

THE DEVELOPMENT OF DANCESPORT
ENTREPRENEURSHIP CURRICULUM FOR
SPECIFIC SPORTS ENTREPRENEURSHIP
LEARNING OUTCOME AMONG
CHINESE SPORTS STUDENT

LIU BIN

SULTAN IDRIS EDUCATION UNIVERSITY

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THE DEVELOPMENT OF DANCESPORT ENTREPRENEURSHIP
CURRICULUM FOR SPECIFIC SPORTS ENTREPRENEURSHIP
LEARNING OUTCOME AMONG CHINESE SPORTS STUDENT

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ABSTRACT

With the development of the times and the advancement of educational reform, how to integrate entrepreneurial education (EE) and professional education closely has become a new educational research issue. The main purpose of this research was to develop DanceSport Entrepreneurship Curriculum Program (DSECP) based on Ajzen's (1991) Theory of Planned behaviour (TPB), and Gagne's (1985) nine events of instruction as the major teaching strategy guideline. The objectives were to determine the characteristics of an effective special-sport-based EE curriculum and to increase DanceSport students' entrepreneurship intension (EI). This study was employed the design, development research (DDR) method. Process of research divided in two phases of design and development, and implementation and verification. In the first phase, Delphi method was the primary technique, followed with literature review and expert interview. In the second phase, quasi-experimental teaching in which sixty DanceSport students were involved by purposive sampling and statistical analysis which included descriptive statistics, Chi-squared test and independent sample t-test were used. Results showed the DSECP was come out with 5 constructs and thirty instruction topics, and students' EI, ATB (Attitude toward behaviour) and PBC (Perceived behavioural Control) increased significantly after the DSECP. However, students' SNs (Subject Norms) did not have significant change. Overall, the designed DSECP achieved the expected research objectives which reflects the characteristics of effective special-sport-based EE Curriculum and has a good effect on enhancing students' EI. This study was the first to use a systematic process to design a strongly targeted EE curriculum for students in a specific sport, which extended the integration of EE and professional education from the theoretical research level to a new stage of curriculum development and implementation. For the further studies, longitudinal research, the effect of different teaching strategies and large sample teaching are very worthwhile research directions.





PENGEMBANGAN PROGRAM KURIKULUM KEUSAHAWANAN DANCESPORT UNTUK HASIL PEMBELAJARAN KEUSAHAWANAN SUKAN KHAS DI CHINA

ABSTRAK

Seiring dengan perkembangan zaman dan kemajuan dalam reformasi pendidikan, cara untuk mengintegrasikan pendidikan keusahawanan (EE) dan pendidikan profesional telah menjadi isu baru dalam penyelidikan pendidikan. Tujuan utama penyelidikan ini adalah untuk mengembangkan Program Kurikulum Keusahawanan DanceSport (DSECP) berdasarkan Teori Perancangan Tingkah Laku Ajzen (1991) dan sembilan peristiwa pengajaran Gagne (1985) sebagai panduan strategi pengajaran utama. Objektif kajian ini adalah untuk menentukan ciri-ciri kurikulum EE berdasarkan sukan khas yang efektif dan meningkatkan niat keusahawanan pelajar DanceSport (EI). Kajian ini menggunakan kaedah reka bentuk dan pembangunan (DDR). Proses penyelidikan dibahagikan kepada dua fasa iaitu reka bentuk dan pembangunan, serta pelaksanaan dan pengesahan. Dalam fasa pertama, kaedah Delphi digunakan sebagai teknik utama, diikuti dengan kajian literatur dan temu bual pakar. Dalam fasa kedua, kaedah pengajaran kuasi-eksperimen digunakan di mana enam puluh pelajar DanceSport terlibat melalui pensampelan bertujuan, dan analisis statistik termasuk statistik deskriptif, ujian Chi-squared, dan ujian t bebas digunakan. Hasil kajian menunjukkan DSECP terdiri daripada 5 konstruk dan tiga puluh topik pengajaran, dan niat keusahawanan (EI), sikap terhadap keperluan sendiri (ATB), dan kawalan yang dirasakan terhadap tingkah laku (PBC) pelajar meningkat secara signifikan selepas melalui DSECP. Walau bagaimanapun, persepsi sendiri sosial (SNs) pelajar tidak mengalami perubahan yang signifikan. Secara keseluruhan, DSECP yang direka bentuk mencapai objektif penyelidikan yang dijangka, yang mencerminkan ciri-ciri Kurikulum EE berdasarkan sukan khas yang efektif dan memberi kesan yang baik dalam meningkatkan niat keusahawanan pelajar. Kajian ini merupakan yang pertama menggunakan proses sistematis untuk merancang kurikulum EE yang sesuai bagi pelajar dalam satu sukan tertentu, yang memperluas integrasi EE dan pendidikan profesional dari tahap penyelidikan teoretikal kepada satu tahap pembangunan dan pelaksanaan kurikulum yang baru. Bagi kajian lanjut, kajian berpanjangan, kesan strategi pengajaran yang berbeza, dan pengajaran dengan sampel besar adalah arah penyelidikan yang sangat bermanfaat.



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LIST OF ABBREVIATIONS

ATB	Attitude toward behaviour
DDR	Design and Development Research
DSECP	DanceSport Entrepreneurship Curriculum Program
DSEC	DanceSport Entrepreneurship Curriculum
EB	Entrepreneurship behaviour
EE	Entrepreneurship Education
EI	Entrepreneurship Intention
EIQ	Entrepreneurship Intention Questionnaire
PBC	Perceived behaviour al Control
TPB	Theory of Planned behaviour
TOL	Theory of Learning
SNs	Subject Norms
SME	Small Medium Enterprise

APPENDIX LIST

- A Entrepreneurial Intention Questionnaire
- B Research on the Teaching Content of DanceSport Entrepreneurship
- C Research on the Teaching Content of DanceSport Entrepreneurship
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- D Research on the Teaching Content of DanceSport Entrepreneurship
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CHAPTER 1

INTRODUCTION

1.1 Introduction

As a significant approach for job creation, growth of the economy, development of society, entrepreneurship has been a hot topic in the past decades (Wang, 2019). In agreement with the statement “Entrepreneurship can be taught”, colleges and universities have become major camps for entrepreneurship education (EE), trying to shape their undergraduates to be entrepreneurs (Zhang & Liu, 2015). Although lots of researches and initiatives are taken, there is still insufficient, e.g. the pertinence and effectiveness of courses. Numerous researchers, economists, and managers, as well as policymakers assert that entrepreneurship education (EE) improves students’ entrepreneurial intention (EI), statistics display that colleges and universities are unsuccessful in this mission. Among academic disciplines, sports education is one of the areas that generate fewer entrepreneurs than intended, although massive opportunities in the industry (Zhao, 2018). Especially in special sports





entrepreneurship education (EE), courses need to be improved. This research will try to develop and implement a specific special sport-oriented entrepreneurship curriculum program: DanceSport Entrepreneurship Curriculum Program (DSECP), and survey its effectiveness in DanceSport students' entrepreneurial intention (EI) through a teaching experiment. This chapter states the research background, problems, objectives, and questions, as well as the importance of this study.

1.2 Background of Study

With constant adjustment and upgrading of the industrial structure of the world economy, the supply of traditional jobs in society is declining. And with the continuous development of higher education, the number of college graduates presents an increasing trend year by year. Self-employment gradually becomes the main channel for countries to advocate employment, which can play the advantages of college students' professional technology, realise the self-value of students, and gain social approval in business (Martinez, Levie, & Kelley, 2019; Van Praag & Versloot, 2007). In this context, colleges and universities have paid more and more attention to entrepreneurship education (EE). How to better design and carry out EE, enhance students' entrepreneurial consciousness, promote their entrepreneurial behaviour, and improve their employability and entrepreneurial ability to promote social and economic development has become a hot topic of research among scholars (Kannan &





Bergami, 2023; Pan & Lu, 2020).

