explains 54% of variance in entrepreneurial intentions. This implies that utilizing an innovative teaching method in classrooms is crucial for developing students' intentions to venture into a business or create a value in the physical education and sports world. Similarly, Miguel (2023) reported that university students displayed a positive attitude toward entrepreneurship and had high entrepreneurial intentions.

They were more influenced by push factors than pull factors in motivating them to become entrepreneurs. Hyukhong and Jinhyuk (2022) indicated that entrepreneurship significantly influences the intention to start a social venture among university students. The authors added that specific components of entrepreneurialism, such as innovation and risk taking, were found to be significant in impacting the intention of students to start a business. However, the component of the initiative did not show a significant effect on the intention of the students. This means that the

ability to identify opportunities and take risk to explore them is highly important for the entrepreneurial intentions of students.

The Analysis of the entrepreneurial intentions of students in a Nigerian university pointed out that a higher percentage of women (27.5%) expressed entrepreneurial intentions compared to men (13.1%), also, students ranked certificate prestige, social status, personal interest and expected income in descending order of importance as factors influencing their entrepreneurial intentions(Edamisan, Adeniyi, Taiwo & Olanrewaju, 2022). Adeyonu, Olubunmi and Kayode (2019) reported that personal attitude toward entrepreneurship, subjective norms, and perceived educational support were the main factors influencing students' entrepreneurial intentions (EI) positively. In all of these studies cited, a self-developed scale was used and the population was relatively small.

This limitation may affect the internal and external consistency of the findings. Furthermore, the four dimensions (opportunity recognition, innovation, risk taking and proactivity) of entrepreneurial mindset and intentions were not clearly explored in existing studies. In addition, no previous study has covered students offering bachelor degree programme in Human Kinetics especially in University of Ilorin, Nigeria. Therefore, the need for this study to explore entrepreneurial mindset and intentions of undergraduate Human Kinetics students at the University of Ilorin is a clear requirement.

Objectives of the Study

This study aims to achieve the following objectives:

1. Predict the joint contribution of entrepreneurial mindset on entrepreneurial intentions of undergraduate human kinetics students in university of Ilorin
2. Find out entrepreneurial intentions of Human Kinetics students based on gender and age
3. Determine the associations between socioeconomic metrics (age, gender, parent occupation, previous entrepreneurial experience) and EI of undergraduate Human Kinetics students at the university of Ilorin
4. Determine the influence of the level of study on the entrepreneurial intention of undergraduate Human Kinetics students in University of Ilorin

Research Questions

1. Which is the most preferred choice of sport/physical activity business among undergraduate human kinetics in university of Ilorin?

2. Is there any difference between gender and entrepreneurial mindset of undergraduate human kinetics students in university of Ilorin?
3. What is the relationship between previous entrepreneurial experience and EI of undergraduate Human Kinetics students at the university of Ilorin?

Research Hypotheses

1. There is no statistically significant joint contribution of the entrepreneurial mindset to the entrepreneurial intentions of undergraduate human kinetics students in the University of Ilorin.
2. There is no significant influence of the level of study on the entrepreneurial intention of undergraduate Human Kinetics students at the University of Ilorin.

Methodology

This study employs a quantitative survey design to explore the entrepreneurial mindset and intentions of students in human kinetics. It aims to measure the dimensions of entrepreneurial mindset (opportunity recognition, innovation, risk taking, and proactiveness) and entrepreneurial intentions using a validated questionnaire. The population for this study includes all the 710 undergraduate students enrolled in Human Kinetics undergraduate programmes at the university of Ilorin. These students were targeted because their educational pursuits and career aspirations are directly related to the focus of this study on entrepreneurial mindset and intentions in the field of human kinetics. Stratified random sampling was used to ensure representation from different academic levels (100-400) to capture a diverse range of perspectives within human kinetics programmes. This approach ensures that both subgroups are proportionately (70%) represented in the sample. Finally, 500 students were recruited to ensure sufficient statistical power (80%) for the analyses.

A validated questionnaire on entrepreneurial mindset (EMS) developed by Krueger et al. (2019) was used to measure the entrepreneurial mindset and intentions of Human Kinetics students. The questionnaire includes the following sections: Demographic information: Age, sex, academic level (100-400), parent/guardian occupation and any previous entrepreneurial experience.

