

POLICY INNOVATION OF BUSINESS AND ENTREPRENEURIAL SKILLS ON SPORTS MANAGEMENT IN TERTIARY INSTITUTIONS IN OGUN STATE

Olusanya O.O. (Ph.D),¹ Oyeleye I.J. (Ph.D)¹ and Tafa O.M²

¹Business Education Department, Federal College of Education, Abeokuta, Ogun State, Nigeria.

²Physical Education Department, Federal College of Education, Abeokuta, Ogun State, Nigeria.

Email: laraolus@gmail.com

Abstract

The study investigates policy innovation of business and entrepreneurial skills on the effectiveness of sports management curricula in tertiary institutions in Ogun State, Nigeria. Given the increasing commercialization and complexity of the sports industry, entrepreneurial skills such as financial management, marketing, decision-making, and innovation have become essential for sports managers. This study utilizes a descriptive survey research design, with data collected from 48 sports management professionals in tertiary institutions. Findings revealed that there is a strong positive relationship between entrepreneurial skills and business education principles in sports management, highlighting their significance in enhancing career success and business opportunities within the sports industry. The regression analysis indicates that policy innovation in entrepreneurial education significantly influences the effectiveness of sports management curricula, with an R-square value of 0.883, confirming that 88.3% of the variation in curriculum effectiveness is explained by policy-driven entrepreneurial initiatives. The study concluded that integrating entrepreneurial skills into sports management curricula is crucial for preparing graduates to succeed in the competitive sports industry. It recommended the inclusion of entrepreneurship training in academic programs, policy support for business-oriented sports education, capacity building for educators, financial support for sports entrepreneurs, and the incorporation of digital and technological innovations in sports management education will enhance the employability of graduates and contribute to the overall development of the sports sector.

Keywords: Policy, Innovation, Business, Entrepreneurial Skills, Sports Management, Tertiary Institutions.

Introduction

The sports industry is experiencing rapid global growth, consistently increasing its economic effect and emerging as a significant key player to the worldwide economy. As a result, the management of sports organisations has become increasingly complex, requiring a unique expertise. According to Abati, Olusanya and Oyeleye (2022), the evolving labour market demands more complex skills, putting graduates without modern knowledge at a disadvantage. Therefore, Entrepreneurial skills

have become essential for sports managers to navigate the dynamic and competitive sports landscape (Ratten, 2017).

Sports management has evolved beyond the traditional administrative approach to a more business-oriented discipline that requires entrepreneurship to drive sustainability and success (Edeh, 2018). Entrepreneurial skills such as financial management, marketing, leadership, and innovation are crucial in sports management, enabling professionals to create business opportunities within the sports sector. Federal institutions in Nigeria, being key players in human capital development, are expected to implement policies that foster entrepreneurial education in sports management programs (Ajibola, 2019).

Policy innovation in sport management education encompasses several key areas. Curriculum development should integrate entrepreneurship modules, ensuring students gain practical experience through internships, projects, and simulations. Additionally, incorporating digital literacy and technology-related skills is crucial for preparing graduates for the evolving sports industry (Ratten, 2018). Faculty development plays a significant role in this transformation by providing educators with training in entrepreneurship education and fostering collaboration between sport management and business departments.

According to Taylor & Francis (2019), partnerships between universities and sport organizations, businesses, and entrepreneurs are essential for giving students real-world exposure. Establishing incubators and accelerators within universities can further support student-led ventures and innovation. Additionally, technology integration must be a priority, as the sports industry increasingly relies on data analytics, digital marketing, and E-sports management. Embedding these tech-driven aspects into the curriculum ensures that students are equipped for the modern sports business landscape.

Furthermore, entrepreneurial skills, in particular, have become essential for sports managers to succeed in sports industry (Trendafilova, 2017). Entrepreneurial skills, such as innovation, risk-taking and strategic thinking, enable sports managers and business managers to identify and capitalize on new opportunities, navigate uncertainty and drive growth and innovation.

Despite these advancements, challenges persist. Traditional academic structures often resist changes to established curricula, making innovation difficult to implement. Resource constraints also hinder faculty training and program development, limiting the effectiveness of new policies. Furthermore, developing effective methods to assess entrepreneurial skills remains a challenge, necessitating the creation of appropriate evaluation frameworks. To promote social entrepreneurship within sports, policymakers should introduce supportive policies, recognizing the role of sports as a tool for social change. It is on this basis the researchers investigate entrepreneurial skills in sports management, applying business education principles in the sports industry.