Humanity is facing a silent revolution: innovation and entrepreneurship, which is a profound revolution that will achieve great victory across the world. The profound impact of the entrepreneurial revolution on the 21st century will be equivalent to or even greater than the impact of the industrial revolution on the 19th and 20th centuries (Timmons, Spinelli, & Tan, 2004). As time goes by, the role of entrepreneurship in the world economy and society has become increasingly significant, entrepreneurship has been the basis and core of socio-economic development (Wang, 2019). It has increasingly become an important driving force of economic and social development in various countries. Many researchers agree that entrepreneurship promotes rapid economic growth (Kannan & Bergami, 2023; Chen, Zhang, & Yang, 2020; He, 2019; Wang, 2019; Bruton, Khavul, Siegel, & Wright, 2015; Naudé, 2010).

Take the United States as an example, entrepreneurs and innovators have dramatically changed the landscape of the American economy in the last 25 years of the 20th century. More than 95% of the wealth in the United States today was created by this revolutionary entrepreneur since 1980 (Wang, 2003). Entrepreneurship has become the secret weapon of sustained economic growth in the United States. Futurist John Naisbitt believes that entrepreneurship is the foundation of the continued prosperity of the American economy. Entrepreneurship has played an increasingly prominent role in increasing employment opportunities and alleviating social





employment pressure (Kuratko et al., 2015; Zhao et al., 2015; Zhang, Liao, & Zeng, 2015; Lu & Deng, 2014; Canina, Palacios, & Devece, 2012).

Facts have proven that entrepreneurship is the most active and effective way to increase employment opportunities, and it also provides ideas for governments to solve employment problems. The world management guru Peter F. Drucker analyzed the employment structure in the United States and found that employment opportunities are all created by small and medium-sized enterprises (SMEs), and almost all are created by entrepreneurial and innovative enterprises. He believes that encouraging entrepreneurship is the main measure to promote employment growth and is the core of the success of American employment policy (Drucker, 1985, 2018).



In 2015, small and medium-sized enterprises (SMEs) contributed 54% of the US gross domestic product (GDP), 52% of the UK, 53% of Germany, 61% of Sweden, and 68% of Italy (Chen, 2018). This economic pattern driven by innovative and Entrepreneurial SMEs was defined by Drucker as the Entrepreneurial Economy. Nowadays, Entrepreneurial entities are seen as incubators for product and market innovation. Numerous researchers indicate the critical role of entrepreneurs as one of the key players who could lead the economy to sustainable development (Audretsch & Thurik, 2001; Audretsch & Keilbach, 2004; Acs, 2006; Zou, 2016).



Entrepreneurs directly affect national wealth through taxation and improve people's living standards through product innovation, which affects social well-being. Although opportunities are limited, people find that opportunity-driven entrepreneurship can improve life satisfaction and happiness (Naudé, 2010; Wang & Lucy, 2017). Therefore, it can be seen that there is a strong relationship between entrepreneurial activities and economic development, social progress, people's lives, and national prosperity. Economists and policymakers generally believe that the higher the level of entrepreneurship in a country, the higher the level of economic growth and innovation (Zou, 2016). These important functions and influences of entrepreneurship have been widely reflected in all walks of life in both the economy and society. The prosperity and development of the sports industry are also inseparable from the extensive development of entrepreneurial activities.

The sports industry is an important growth point of the economy in many countries (Ieva Opolska, 2017; Miao, 2013; Jie, 2010; Chen & Yuan, 2009); even in the United States and some western European countries, the sports industry has become the pillar industry of their domestic economies (Zhang, 2020; Dang, 2017ab; Jiang, Song, & Liu, 2013; Zhou, 2013; Yang, 2008) and has been regarded as an effective means of economic development for a long time (Reis, Vieira, & de Sousa-Mast, 2016). In North America, Western European countries, and Japan, the annual output value of the sports industry ranks among the top 10 domestic industries. For example, the ranking of the American sports industry in 2006 has been raised

from third place to second place (Yang, 2008). According to a statistical report by Plunkett Market Research (2018), the total value of the U.S. sports industry was \$500 billion in 2015. In 2018, that number jumped to \$560 billion. Besides its vast financial value, the sports industry also promises huge job opportunities. According to the Bureau of Labour Statistics in 2016, there were 12,630 professional athletes and 193,810 coaches and scouts in the United States, in addition to 15,630 arbitrators, referees, and officials (Plunkett Research, 2018). Meanwhile, statistics show 489,200 Americans work in fitness centres, 39,700 in ski departments, 68,300 in bowling centres, and 342,300 at country clubs or golf courses. In total, approximately 1.3 million Americans work directly in the sports leisure and recreation sector, another 45,000 in the wholesale sports goods trade, and 245,800 in a sports goods retail store (Plunkett Research, 2018). Because sports are the means of national unity, city pride, role models, employment outlook, and social development, governments have focused their attention on developing their sports industry (Pedersen & Thibault, 2014; Hoye, Smith, Nicholson, & Stewart, 2015) and also an entrepreneurial mechanism in the sports industry that pushes forward health, sustainability, and world peace through linking people who share a common interest (Zhang, 2020; Ratten, 2012).

Based on the great opportunities and benefits mentioned above from entrepreneurship and the sports industry for a country, society, and individuals, the Chinese government attaches great importance to their guidance, development, and encouragement, and has taken a series of policy measures and achieved remarkable

results.

In terms of entrepreneurship policy, the Outline of the National Medium and Long-term Scientific and Technological Development Plan issued in 2006 clearly stated that to build China into an innovation-oriented country and foster a national innovation system by 2020, an entrepreneurial economy is needed. “Mass entrepreneurship and innovation” was first proposed by Premier Li Keqiang at Davos in September 2014. In 2015, the State Council intensively issued the Opinions on Further Doing a Good Job in Employment and Entrepreneurship under the New Situation, Opinions on Several Policies and Measures for Vigorously Promoting Mass Entrepreneurship and Innovation, and Guiding Opinions on Accelerating the Construction of a Supporting Platform for Mass Entrepreneurship and Innovation. The three documents strengthen the importance of innovation and entrepreneurship and provide relevant policy opinions. The 2017 Government Work Report stated that “Mass Entrepreneurship and Innovation” would be promoted continuously. In 2018, the State Council issued the Opinions on Promoting High-Quality Development of Innovation and Entrepreneurship and Promoting an Upgraded Version of Mass Entrepreneurship and Innovation, which further put forward the strategy of promoting Innovation and Entrepreneurship as the driving force for development.

From 2015 to 2019, there were 10 State Council documents titled with innovation and entrepreneurship, 74 documents related to innovation and



entrepreneurship were issued by the central government, and 478 were issued by the State Council (Zhao, 2020). This shows that the idea of mass entrepreneurship and innovation has reached the strategic heights and top-level design of the country in China. These policies involve registration, taxation, financing, loans, entrepreneurship training, guidance, etc. (Zhao, 2011). The environment for innovation and entrepreneurship has been greatly improved, which has enhanced the confidence of entrepreneurs, reduced barriers to entrepreneurship, reduced the risks of entrepreneurship, and encouraged more and more people to embark on the road of entrepreneurship.