Entrepreneurial Mindset Scale (EMS): It is a self-report measure that assesses the extent to which individuals possess the cognitive, affective, and behavioural characteristics associated with entrepreneurship. This scale measures the four core dimensions of entrepreneurial mindset (EM),

which are; opportunity recognition: 4 items; innovation: 4 items; risk taking: 4 items and Proactiveness: 4 items

Entrepreneurial Intention (EI): Intent to Launch: 4 items; Active Preparation: 4 items; Long-term vision: 4 items. All items were rated on a 5-point Likert scale (Strongly agree, Agree, Neutral, Disagree and Strongly disagree).

A confirmatory factor analysis (CFA) to test the fit of the six-factor model to the data. The CFA showed that the model was well adapted to the data in all samples (CFI > 0.95, RMSEA < 0.06, SRMR < 0.08). The convergent and discriminant validity of the EMS was examined by correlating it with other measures of entrepreneurialism, such as the General Enterprising Tendency Test (GET2), the Entrepreneurial Orientation Scale (EOS), and the Entrepreneurial Intentions Scale (EIS). The results showed that the EMS had moderate to high positive correlations with these measures, indicating that it measured a similar but distinct construct (Wardana et al., 2020). The EMS has a clear factor structure, with four distinct factors corresponding to the four dimensions of the entrepreneurial mindset: opportunity recognition, innovation, self-efficacy, and proactivity. Factor loadings ranged from 0.63 to 0.88, indicating strong correlations between the items and the factors. The EMS scores showed significant positive correlations with various measures of entrepreneurial outcomes, such as entrepreneurial intention, entrepreneurial behaviour, entrepreneurial performance, and entrepreneurial satisfaction. The correlation coefficients ranged from 0.31 to 0.62, indicating moderate to strong associations between entrepreneurial mindset and the entrepreneurial outcomes (Wardana et al., 2020).

The questionnaire was distributed online using the Google forms survey platform. Recruitment was carried out through university email lists, social media groups, and class announcements. Participants received information about the study and were assured of the confidentiality and anonymity of their responses. The survey was opened for two weeks, with periodic reminders sent to encourage participation. Percentage, mean, and standard deviations were used to describe and summarise the data. Linear multiple regression was conducted to determine the predictive power of the four dimensions of entrepreneurial mindset on entrepreneurial intentions. Point-Biserial correlation was performed to test for the relationship between EM and gender.

Results

Table 1: Age, Gender and Level Distribution of the Respondents

Age range	frequency	percentage	Gender	Frequency	Percentage
16-20yrs	113	22.6	Male	232	46.4
21-25yrs	321	64.2	Female	268	53.6
26-30yrs	52	10.4	**Total**	**500**	**100.0**
31-35yrs	10	2.0	**Level**		
Above 36yrs	4	.8	100	125	25.0
			200	97	19.4
			300	110	22.0
			400	158	33.6
Total	**500**	**100.0**	**Total**	**500**	**100.0**

The table summarises the age distribution (N = 500) of the respondents. Most of the respondents, 64.2%, fall within the age range of 21-25. The next largest group is 16-20 years old, comprising 22.6% of the total population. The 26-30 year age range accounts for 10.4%, while a small proportion, 2.0%, is in the 31-35 years range. Only 0.8% of the respondents were above 36 years. This indicates that the group is predominantly young, with more than 86% of the respondents being 25 years old or younger. In addition, the gender distribution of the sample is nearly balanced, with a slight female majority. This is reflected in the proportion female surpassing the male proportion by 7.2%. This implies that more female students participated in this study. Furthermore, the distribution of students (N=500), across the four levels of study, is as follows; 125 students (25%) were in their first year (100 level), 97 (19.4%) were in their second year, 110(22%) were in their third year, and 158 students (33.6%) were about to graduate. This implies that 100 and 400-level students participated more in this survey.

Table 2: Distribution Based on Entrepreneurial Course (GSE) offered, Parents/Guardian Occupation and Previous Entrepreneurial Experience of Human Kinetics Students

Variable	Frequency	Percentage
No	168	33.6
I am not sure	11	2.2
Yes	321	64.2
Total	500	100.0

The majority of the respondents (64.2%) answered "Yes," while 33.6% answered "No," and a small minority (2.2%) of the Human Kinetics undergraduates were unsure whether they had offered graduate self-employment course before.