Purpose of the study

The main purpose of the study was to examine the influence of policy innovation of business and entrepreneurship skill on sport management in higher institutions in Ogun State. Specifically, the study sought to:

Examine the relationship between entrepreneurial skills and business education principles in sports management in tertiary institutions in Nigeria.

Examine the perception of sport managers on the importance of Entrepreneurial skills in achieving success in the sport industry

Research Questions

1. What is the relationship between entrepreneurial skills and business education principles in sports management?
2. What is the perception of sports managers on the importance of entrepreneurial skills in achieving success in the sports industry?

Research Hypotheses

H₀₁: There is no significant relationship between policy innovations in entrepreneurial skills and the effectiveness of sports management curricula in tertiary institutions in Ogun State.

Literature Review

Entrepreneurship Skills

Entrepreneurial skills acquisition is invaluable for the economic sustainability of both students and graduates. According to Mgbonyebi and Olaniyi (2019), educating people on the need for making their own business decisions, acquiring some basic vocational skills and using them with the knowledge gained in school is the bedrock of economic empowerment and development which is urgently needed. Education therefore equips the youths to become productive members of society, enabling them to earn a living and contribute to social development (Abati, Olusanya and Oyeleye, 2022).

Okereke and Okoroafor (2011) assert that entrepreneurial skills have been acknowledged worldwide as the pertinent and rewarding tools for job creation, self-employment and economic survival of any nation. Effective and efficient skills development systems which connect education to entrepreneurship skills acquisition can help a nation sustain productive growth and development and when improved upon, can lead to creation of good jobs which in turn enhances the people's standard of living.

Ademiluyi (2007) defines entrepreneurship skills as business skills acquired by an individual to be able to function effectively as an entrepreneur in the unstable business environment or in self-employment. In the same vein, Jones, George and Hill (2000) summarize entrepreneurship skills as follows:

Technical Skills: This refers to acquisition of job specific knowledge and techniques that are needed to function effectively in an organization role. For instance, a sports manager of a professional football club may need accountants and finance officers to manage revenue from ticket sales, sponsorship deals, and player transfers, as well as handle payroll and operational expenses. He may also need coaches, fitness trainers, and support staff to ensure players receive proper training, maintain peak physical condition, and keep the sports facility well-maintained and appealing to fans and stakeholders.

Human Skills: these skills enable individuals to effectively interact with and influence others, fostering open communication, motivation and collaborative behavior to drive personal and team performance.

Conceptual Skills: these skills involve the ability to think critically and analytically, identifying cause and effect relationships and making informed decisions. They are essential for strategic planning, problem-solving and effective organisational leadership. It takes education training and retraining to inculcate conceptual skills in workers. Emphasizing the necessity of entrepreneurship skills, Buwari (2018) states that it is imperative that students, youths and graduates be equipped with these skills to elevate them from the present condition of indigence and joblessness. Entrepreneurship skill therefore is a pre-requisite to an entrepreneurial society and culture. It is required for the overall socio-economic development of any nation especially developing ones. (Olatunde, Olusanya, Oyeleye & Akinsanya, 2022).

Business Education is a type of vocational education aimed at equipping learners with the skills to become productive in teaching, paid employment or self-employment. Anyaeneh and Nzegwu (2015) describe business education as education that equips its recipients with skills for a teaching career, entrepreneurship, office management and vocational practices. It is a programme that provides its recipients with basic business knowledge, functional skills, and attributes for vocations that enable them become an employee, employer and entrepreneur.

The Concept of Policy Innovation in Sports Management

Policy innovation refers to the development and implementation of new strategies, frameworks, and reforms to enhance the effectiveness of sports management education (Ogunleye and Ajayi, 2019). In federal institutions, policy reforms aim to bridge the gap between theoretical sports education and practical entrepreneurial skills. According to Nwankwo (2021), policy-driven changes in curricula can promote self-employment opportunities for sports management graduates.

Policy innovation in sports management refers to the introduction of new or improved policies, strategies, and governance structures aimed at enhancing the effectiveness and efficiency of sports organizations and institutions.

Houlihan and Green (2011) asserted that policy innovation in sports can emerge as a response to changing societal needs, technological advancements, or global best practices. Such innovations may involve regulatory frameworks, funding mechanisms, talent development models, or grassroots participation initiatives. The adoption of innovative policies is crucial in addressing

contemporary challenges in sports, including issues of inclusion, sustainability, and commercialization (Oluwole, 2017).