In terms of sports industry policies, the General Office of the State Council issued the Guiding Opinions on Accelerating the Development of The Sports Industry in 2010, encouraging financial institutions to adapt to the development needs of the sports industry, develop new products and businesses, and promote the diversified development of the sports industry, with the focus on vigorously developing the sports and fitness market. Efforts to develop the sports competition and sports performance markets; actively cultivate the sports intermediary market; expand and strengthen the sports goods industry; and vigorously promote trade in sports services (Liu, 2019). In 2011, the first “12th Five-Year Plan” for the sports Industry was issued, which proposed to increase investment and financing for the sports industry, innovate the operation mechanism of sports venues, and attach importance to the brand construction of sports events and the protection of sports intangible assets. In 2014,





the State Council issued “Several Opinions on Accelerating the Development of the Sports Industry and Promoting Sports Consumption”, marking that China’s sports industry has entered a new stage. The document proposes to use the sports industry as an important force to promote sustainable economic and social development and to develop the huge potential market space of the sports industry. Use the sports industry to expand domestic demand, promote consumption, and propose to create an RMB 5 trillion sports market by 2025.

In October 2016, the General Office of the State Council issued Guidance on Accelerating the Development of the Fitness and Leisure Industry, proposing that by 2025 a fitness and leisure industry development pattern with reasonable layout, perfect functions, and complete categories will be formed, and the total scale of the fitness and leisure industry will reach RMB 3 trillion. In the same year, the State Sports General Administration issued the “Thirteenth Five-Year Plan for the Development of the Sports Industry” and proposed that the total scale of the sports industry should exceed RMB 3 trillion, the added value of the industry will account for 1% of the GDP, and the added value of the sports service industry will account for more than 30%. Sports consumption accounts for more than 2.5% of per capita disposable income. In 2016, the “Guiding Opinions on Vigorously Developing Sports Tourism” was released, pointing out that by 2020, 100 sports tourism destinations with important influence will be built across the country, 100 national sports tourism demonstration bases will be built, and the total number of sports tourism will reach 10





billion people, accounting for 15% of the total number of tourists, and the total consumption of sports tourism will exceed RMB 1 trillion.

In 2018, the General Office of the State Council issued the “Guiding Opinions on Accelerating the Development of the Sports Competition Performance Industry” and proposed that it is necessary to actively promote professionalisation, branding, and integration; foster the subject of the growing market; accelerate the industrial transformation and upgrading; constantly meet people’s multilevel diversified life demand; and improve the people’s feelings and happiness. The “Opinions” propose that by 2025 the total scale of the sports competition performance industry will reach RMB 2 trillion, 100 high-profile sports events will be launched, 100 sports competition performance brands with independent intellectual property rights will be created, and a sports competition performance industry system with rich products, reasonable structure, a solid foundation, and balanced development will be formed.

In 2019, the General Office of the State Council issued the "Opinions on Promoting National Fitness and Sports Consumption to Promote the High-quality Development of the Sports Industry", proposing to strengthen the protection of sports industry elements, stimulate market vitality and consumer enthusiasm, and promote the sports industry to become a pillar industry of the national economy. Implement the nationwide fitness programme and make regular participation in physical exercise a way of life. It has also successively released development plans for the water sports



industry, the ice and snow sports industry, the aviation sports industry, and the mountain outdoor sports industry.

After years of development, the overall level of China's sports industry has greatly improved. In terms of industrial scale, according to the data of The National Bureau of Statistics, from 2014 to 2017, the total scale and added value of China's sports industry presented a rapid growth trend, with the total scale increasing from RMB 1357.47 billion to RMB 2198.77 billion, with an increase of 62.0% and an average annual growth rate of 17.4%. The added value increased from RMB 404.1 billion to RMB 781.14 billion, with an increase of 93.3% and an average annual growth rate of 24.6% (see the website and Table 1.1 below).

Table 1.1

The Total Scale, Growth Rate, Added Value, and Growth Rate of China's Sports Industry from 2014 to 2017

Year	2014	2015	2016	2017
Total Scale	1357.47	1710.70	1901.13	2198.77
Overall Scale Growth	–	26.0%	11.1%	15.7%
Value Added	404.10	549.44	647.48	781.14
Growth Rate of Added Value	–	36.0%	17.8%	20.6%

Unit: Billion RMB

Source: National Bureau of Statistics: Announcement of Data on The Total Scale and Added Value of The National Sports Industry from 2014 to 2017.

January 8, 2019, http://www.stats.gov.cn/tjsj/zxfb/201901/t20190108_1643790.html



The growth rate of the total scale and added value of the sports industry is much higher than that of GDP in the same period, highlighting the huge potential of the sports industry to become a pillar industry of the national economy in the future (Ren, 2020; Huang, 2018; Huang, Xu, Lian, & Li, 2018). The sports industry system has been continuously improved. The structure of the sports industry has been further optimised. The main body of the industry has been further expanded. Private sports enterprises rose rapidly. "Suning Sports" has won the title of "China's Unicorns In 2018", and private enterprises such as Anta Sports, Taishan Sports, Lisheng Sports, Infinith Sports, WANGUO Sports, Leck Sports, and Luohe Sports have gradually become the leaders in the segments. The enthusiasm for mass entrepreneurship and innovation in sports continues to grow (Zheng, 2018). Sports service enterprises begin to pay attention to technology and business model innovation, pay attention to online and offline interaction, integrate standardised service resources, and explore a diversified "Internet+" cross-border cooperation model (Xiao, 2019). The sports population keeps growing. In 2017, the national sports population exceeded 400 million, reaching 413 million, and the sports population in China still keeps growing (Huang, 2018). According to the Several Opinions on Accelerating the Development of the Sports Industry and Promoting Sports Consumption issued by the State Council, the number of people who regularly take part in physical exercise should reach 500 million by 2025.



At the same time, as a branch of the sports industry, the DanceSport industry has the same characteristics as other industries, namely that it focuses on market efficiency and economic benefits and has become a new highlight of the development of China's sports industry. Although DanceSport has been introduced to China for less than 40 years, it has developed rapidly due to its unique form and style that combine sports and art. In China, DanceSport has formed a series of industries such as teaching, training, commercial performances, events, grade examinations, apparel, makeup, music, etc. It has a certain scale and has become a fashionable sport widely popularised and becoming more and more popular among the masses, and consumers' demand for it is also becoming more vigorous.

According to the official statistics of the Chinese DanceSport Federation in 2009, the national DanceSport population is about 30 million, which has become one of the world's largest DanceSport populations (CDSF, 2009). Some scholars have calculated that the new DanceSport population in China exceeds 50 million (Wu, Huang, Xu, & Tang, 2018). The DanceSport training industry is spread all over China, and DanceSport training institutions can be found even in some small towns. The industry of DanceSport events has also developed rapidly, and some high-quality DanceSport events have gradually formed, such as: "JINKUN CUP" China DanceSport Open Series, National Youth Dancesport Championship, etc. It is preliminarily calculated that there are more than 400 DanceSport events held in China every year. The number of participants in small competitions is not less than 500; it

even exceeds 5,000 in large competitions (Chen, 2019; He, 2018; Lin, 2017; Jia, 2016; Guo, 2015; Zhu, 2015; Shi, 2015; Cheng, 2010; Zhao, 2005).

It is because of the huge number of DanceSport fans and participants in China that foreign brand events are held in China one after another. The World DanceSport Grand, organised by the World DanceSport Federation, settled in Wuhan, China, in 2014. The British Blackpool Dance Festival, which has a history of nearly 100 years, was held for the first time in a "foreign territory (Shanghai, China)" in 2017. The holding of various DanceSport events and the development of training and education will drive DanceSport advertising media, sponsors, and the development of DanceSport supplies, DanceSport equipment, and apparel, as well as local tourism, entertainment, food, transportation, and other industries that have an important role in promoting and bringing new economic growth.