Table 3: Parents/Guardian Occupation and Previous Entrepreneurial Experience

Variable	Frequency	Percent	Variable	Frequency	Percent
Trading	146	29.2	Yes	321	64.2
Civil Service	127	25.4	I am Not sure	11	2.2
Artisan	15	3.0	NO	168	33.6
Teaching	32	6.4			
Farming	19	3.8			
Others	161	32.2			
Total	500	100.0			

The most prevalent occupation among the students' parents or Guardians was "Others," which comprises 161(32.2%) of the responses. This is closely followed by those involved in trading, who made up 161(29.2%) of the responses. Civil servants also constitute a significant portion, with 127 respondents representing 25.4% of the sample. Other occupations were less frequently reported; 32 respondents (6.4%) of parents or Guardian were involved in teaching, 19 respondents (3.8%) are involved in farming, and the smallest group, artisans, includes 15 respondents, accounting for 3.0% of the responses.

Answer to Research Questions

Research Question 1: Which is the most preferred choice of business among undergraduate Human Kinetics students in university of Ilorin?

Table 4: Preferred Choice of Sport-related or Physical Activity Business of Undergraduate Human Kinetics Students

Variable	Frequency	Percentage
Selling Sport Facility and Equipment	102	20.4
Constructing Sports Facility and Equipment	44	8.8
Establishing a Fitness and Wellness Gym	170	34.0
Providing Sports Consultancy Services	44	8.8
Repairs of Sports Facility and Equipment	25	5.0
Sports Advertisement and Promotional Services	14	2.8
Organising Sports Events	48	7.6
Sports, Recreation and Tourism	58	11.6
Others	5	1.0
Total	**500**	**100.0**

The table 4 reveals the diverse interests of students in sports and physical activity-related businesses. Their main preference lies in establishing a fitness and wellness gyms, accounting for 34% of the total respondents. This suggests a strong desire for spaces that promote physical well-being and healthy lifestyles. The sale of sport facilities and equipment is second, garnering 20.4%

of the responses, indicating an interest in the tools and infrastructure necessary for sports and physical activity. Other popular choices include construction sports facilities and equipment (8.8%), providing sports consultancy services (8.8%) and organising sports events (7.6%). Students also showed interest in sports recreation and tourism (11.6%), repairs of sports facilities and equipment (5.0%), and sports advertising and promotional services (2.8%). A small but notable 1.0% prefer other sports-related business ventures. This breakdown highlights that the students preferred establishment of fitness and gym outlets.

Research Question 2: Is there any difference between gender and entrepreneurial intention of undergraduate Human Kinetics students in university of Ilorin?

Table 5: Independent Sample t-test Analysis of Difference in Entrepreneurial Intention and Gender among Undergraduate Human Kinetics, University of Ilorin

t	df	Sig	Mean Diff.
1.17	498	.24	0.69

Data are mean ± standard deviation, unless otherwise noted. An independent-samples t-test was run to determine whether there were differences in entrepreneurial intention between males and females (N =500). There were no outliers in the data, as assessed by inspection of a box plot. Entrepreneurial intention scores for each level of sex were normally distributed, as assessed by Shapiro-Wilk's test ($p > .05$) and there was homogeneity of variances, as assessed by Levene's test for equality of variances ($p = .174$). There was no difference in entrepreneurial intention between male and female students, respectively (4.17 ± 0.59, 4.10 ± 0.69) with a mean difference of 0.1. No statistically significant difference were found, $t\ (498) = 1.17$, $p = .24$. This implies that there is no difference in entrepreneurial intention between genders.

Research Question 3: What is the relationship between previous entrepreneurial experience and EI of undergraduate human kinetics students in university of Ilorin?

Table 6: Point-Biserial Correlations (r_{pb}) between Previous Entrepreneurial Experience and EI

Variables		Previous Entrepreneurial Exposure	Entrepreneurial Intention
Previous Entrepreneurial Exposure	Pearson Correlation	1	.831
	Sig. (2-tailed)		.034

	N	500	500
Entrepreneurial Intention	Pearson Correlation	.831	1
	Sig. (2-tailed)	.034	
	N	500	500

The results show a positive correlation between previous entrepreneurial experience and entrepreneurial intention, with an r_{pb} of 0.83. This indicates that; as the previous entrepreneurial experience increases, entrepreneurial intention also tends to increase, suggesting a positive relationship between the two variables. The significance level (Sig. (2-tailed)) of 0.034 indicates that the correlation is statistically significant at a confidence level of 3.4%, suggesting that the relationship between previous entrepreneurial experience and entrepreneurial intention is unlikely to be due to chance.

$H0_1$: There is no statistically significant joint contribution of entrepreneurial mindset (innovation, opportunity, risk taking, proactiveness) on the entrepreneurial intention of undergraduate human kinetics students in the University of Ilorin.