One of the key drivers of policy innovation in sports management is the increasing commercialization of sports. As highlighted by Chalip (2006), sports organizations face mounting pressure to adopt innovative policies to maximize revenue streams, engage fans, and secure sponsorship deals. For instance, policies related to digital engagement, media rights distribution, and dynamic ticket pricing have significantly transformed the sports industry. These innovations allow sports organizations to remain competitive while ensuring financial sustainability. Furthermore, digital platforms and data analytics have enabled sports managers to develop more targeted marketing strategies, thereby enhancing fan experience and brand loyalty.

Policy innovation in sports management is also evident in the promotion of inclusivity and diversity. Governments and sports governing bodies have introduced policies aimed at ensuring equal opportunities for marginalized groups, including women, persons with disabilities, and ethnic minorities (Adair & Taylor, 2010). For example, the implementation of gender equity policies in sports organizations has led to increased participation of women in leadership roles and professional sports. Additionally, initiatives such as the Paralympic Games and grassroots programs for underprivileged communities highlight the role of policy innovation in fostering social inclusion and accessibility in sports.

Methodology

This study investigates policy innovation of entrepreneurial skills on sports management in Federal institutions in Ogun State. Descriptive survey research design of quantitative type was used for the study. This design was considered appropriate because it did not attempt to manipulate variables but described variables and their relationship as they occurred naturally both the independent and the dependent variables were not manipulated. The population for this study was sports science experts (including coaches, sport administrators, sports psychologist, biomechanists, physical educators etc) in public tertiary institutions in Ogun State. The total of forty-eight (48) physical educators, coaches, sports managers, deputy-directors, directors and chairmen of all the federal institution sports units in Ogun State, Nigeria, as at February, 2025. The questionnaire that was used for the study is self-developed, structured, and validated. The research instrument was administered on ten (10) sports managers in four (4) selected private institutions in Ogun State which are not part of the actual study. The data collected was subjected to Cronbach Alpha reliability test which ranged from 0.70 to 0.85 for level of consistency of the items used. The collected questionnaire data was analysis using both descriptive and inferential statistics. Frequency count, percentages, weighted mean was used to answer research questions. Multiple regression analysis was used to test hypothesis at 0.05 level of significance.

Results

Table 1: Mean and Standard Deviation Raking of the items on relationship between Entrepreneurial Skills and Business Education principles in Sports Management in Tertiary Institutions in Nigeria (N = 48)

Items	STATEMENTS	\bar{X}	S.D.	Ranks	Remarks
1	Entrepreneurial decision-making skills improve the efficiency of sports organizations.	3.10	1.077	6 th	A
2	Entrepreneurial skills significantly contribute to revenue generation in sports management.	3.31	.926	3 rd	A
3	Business education principles should be integrated into sports management curricula.	3.31	.776	3 rd	A
4	Business education principles provide a strong foundation for sports entrepreneurship.	3.21	1.110	5 th	A
5	Business planning and strategy are necessary for successful sports entrepreneurship	3.44	.965	2 nd	A
6	Entrepreneurial skills are essential for effective sports management.	3.25	.700	4 th	A
7	Understanding financial management enhances the entrepreneurial success of sports managers.	3.50	.715	1 st	SA
8	Marketing and branding skills from business education are crucial for managing sports enterprises.	2.81	1.024	7 th	A
	Grand Weighted Mean	3.24	0.911		Agreed

The table presents the mean and standard deviation rankings of items assessing the relationship between entrepreneurial skills and Business Education principles in sports management within Nigerian tertiary institutions. The highest-ranked item, "Understanding financial management enhances the entrepreneurial success of sports managers" (Mean = 3.50, SD = 0.715), suggests strong agreement among respondents on the importance of financial management in sports entrepreneurship. Similarly, "Business planning and strategy are necessary for successful sports entrepreneurship" (Mean = 3.44, SD = 0.965) ranked second, emphasizing the need for structured planning in sports enterprises. Items related to integrating business education into sports management and revenue generation through entrepreneurial skills were also highly ranked, with means above 3.20. The lowest-ranked statement, "Marketing and branding skills from business education are crucial for managing sports enterprises" (Mean = 2.81, SD = 1.024), indicates relatively lower agreement, possibly due to varying perceptions of its significance. Overall, the

grand weighted mean of 3.24 suggests a general consensus that entrepreneurial skills and business education principles are essential for effective sports management.