It can be seen that the DanceSport industry has gradually become a new growth point for China's national economy. As a new and thriving industry, its market prospects are broad. From a micro perspective, the development of the DanceSport industry has met the increasing material and cultural needs of the broad masses of people and provided opportunities for people's fitness and entertainment. From a macro point of view, the development of the DanceSport industry is also conducive to promoting the transformation of industrial structure and the development of the tertiary industry. In the process of its development, it also provides a considerable



number of jobs, drives the development of other industries, correspondingly promotes consumption, stimulates domestic demand, and thus promotes the healthy and orderly development of the national economy.

It can be seen from the above large number of entrepreneurial policies and sports industry policies, as well as the achievements made by the current sports industry, that the sports industry (including the DanceSport industry) has a huge entrepreneurial space and development prospect in China. The Chinese government is also committed to building this green and healthy industry into a pillar industry and a happiness industry (Zhang, 2020). These fully demonstrate that the sports industry has great potential and development space in terms of the economy and employment.



However, while many achievements have been made, the development of China's sports industry is also faced with various problems. The lack of training of sports talents (including the training of DanceSport talents) and the lack of entrepreneurial education and spirit among sports talents are two of the important factors affecting the development of the sports industry (Li, 2007; Tang & Chen, 2011; Li, 2016; Liu, 2017; Ren, 2017). Under the dual driving influence of entrepreneurship environment optimisation and the sports industry policy, sports entrepreneurship has become a new hot spot in the development of China's sports industry (Zhao, 2018).



Entrepreneurship is a planned and conscious behaviour (Bird, 1988), so entrepreneurial willingness is an important indicator to predict entrepreneurial behaviour (Krueger, 2007), which is the key to understanding entrepreneurial behaviour. Students' entrepreneurial practise can be effectively promoted by improving their entrepreneurial willingness (Zhu, Yu, & Xu, 2015). EI plays an important role in the decision to start a new business. According to the theory of planned behaviour (TPB) proposed by Icek Ajzen, intention is the most effective predictive variable to explain individual behaviour (Ajzen, 1991, 2012). If a person wants to know whether an individual will perform a predetermined behaviour, the easiest and probably most effective way is to ask the individual if he or she intends to perform the behaviour (Fishbein & Ajzen, 1975). Entrepreneurial intention may lead to the creation of new ventures and is a necessary prerequisite for potential entrepreneurs to carry out entrepreneurial activities. Krueger (2000) and Thompson (2009) also believe that intention is a necessary condition for entrepreneurs' behaviours, and only individuals with strong EI are likely to start actual entrepreneurial behaviours (Krueger, Reilly, & Carsrud, 2000; Thompson, 2009).

Entrepreneurship is a subject that can be taught (Drucker, 1985; Volery, 2004). Entrepreneurship education and training are important means and approaches to improving individual entrepreneurial skills, as well as important factors affecting entrepreneurial willingness (Zhao, 2017; Chen, 2017; Xie, 2010). A carefully designed entrepreneurship education curriculum programme can enable students to



master entrepreneurship knowledge, possess business awareness and entrepreneurial thinking, improve entrepreneurial skills, and thus influence their attitude towards entrepreneurship and finally affect their EI (Li, 2013).

Some people may indeed be born with EI, but their level of EI will be higher through entrepreneurial learning (Anselm, 1993). Studies have shown that EE can improve and enhance the quality of individual entrepreneurship, which plays an important role in successful entrepreneurship (Chusimir & Leonard, 1988; Clark, Brian, & Charles, 1984; Galloway and Brown, 2002; Curavic, 2011). Even if individuals choose employment instead of self-employment, a set of entrepreneurial knowledge and basic entrepreneurial skills acquired after receiving EE can help them make unique, innovative, and creative contributions to their work (Matlay, Bridge, Hegarty, & Porter, 2010).

Surveys have shown that among the best-performing listed companies and high-tech enterprises in the United States, 80% of the entrepreneurs have received EE (Zhang, Hu, & Liu, 2012). EE helps to form, develop, and strengthen entrepreneurial culture in social life, improve the level of innovation in the social economy, and thus promote the transformation of a country's economic structure (Lundstrom & Stevenson, 2005). Therefore, governments have issued a large number of policies to ensure a good entrepreneurial environment, and the education department has also been called on to take various measures to enhance the EI of college students and



encourage them to actively participate in the wave of entrepreneurship.

EE in Chinese colleges and universities began with the "Tsinghua University Entrepreneurship Plan Competition" in 1997 (Zhang, 2014). In 1998, EE was put forward in an official document (the Action Plan for The Revitalization of Education) in the 21st Century, which clearly stated that "entrepreneurship education for teachers and students should be strengthened and measures should be taken to encourage them to set up high-tech enterprises independently" (Huang, 2014). In 2002, the Higher Education Department of the Ministry of Education held a symposium on the pilot work of EE and designated Tsinghua University and 9 other universities as pilot schools of EE. It was declared that the goal of higher education in the 21st century was to cultivate high-quality talents with innovative spirit and entrepreneurial ability.

In 2010, the Ministry of Education issued the Opinions on Vigorously Promoting Innovation and Entrepreneurship Education in Colleges and Universities and College Students' Independent Entrepreneurship Work, which proposed to form a joint force to promote EE in colleges and universities and students independent entrepreneurship work. In 2012, the Ministry of Education issued the Notice on The Basic Requirements of Entrepreneurship Education Teaching in Ordinary Undergraduate Schools and published the syllabus of "Entrepreneurship Foundation", which has become the core course of EE for all college students. In 2015, the General Office of the State Council issued the Implementation Opinions on Deepening the



Reform of Innovation and Entrepreneurship Education in Institutions of Higher Learning. The third article of the main tasks and measures points out that the curriculum system for innovation and entrepreneurship education should be improved to promote the organic integration of professional education and innovation and entrepreneurship education. In the same year, the Ministry of Education issued the "Notice on Doing a Good Job in Employment and Entrepreneurship for the 2016 National College Graduates", emphasising that all colleges and universities must set up innovation and entrepreneurship education courses in 2016, provide all students with compulsory and optional courses for innovation and entrepreneurship education, and incorporate them into credit management.



In 2018, the latest "National Standards for Undergraduate Professional Teaching Quality in Ordinary Colleges and Universities" also proposes to integrate Innovation and Entrepreneurship Education into the professional education system and puts forward requirements for the cultivation of sports students in terms of innovation and entrepreneurship capabilities. The purpose of this series of documents and notices is to enhance the entrepreneurial spirit and entrepreneurial intention of college students through the emphasis and continuous deepening of EE, increase their entrepreneurship and employment, and promote economic and social development.



1.3 Problem Statement

The importance and value of entrepreneurship mentioned in the background and the role of the sports industry in economic development have spurred the Chinese government to make a great number of policies to develop entrepreneurial competencies and mindsets in universities and among graduates in order to produce more adaptable graduates who can find jobs in relevant fields or start their own business. That is the main reason why so many documents about the educational revolution are posted and EE projects are set up in colleges and universities. Furthermore, in order to encourage entrepreneurial activities, most higher education institutes provide EE, such as courses, licencing, consulting, and college spin-offs (Wang, 2007; Du, 2017; Yu, 2019).