Table 7: Model Summary of Multiple Linear Regression Analysis for Entrepreneurial Mindset and Intention of Undergraduate Human Kinetics

Variables						ANOVA			
Independent	**Dependent**	**R**	**R^2**	**Adjusted R^2**	**Std. Error of the Estimate (SEE)**	df	Mean Square	F	Sig.
Proactiveness, Innovation, Risk taking, Opportunity Recognition	Entrepreneurial Intention	.64[a]	.41	.41	.50420	4 495	22.05	86.74	.00[b]

The multiple regression analysis in Table 7 shows a positive multiple correlation of the independent variables (entrepreneurial mindset) and the entrepreneurial intention of the students (n = 500), R 0.642. The model significantly predicts entrepreneurial intention, indicating that the independent variables together account for 40.7% of variations in entrepreneurial intention F (4, 495) = 86.744, $p < 0.001$, R^2 412, ΔR^2 .407, SEE 2.85.

Table 8: Coefficient of Models Predictor of Entrepreneurial Mindset and EI among Human Kinetics Undergraduates

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant) predictors	.292	.229		1.274	.203
	Opportunity	.180	.048	.162	3.752	.000
	Innovation	.089	.061	.062	1.463	.144
	Risk-taking	.211	.046	.200	4.530	.000
	Proactiveness	.444	.055	.361	8.074	.000

The linear regression model predicts entrepreneurial intention (EI) based on four predictors; opportunity recognition, innovation, risk-taking and proactiveness. The results show significant positive coefficients for opportunity recognition ($\beta = 0.162$, $p < 0.001$), Risk-taking ($\beta = 0.200$, $p < 0.001$), and Proactiveness ($\beta = 0.361$, $p < 0.001$), indicating a positive linear relationship between these variables and entrepreneurial intention. Innovation ($\beta = 0.062$, $p = 0.144$) did not significantly predict EI. The model explains a significant proportion of the variance in EI ($R^2 = 0.456$, $F(4, 495) = 35.12$, $p < 0.001$).

$H0_2$: There is no significant influence of the level of study on the entrepreneurial intention of undergraduate Human Kinetics students at the University of Ilorin.

Table 9: Regression analysis of Influence of Level of study on the EI of undergraduate human kinetics

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.000[a]	.000	-.002	.65560

a. Predictors: (Constant), Level of Study

The linear regression model fails to establish a significant relationship between the predictor (Level of Study) and the outcome variable, as evidenced by an R value of 0.000, an R Square value of 0.000, and an Adjusted R Square value of -0.002. The high Standard Error of the Estimate (0.65560) further indicates poor model fit and limited predictive capability.

Table 10: Regression analysis on the influence of socioeconomic metrics on entrepreneurial intention of Undergraduate human kinetics students

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.106[a]	.011	.003	.65060

a. Predictors: (Constant), Previous Entrepreneurial Experience, Parent/Guardian Occupation. Gender, Age of Respondents

The analysis reveals a weak correlation between the outcome variable (EI) and the set of predictors, which are; previous entrepreneurial experience, parent/guardian occupation, gender, and age of respondents. The model explains only a negligible proportion of the variance in the outcome variable, specifically 1.1% (R square = 0.011). Even after adjusting for the number of predictors and sample size, the explanation of variance remains insignificant, at 0.3% (Adjusted R Square = 0.003). Furthermore, the standard error of the estimate indicates a moderate error in predicting the outcome variable, at 0.65060. In general, the model has limited predictive power, with a weak correlation coefficient (R = 0.106), suggesting that socioeconomic metrics do not significantly influence the entrepreneurial intention of students.

Discussion of Findings

This study was conducted to explore entrepreneurial mindset and intentions of Undergraduates in Human Kinetics Department, University of Ilorin. The study's findings reveal a striking enthusiasm among students to venture into the realm of sports and physical activity-related businesses. The overwhelming preference for the establishment of fitness and wellness gyms suggests a keen interest in promoting healthy lifestyles and physical well-being. This finding demonstrates that the students were attuned to market demand. In addition, a significant proportion of students (20.4%) expressed a desire to sell sports facilities and equipment, indicating a recognition of the importance of quality infrastructure and tools in supporting sports and physical activity. This finding aligns with recent research that highlights the growing interest in entrepreneurship and innovation in the sports industry (Ratten, 2022; Alonso Dos Santos et al., 2022). This result has far-reaching implications, including entrepreneurial opportunities, industry growth, and alignment with global trends, career opportunities, and potential university support. The results of the independent-samples t-test revealed that there are no significant difference in entrepreneurial intention between male and female students (p = .24). This implies that gender does not play a role in shaping entrepreneurial intentions, and both male and female students exhibit similar levels of enthusiasm for entrepreneurship.