However, the rate of graduate entrepreneurship has not significantly improved, although a considerable budget was allocated and supporting policies were issued to increase the self-employment of graduates. According to data from The Mycos Research Centre in 2020, only 1.6 percent of 2019 graduates started businesses (Mycos Research Institute, 2020). College students have a weak sense of entrepreneurship (Yang, 2020; Hu, Feng, & Sun, 2020; Chen, 2019; Yan & Liao, 2019; Zhu, Gu, & Wu, 2018; Gong, Guo, & Yan, 2016) and low entrepreneurial intention (Sun & Ouyang, 2020; Zhao & Chen, 2018; Liu, 2017; Bian, 2017; Yang, 2017; Yan, 2017). Sport graduates are no exception, and a similar problem can be found in sports



programmes in higher education institutes (Yang, 2019; Wu, 2017; Zhou, 2015; Li & Wu, 2013). The same bleakness of the situation comes to DanceSport graduates. Studies have shown that the proportion of DanceSport graduates running their businesses accounts for 3.24% of the respondents, and 2/3 of entrepreneurial projects are not related to their major (Zhou, 2019; Dong, 2016; Zhou, 2015; Wu, 2015). On the other hand, as Education Minister Chen Baosheng pointed out, with the enrollment of several million students every year, China's higher education has entered the phase of popularisation (Yuan, 2016). This implies that the graduate employment problem will persist (Xu, 2019; Li, 2017) and would only grow if left in the current situation.



The underlying cause is the unsatisfactory effects of EE carried out by many higher education institutes over a long period of time. Qi (2017) pointed out that among the 12 entrepreneurial ecological indicators such as government policies and EE, school-stage entrepreneurship education and training scored the lowest, and the insufficient entrepreneurial learning of college students was one of the main factors hindering entrepreneurship. The main problems in the training of sports entrepreneurial talents in Chinese colleges and universities include the weak theory of entrepreneurship education (Meng & Wang, 2019), the lack of pertinence of entrepreneurship curriculum, the disconnection between entrepreneurship education and professional education (Xu, 2019; Ren, 2017; Li, 2007; Wang, 2007), students weak entrepreneurship awareness (Yu, 2019; Li, 2016), and a lack of entrepreneurial





intention (Zhai, 2019; Deng, 2018; Wu, 2017; Qi, 2017).

The cultivation of sports talents in Chinese universities and colleges pays more attention to sports practise and sports skills and does not pay enough attention to theoretical teaching. Especially theoretical teaching with the characteristics of interdisciplinary teaching is more likely to be marginalised, so most of the teaching of sports entrepreneurship has no clear positioning and is more difficult to form the characteristics of sports entrepreneurship teaching. Therefore, for sports entrepreneurship education, most colleges and universities still use the traditional teaching model, centred on the subject system and focusing on the systematic and holistic teaching of sports knowledge. Faced with an increasingly severe employment situation, the goal of education is still to cultivate employees who fit and adapt to social positions, not to create social positions. EE is still in its infancy (Dong, 2009). Traditional education focuses on the education of knowledge and skills needed for social work and lacks the guidance of innovation and entrepreneurship education. The idea of EE is weak, and the teaching curriculum does not reflect the idea of EE, which leads to the lack of entrepreneurial consciousness and ability of the students trained.

In terms of entrepreneurship courses, although the 2015 "Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities" and the 2018 "National Standards for Undergraduate Professional Teaching Quality in General Colleges and Universities" and other



documents clearly stated that EE should be integrated into the professional education system, perfecting EE courses, colleges and universities generally adopt basic entrepreneurship courses or take the sports skill course which obtains the vocational skill certificate as the course of entrepreneurship education (such as professional fitness coach qualification certificates) in actual operation. Even some colleges regard EE as part of the employment guidance course taught (Ma, 2015; Ji, Cui, & Wen, 2014; Zhang, 2013). This is a simple and extensive EE. It does not integrate the real EE thought into the classroom and does not integrate EE with the development of society and human attributes as the main goal into professional education and special sports education, making EE a kind of education emphasising form but neglecting content, which does not play a guiding role in students' entrepreneurship and thought development.

Existing entrepreneurial education courses only teach students basic entrepreneurial theoretical knowledge, while in special sport courses, teachers teach sports skills only. The courses are independent of each other. The entire education system lacks the intersection and integration between professional knowledge and entrepreneurial knowledge (Chen & Guo, 2018). As a result, EE is out of touch with professional education, and entrepreneurship courses are not sufficiently targeted. According to surveys, the main influencing factor in the employment and entrepreneurship processes of DanceSport graduates is not the lack of professional skills but the weakness of special sport entrepreneurial knowledge (Zhou, 2019; Dong,



2016; Wu, 2015). Because knowledge related to DanceSport innovation and entrepreneurship is rarely involved in their school learning process, they are lacking in management, risk identification, marketing, teamwork and communication, and negotiation, especially in DanceSport market development, and institutional operational experience is very scarce (Zhou, 2019; Dong, 2016abc; Zhou, 2015; Wu, 2015; Gong, 2013; Song, 2019).

The incomplete knowledge structure has led to the loss of many opportunities for entrepreneurship and employment for graduates who specialise in DanceSport. It can be seen that the existing EE in the training of sports talents in colleges and universities does not design the corresponding EE objectives and courses according to the attributes of the sports industry and occupation, nor does it take into account the development of the regional sports industry, social background, area features, and other factors to carry out EE. Because of the shortcoming of the education system, although there is enormous opportunity in the sports industry and DanceSport business and graduate-level skills and knowledge that are capable of making their daily lives better, DanceSport and other sports programmes have generated fewer entrepreneurs than they were intended.

From the other point of view, although the training goal of existing college sports talents is to train PE teachers or coaches rather than to train students to be entrepreneurs or job creators, the traditional employment positions have been far from



meeting the employment needs with the change of reality (Li, 2018; Peng, 2014; Liu & Liu, 2014; Tao & Zhang, 2011), and entrepreneurship will become the theme of all walks of life (Zhu & Lei, 2020; Wang, 2019; Liu & Huang, 2017). Premier Li Keqiang (2015) also proposed to promote "mass entrepreneurship and innovation" (Zhu & Lei, 2020). This not only refers to graduates but also includes teachers, employees of enterprises and institutions, and everyone else. Under the guidance of the practical environment and policies, the training of sports talents in colleges and universities should conform to the guidance of national policies and the actual students' needs, strengthen EE, and deepen entrepreneurship courses. Therefore, it is an inevitable demand to research and develop entrepreneurship courses that meet the practical need and integrate with professional education. Scholars also point out that the integration of EE and professional education and the development of curriculum programmes will be important trends in EE research in the future (Meng & Wang, 2019; Zang & Mei, 2019; Yuan & Liao, 2019; Xu, 2019; Li, 2017; Wang, 2015). In this study, we advocate that EE should be closely integrated with professional education, and in the case of physical education, EE should be closely integrated with special sports education.

Faced with the continuous improvement and development of China's market economy and the strategic adjustment of sports causes and industries, the sports industry urgently needs a large number of high-quality sports talents to devote to practical work. Sports education in colleges and universities is duty-bound to become



the main position for training high-quality innovative and entrepreneurial sports talents, and the responsibility of sports faculties in training competent and entrepreneurial students is significantly more substantial in comparison to well-established sports industries. However, there is no curriculum programme for the integration of professional sports education and EE in China's colleges and universities at present, and empirical research on the effectiveness of the curriculum programme is even blank. Therefore, this study will take the DanceSport project as an example, starting with the theoretical knowledge, entrepreneurial cases, industry status, and entrepreneurial skills required for DanceSport entrepreneurship, develop a theoretical curriculum programme combining EE and special sports education, conduct empirical research on the effectiveness of the programme, and explore the road to integration of special sports education and EE.

1.4 Purpose of the Study

As mentioned in the problem statement, the entrepreneurial rate is not ideal, and the EI is insufficient at present. Effective curriculum can improve this situation, and the integration of entrepreneurial education and professional education is the trend of curriculum development in the future. Therefore, this study hopes to develop a set of effective entrepreneurial curriculum programmes for DanceSport students through





literature review, logical analysis, and expert review to enable DanceSport students to understand the business status of the industry through the implementation of the DanceSport entrepreneurship curriculum, increase students' knowledge of entrepreneurship in the DanceSport industry in a targeted manner, master entrepreneurial methods and skills, enhance students' sense of self-efficacy, and promote DanceSport students' EIs. This may enhance the perception of subjective norms (SNs), the attitude towards entrepreneurial behaviour, and the perceived behavioural control (PBC) of DanceSport students, empower DanceSport students with employment and entrepreneurship, and provide a reference for the development of the entrepreneurial curriculum of other specific sports.



1.5 Objective of the Study

- i) To develop an effective program of entrepreneurship curriculum for DanceSport students.
- ii) To investigate the effect of the entrepreneurship curriculum program on DanceSport students' entrepreneurship intention (EI).
- iii) To identify the effect of the entrepreneurship curriculum program on DanceSport students' attitude towards entrepreneurial behaviour .
- iv) To determine the effect of the entrepreneurship curriculum program on DanceSport students' perception of subjective norms (SNs).
- v) To clarify the effect of the entrepreneurship curriculum program on the DanceSport



students' perceived behaviour al control (PBC).

1.6 Research Question

i) What kind of entrepreneurship curriculum program is effective to improve the entrepreneurship intention of DanceSport students.

ii) What is the effect of the entrepreneurship curriculum program on DanceSport students' entrepreneurship intention (EI)?

iii) What is the effect of the entrepreneurship curriculum program on DanceSport students' attitude towards entrepreneurial behaviour ?

iv) What is the effect of the entrepreneurship curriculum program on DanceSport students' perception of subjective norms (SNs)?

v) What is the effect of the entrepreneurship curriculum program on the DanceSport students' perceived behaviour al control (PBC)?

1.7 Theoretical Framework of Research

Theory is the cornerstone of academic research and plays an important role in guiding and supporting research work. This study is based on and guided by Design and

Development Research (DDR), the Theory of Learning (TOL), and the Theory of Planned Behaviour (TPB). The DDR is used to design and develop the targeted DSECP as a methodological guideline. The TOL is used as the theoretical foundation for implementing the designed DSECP. The TPB is the theoretical foundation of verification of the designed DSECP. The specific details of each theory used can be found in sections 2.5.1.3, 3.2.1, and 3.2.4. The specific theoretical framework is shown in Figure 1.1 below.

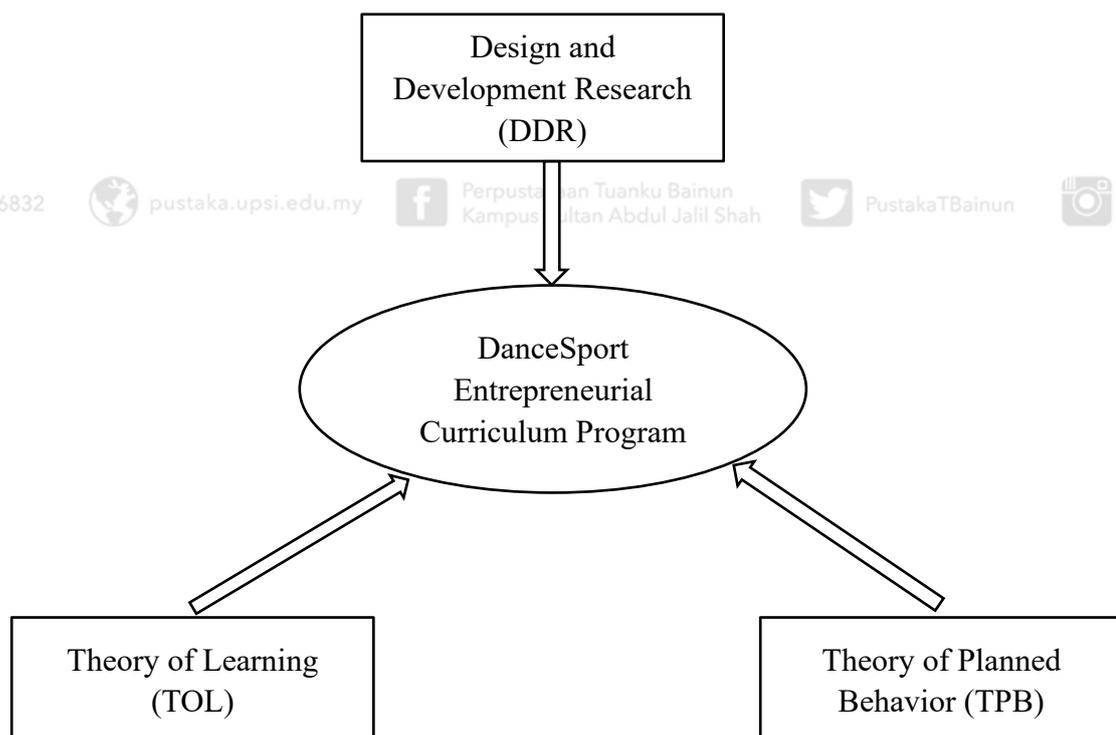


Figure 1.1. Theoretical Framework of Research

1.8 Conceptual Framework of Research

Based on the support from the theoretical framework, the conceptual framework for this research was established and shown in Figure 1.2. The core idea of this study is to design and develop the targeted DSECP to enhance students' EI. This can be verified by influencing students' ATB, SNs, PBC, and EI through targeted instruction in the entrepreneurship curriculum, thereby enhancing students' entrepreneurial intentions and promoting their entrepreneurial behaviour. Therefore, the entire research process of this study includes three main steps. The first step is to design and develop the DSECP by means of a literature review, the Delphi method, and an interview. The second step is implementation through quasi-experiment and TOL with CG and EG. Lastly, testing and evaluation by comparison based on TPB, Questionnaire, and statistical analysis.

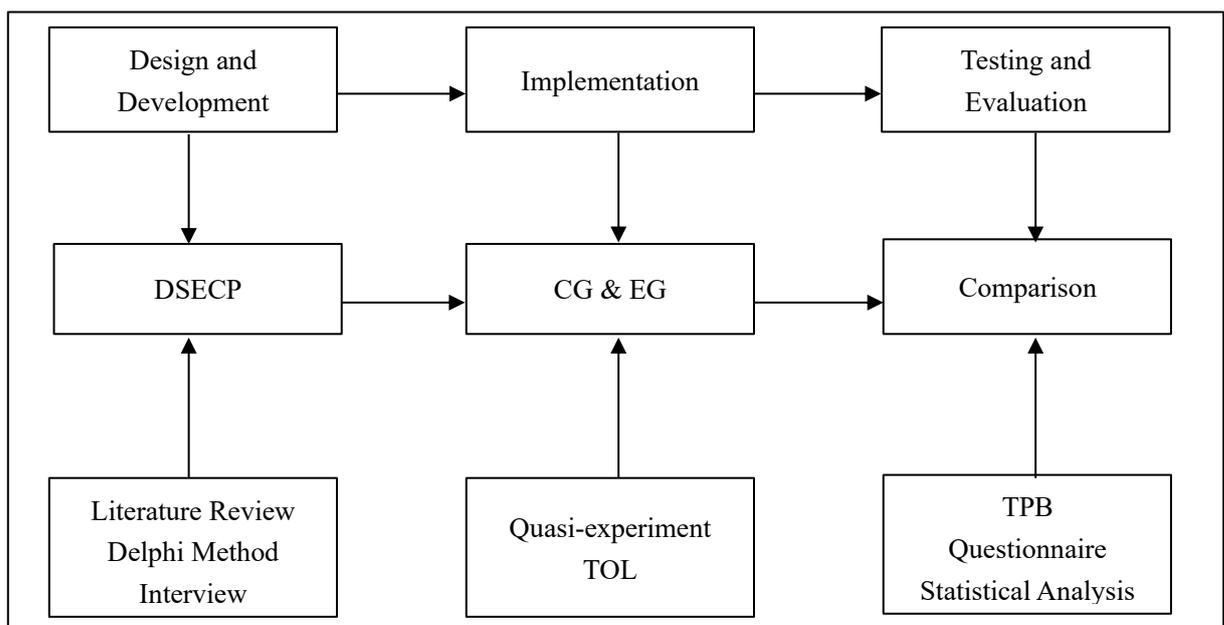


Figure 1.2. Conceptual Framework of Research

Note, DSECP: DanceSport Entrepreneurship Curriculum Program; CG: Control Group; EG: Experimental Group; TOL: Theory of Learning; TPB: Theory of Planned behaviour .