The mean entrepreneurial intention scores for male and female students were 4.17 ± 0.59 and 4.10 ± 0.69, respectively, with a negligible mean difference of 0.1. The lack of significant difference suggests that gender is not a determining factor in shaping entrepreneurial aspirations, and both genders are equally inclined towards entrepreneurship. This finding is consistent with previous research that has shown that gender does not significantly influence entrepreneurial intentions (Gupta et al., 2020; Karimi et al., 2022). For instance, a study by Gupta et al (2020) found that gender did not significantly predict entrepreneurial intentions among university students. This finding suggests that entrepreneurship programmes and initiatives can be designed to cater to both male and female students, without any gender bias.

This study also found a statistically significant positive correlation (rpb = 0.83, p = 0.034) between previous entrepreneurial experience and entrepreneurial intention, suggesting a robust and meaningful relationship between the two variables (Kuratko, 2019). This finding indicates that individuals with prior entrepreneurial experience are more likely to exhibit higher levels of entrepreneurial intention, which implies that experience fosters intention. The significant correlation coefficient ($p < 0.05$) indicates that this relationship is unlikely to be attributed to chance, providing robust evidence for the role of previous entrepreneurial experience in shaping entrepreneurial intentions. This finding has important implications for entrepreneurial education and policy. It suggests that providing students with entrepreneurial experience, through programmes such as internships or mentorship, can increase their likelihood of pursuing entrepreneurial ventures. Additionally, this finding highlights the importance of considering prior experience in entrepreneurial intention research, as it may play a crucial role in shaping entrepreneurial aspirations.

Multiple regression analysis the reveals a significant positive correlation between independent variables (entrepreneurial mindset) and entrepreneurial intention among students (n = 500), with a multiple correlation coefficient of 0.642. This indicates that the variables of entrepreneurial mindset collectively predict entrepreneurial intention, which explains 40.7% of the variance $F(4, 495) = 86.744$, $p < 0.001$. This finding suggests that entrepreneurial mindset plays a crucial role in shaping entrepreneurial intention, supporting previous research (Thompson, 2009). The implications for practice in education are profound. This suggests that educators and policymakers should prioritise cultivating entrepreneurial mindset among students, focusing on skills like creativity, innovation, and risk-taking.

By integrating entrepreneurial mindset development into curricula and programmes, educational institutions can foster a culture of entrepreneurship, enhancing students' likelihood of pursuing entrepreneurial ventures. This, in turn, can contribute to economic growth and innovation. This study also discovered that socioeconomic metrics(SM) have no influence on EI. This suggests that SM do not significantly predict entrepreneurial intention among students, contradicting previous research that emphasised the importance of socioeconomic factors in shaping entrepreneurial intentions ((Zhang & Huang, 2021; Ruiz-Rosal, Tano & Garcia-Rodriguez,2020). The contrast in the finding of this study regarding socioeconomic metric and EI has pointed to the need for further studies. The implications for practice in human kinetics education are clear. Instead of focusing on socioeconomic factors, educators and policymakers should prioritise other factors that influence entrepreneurial intention, such as entrepreneurial mindset, skills, and experiences. By shifting the focus toward these factors, Human Kinetics Lecturers can more effectively foster entrepreneurial intention and prepare students for success in the sports industry and fitness industry.

Conclusions

1. The establishment of fitness and wellness gyms was the most preferred choice of entrepreneurial intentions among Human Kinetics undergraduates
2. Gender was not a significant predictor of entrepreneurial intention among the students.
3. The entrepreneurial mindset significantly predicted the entrepreneurial intention of the students
4. There was a moderate positive correlation between previous entrepreneurial experience and EI of the students
5. Socioeconomic metrics did not significantly predict entrepreneurial intention of the students.

Recommendations

1. Encourage and support students in developing business plans and prototypes for fitness and wellness gyms. This can be done by inviting lecturers and industry experts to provide mentorship and guidance to the students. Additionally, the Department Human Kinetics may consider offering courses or workshops on entrepreneurship in the health and fitness industry.
2. Ensure that resources and support are accessible to all students, regardless of gender.

3. Lecturers should provide opportunities for students to develop skills like creativity, innovation, and risk-taking
4. Efforts should be concentrated on developing entrepreneurial skills and the mindset of students, rather than solely relying on socioeconomic factors.
5. Students should be encouraged to participate in entrepreneurial competitions and challenges.

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