1.9 Importance of Research

The importance of this study lies in aspects of both theory and practise. As mentioned earlier, entrepreneurship is very important and valuable for the development of society and the economy, as well as employment. And EE has not been very successful in producing graduate entrepreneurs. This has led to lots of academic research about entrepreneurship.

Many factors are contributing to the insufficiency of EE, such as educational philosophy, curriculum system, teaching methods, teaching staff, practise platform, guarantee mechanism, evaluation method, etc.; in addition to contextual factors, behavioural traits, regional factors, and financial resources, as well as characteristics of entrepreneurship courses and education systems, these factors impact the entrepreneurship behaviour of graduates. Researchers of entrepreneurship have done comprehensive studies on most of these factors, such as EE (e.g., Fayolle, 2018; Yang, 2017; Fizel, 2015; Huang, Wang & Liu 2015; Gu, 2013; Vesper & Gartner, 1997), including entrepreneurship educational philosophy (e.g., Lackéus, 2016; Kong, 2017; Ouyang, Wang & Li, 2017; Zhou & Zhou, 2015), curriculum system (e.g., Jiang et al., 2018; Vilcov & Dimitrescu, 2015; Ma & Bai, 2016), teaching methods (e.g., Zhang & LI, 2019; Wang, 2007), practise platform (e.g., Wang, Wang & Meng, 2017; Guo et al, 2016; Li, Ma & Yuan, 2014; Zhang, Zhou & Luo, 2013), guarantee mechanism (e.g., Xie, 2017; Wang, 2017; Zhang, Zhu & Li, 2017), evaluation method (e.g., Ge, 2015;



Wang, Liu, Liu & Li, 2016; Hu & Wang, 2016; Xu, 2019; Wu & Liu, 2020), contextual factors, including university's role (e.g., Morales-Alonso, Pablo-Lerchundi, & Núñez-Del-Río, 2016; Naval, Pascual, Ramos, & Pomedá, 2015; Huang & Wang, 2017), family background (Kirch & Tuisk, 2015; Popescu, Maxim & Diaconu, 2014; Wang, 2020), entrepreneurial traits (e.g., Lüthje & Franke, 2003; Kolb & Wagner, 2015; Robin, 2016; Zhang, Yang & Zhang, 2015), and regional factors, including cultural factors (e.g., Villasana, Alcaraz, & Alvarez, 2016; Li, Liu & Chao, 2017; Yan et al, 2019), and social issues (e.g., Li & Huang, 2014; Buttar, 2015; Huang, Zhang & Gu, 2016), as well as infrastructure (e.g., Mars, Slaughter, & Rhoades, 2008; Xue, 2017; Ma & Qian, 2019).



However, taking EI as the best and most important predictor of entrepreneurship behaviour (Krueger, 2007; Zhu et al., 2015; Thompson, 2009; Ajzen, 1991–2012; Liu, 2018), few scholars pay attention to research on entrepreneurship education programmes (EEPs). More specifically, given the existing reference in China, not only in special sports education but universally in all the other majors, the studies that emphasise the characteristics of effective entrepreneurship education programmes (EEPs) are insufficient. Furthermore, there is no study on developing an effective DanceSport entrepreneurship curriculum programme at all. Such features as teaching design, instructional objectives and methods, and special sport-oriented contents and technical abilities should be taken into account when designing and developing a curriculum for specific discipline students. Previous research has



concentrated on the entrepreneurial intentions, attitudes, and behaviours of students, but not on the curriculum or specific discipline of students. Therefore, an obvious gap can be identified that a special sport-oriented and interdisciplinary study of the Entrepreneurship Education Programme (EEP) should fill.

To be specific, this DanceSport entrepreneurship curriculum programme (DSECP), with a pre-test/post-test approach, is the first research that explores the relationship between entrepreneurship education (EE) and entrepreneurship intention (EI) among DanceSport students through an intervention that is designed and developed particularly for them. Also, this study is interdisciplinary research that considers the three fields of entrepreneurship, education, and special sports to design the intervention. Such research creates the special sport-oriented entrepreneurship education programme (EEP) and extends the theory of the entrepreneurship curriculum, as well as making up for the lack of pertinence in the previous course teaching. These make this research very important from a theoretical perspective.

From a practical point of view, DanceSport students expect to be able to efficiently acquire knowledge and apply it to social practise so that they can adapt to the development of society quickly and find their position (Huang et al., 2015; Paechter, Maier, & Macher, 2010). "The purpose of education is to acquire knowledge, and the most important thing is to acquire knowledge," Mahathir Bin Mohamad said in an interview (Jia, 2018). The DanceSport Entrepreneurship Curriculum Programme

(DSECP) can enable DanceSport students to understand the most direct and targeted entrepreneurial guidance with their special projects so that the DanceSport students' comprehensive quality and special practical ability can be truly combined.

Traditional courses are separate courses, the teaching knowledge is relatively scattered, and the combination of theory and practise lacks compactness and pertinence. In the application of practise, students need to reintegrate knowledge and use it flexibly. Whereas the special sports entrepreneurship curriculum programme of this study requires teachers to integrate and organise relevant entrepreneurial knowledge and cases according to the characteristics of special projects and to teach entrepreneurial knowledge and skills directly related to students' special projects. So that students can refer to the experience of the cases that are closest to the entrepreneurship directions they wanted and the development status of the industry of their special projects to consider and develop their entrepreneurship. It can give students the most targeted inspiration.

For colleges and universities, constantly reforming the teaching programme, deepening the teaching system, improving teaching efficiency, and cultivating talents to meet the needs of the times are the fundamental tasks (Yi, 2018). This kind of special sport-oriented and interdisciplinary entrepreneurship curriculum programme can improve the effectiveness of EE, promote the deep integration of entrepreneurship education and professional education, and propel the teaching reform of colleges and

universities so that professional education not only has depth but also enhances the breadth of courses and expands the perspective of professional learning.

For government and society, due to the continuous adjustment and upgrading of the economic and industrial structure, the supply of traditional jobs is decreasing, and society increasingly needs talents with innovative ability and entrepreneurial spirit (Li, 2013; Li, Liu, & Zhou, 2011). Effective entrepreneurship courses can empower students in entrepreneurship and employment, encourage more students to actively join the ranks of entrepreneurship, efficiently promote entrepreneurship and employment, and add impetus to the development of society and the economy. Based on these benefits in practise, such research on the special sports entrepreneurship education programme (DSECP) becomes significant.

Moreover, the document "National Standards for Undergraduate Professional Teaching Quality in General Higher Education Institutions" issued in 2018 by the Ministry of Education of the People's Republic of China once again clearly emphasised the integration of entrepreneurship education into the professional education system, deepening curriculum teaching reform, and perfecting the entrepreneurship education course system. In addition, both scholars in the field of sports and those in other fields have pointed out that the integration of entrepreneurship education and professional education and the development of curriculum programmes will be important trends in EE research in the future (Meng



& Wang, 2019; Zang & Mei, 2019; Yuan & Liao, 2019; Xu, 2019; Li, Li, & Feng, 2017; Wang, 2015; Li, 2007, 2010). This further illustrates the necessity and importance of this study.

1.10 Limitations of Study

Every study has its own limitations, and this study is no exception. Firstly, this research is to develop an entrepreneurship curriculum programme for DanceSport students in China according to the local development of the industry, so most of the references are derived from Chinese literature, despite some English literature being read and quoted as references. Secondly, for the teaching experiment, the developed DSECP will be implemented in a real-world situation, but in a laboratory under completely controlled conditions, so the intervention will be employed as a quasi-experiment. Thirdly, the sample will be selected by a convenient sampling method, not in a random way, and the sample size is relatively small (N = 60, 30 for the experiment group, 30 for the control group). Furthermore, the impact of the developed DSECP on students' EIs has not been followed up over time, and the durability of the effect is unknown. Moreover, there is no in-depth analysis of whether the change in EIs generated by the post-test is due to teacher factors (personal charisma, teaching methods) or a direct result of the DSECP. Additionally, there is no



survey to determine whether students engage in entrepreneurial activities within 1-3 years because of a change in their EIs.

1.11 Operational Definition

1.11.1 Entrepreneurship

Entrepreneurship is the process of individuals who are not constrained by the current resource conditions pursue opportunities and combine different resources to use and develop opportunities and create value (Howard, Stevenson, Roberts, & Grousbeck, 1994). In this study, the main focus is on DanceSport student acquiring more targeted information, knowledge, and skills through DSECP to foster a more flexible and innovative mindset, thus paving their way towards entrepreneurship in the field of DanceSport.

1.11.2 Entrepreneurship Education (EE)

Entrepreneurship education is an education that trains individuals to have a series of basic skills and relevant knowledge, which enables them to make unique, innovative,

and creative contributions in their work, whether they choose employment or start their businesses (Matlay, Bridge, Hegarty, & Porter, 2010). Refer to this study, almost all the important relative knowledge of DanceSport entrepreneurship was involved.

1.11.3 Entrepreneurial Intention (EI)

Entrepreneurial intention is a conscious psychological state in which an individual directs his attention, energy, and behaviour to a specific goal. It is also a goal-setting process of creating a new enterprise or creating new value for existing enterprises (Bird, 1988).

1.11.4 Sport Industry

The sports industry is a market that offers sport, leisure, fitness, or recreation in the forms of goods, activities, services, people, places, and ideas as its product to its customers (Pitts & Stotlar, 2013).



1.11.5 Special Sport Project Entrepreneurship

Special Sport Project Entrepreneurship can be simply defined as any form of self-employment and/or entrepreneurial activities carried out in the special sports industry. It generally refers to the entrepreneurship of college students majoring in sports who have expertise in one kind of sports.

1.11.6 DanceSport

DanceSport is also called “International Standard Ballroom Dance”, one of the sports events. It is a walking-style pair dance competition with a man and a woman as partners. There are two event groups and ten dances. Among them, the Modern dance group includes Waltz, Viennese waltz, Tango, Foxtrot, and Quickstep, and the Latin dance group includes Rumba, Cha-Cha-Cha, Samba, Jive, and Pasodoble. Each dance has its dance music, dance steps, and style. According to the music and movement requirements of each dance type, they are grouped into their own set of movements.

(Official Website of Chinese Olympic Committee, 2003)





1.11.7 Design and Development Research (DDR)

The Design and Development Research (DDR) is one of the well-known methods for testing theories and verifying the practicality of theories in current education research. It is often used to design and develop an intervention (such as teaching strategies, programs, and products, materials, and systems) to solve a complex educational problem and advance our knowledge on the characteristics and process design and development of these interventions (Plomp, 2007, p.12). Richey and Klein (2007) defined it as: “a systematic study of design, development and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools and new or enhanced models that govern their development” (Richey & Klein, 2007, p.15).



1.11.8 Theory of Planned behaviour (TPB)

The theory of planned behaviour was proposed by Ajzen, which believes that an individual's actual behaviour can be predicted from his plan and behaviour intention. It is the “planning bridge” between cognition and action and relies on three conceptual factors, namely Attitude toward behaviour (ATB), Subject Norms (SNs), and Perceived behaviour al Control (PBC) (Ajzen, 1985).





1.11.9 Theory of Learning (TOL)

This research adopts Gagné's learning theory. He believes that the learning process is an internal activity that occurs in the learner's mind under the influence of the outside world; the entire learning process of the student is always strongly stimulated by external conditions. The purpose of the teacher's research and understanding of the learning process is to provide support for the learning process so that the various matters that constitute teaching can always be properly and accurately connected with the activities carried out by the learner during the learning process, to positively influence the learning process and obtain satisfactory teaching results (Gagné, Wager, Golas, Keller, & Russell, 2005). There are three major elements included in Gagné's (1985) learning theory, which was briefly described as: classification of learning outcomes; necessary conditions for achieving learning outcomes; and nine events of instruction (McKenney & Reeves, 2012).

1.11.10 Sports Student

Sports student refers to those who are admitted to universities to study physical education or sports coaching as their major. They will be cultivated to become elite talents with outstanding athletic abilities and excellent skills in demonstrating and explaining movements.



1.11.11 Development

In this research, “Development” refers to the process of creating, designing, and enhancing a novel educational course. This intricate procedure involves conceptualizing teaching content, learning objectives, instructional methods, material selection, and assessment approaches from scratch to ensure the effectiveness and quality of the curriculum. Developing a new curriculum often necessitates extensive research in the relevant subject area and customization based on the teaching objectives and characteristics of the learning environment. The ultimate goal is to provide a well-organized, systematic, and actionable teaching plan that supports students’ learning and improvement.

1.11.12 Curriculum Program

Curriculum program refers to a structured and comprehensive plan for educational instruction that outlines the teaching content, learning objectives, activities, and assessments for a specific course or subject area. In essence, it serves as an intricate outline or blueprint that guides the teaching and learning process.



1.11.13 Learning Outcome

The term “learning outcome” can be understood as the specific knowledge, skills, abilities, and attitudes that students are expected to acquire or demonstrate as a result of their educational experiences. It represents the intended and measurable achievements or changes in students’ knowledge, skills, abilities and attitudes upon completion of a course, program, or educational activity.

1.12 Summary



In this chapter, the roles and importance of entrepreneurship for job creation, growth of the economy, and development of society, China’s emphasis on entrepreneurship and the sports industry, important official documents, China’s current achievements and status in the sports industry and DanceSport industry, as well as the huge opportunities for sports graduates in the sports industry, including the enormous opportunities for DanceSport graduates in DanceSport industry, were provided. Although numerous policies and initiatives were taken, colleges and universities still have insufficient EE and have not been successful in generating graduate entrepreneurs. In sports, including DanceSport, the proportion of graduates starting their businesses is very low, graduates have weak entrepreneurial awareness and low EI, and many of them work in non-relevant industries. The necessity for the study to





develop an effective special sport-oriented entrepreneurship curriculum programme was discussed. The research objectives and research questions were stated, among them determining the characteristics of the DSECP and a survey of the effect of EE on EI, which are the dominant qualitative and quantitative purposes of this research.