Table 2: Mean and Standard Deviation Raking of the items on the perception of sports managers on the importance of entrepreneurial skills in achieving success in the sports industry (N = 48)

Items	STATEMENTS	\bar{X}	S.D.	Ranks	Remarks
9	Sports managers without entrepreneurial skills struggle to compete in the industry	2.69	1.133	6 th	A
10	Sports managers with entrepreneurial skills achieve higher levels of career success.	3.50	.715	3 rd	A
11	Entrepreneurial skills help sports managers identify and exploit business opportunities.	3.42	1.048	4 th	A
12	Entrepreneurship training should be a core part of sports management education.	2.75	1.139	7 th	A
13	Risk management and problem-solving skills are essential for running sports enterprises.	3.13	.914	5 th	A
14	Financial literacy is a key entrepreneurial skill that enhances sports management success.	3.54	.683	2 nd	SA
15	Innovation and creativity are crucial for sports business growth.	3.77	.515	1 st	SA
16	Effective networking and partnerships improve sports entrepreneurship outcomes.	3.50	.772	3 rd	SA
	Grand Weighted Mean	3.28	0.865		Agreed

The table presents the mean and standard deviation rankings of sports managers' perceptions regarding the importance of entrepreneurial skills in achieving success in the sports industry. The highest-ranked statement, "Innovation and creativity are crucial for sports business growth" (Mean = 3.77, SD = 0.515), highlights the strong agreement on the role of innovation in advancing sports enterprises. "Financial literacy is a key entrepreneurial skill that enhances sports management success" (Mean = 3.54, SD = 0.683) ranked second, reinforcing the significance of financial management in the industry. Additionally, the equal ranking of "Sports managers with entrepreneurial skills achieve higher levels of career success" and "Effective networking and partnerships improve sports entrepreneurship outcomes" (Mean = 3.50) underscores the belief that strategic relationships and entrepreneurial abilities contribute to professional growth. Conversely, "Entrepreneurship training should be a core part of sports management education" (Mean = 2.75,

SD = 1.139) and "Sports managers without entrepreneurial skills struggle to compete in the industry" (Mean = 2.69, SD = 1.133) received lower rankings, suggesting that while respondents acknowledge the importance of entrepreneurial skills, they may perceive varying degrees of necessity in formal education or competitive challenges. Overall, the grand weighted mean of 3.28 indicates general agreement on the importance of entrepreneurial skills for success in the sports industry.

Table 3: Summary of regression analysis of relationship between policy innovation in entrepreneurial skills and the effectiveness of sports management curricula in tertiary institutions in Ogun State.

R .940	R Square .883	Adjusted R Square .883		Std. Error of the Estimate 2.51841		
SUMMARY REGRESSION ANOVA						
	Sum of Square	Df	Mean square	F	P	Remark
Regression	1917.118	7	273.874	43.182	.000 ^b	Sig.
Residual	253.695	40	6.342			
Total	2170.813	47				

Note: Hypothesis was tested at 0.05 significant level

The regression analysis in Table 3 examines the relationship between policy innovation in entrepreneurial skills and the effectiveness of sports management curricula in tertiary institutions in Ogun State. The high R-value of 0.940 and R-square value of 0.883 indicate that 88.3% of the variance in the effectiveness of sports management curricula can be explained by policy innovation in entrepreneurial skills, suggesting a strong positive relationship. The adjusted R-square remains the same at 0.883, confirming the model's robustness. The ANOVA results show a significant F-value of 43.182 with a p-value of .000, which is below the 0.05 significance level, indicating that the regression model is statistically significant. This implies that policy innovations in entrepreneurial skills play a crucial role in enhancing the effectiveness of sports management curricula in tertiary institutions, reinforcing the need for integrating entrepreneurial competencies into sports education programs.

Discussion of Findings

The discussion of findings integrates the study's results with relevant scholarly literature to provide deeper insights into the importance of entrepreneurial skills in sports management. The findings in table 1 shows the perspective of the respondents strongly agreed that entrepreneurial skills contribute to revenue generation, enhance decision making and improve financial management in sports organisations. The results were in agreement with Ratten (2017), entrepreneurship plays a critical role in the evolution of the sports industry, enabling managers to adapt to changing economic and market conditions. The finding also supports the argument made by Edeh (2018) that business education principles provide a strong foundation for sports entrepreneurship, allowing managers to develop strategic and financial acumen necessary for success.

Similarly, Table 2 shows the respondents views on the role of entrepreneurial skills in achieving success in the sports industry. The highest-rated statement, emphasizing innovation and creativity as crucial factors in sports business growth, resonates with the argument made by Trendafilova (2017), who identified innovation as a key entrepreneurial skill that allows sports managers to identify and capitalize on new opportunities. Furthermore, the high ranking of financial literacy as an essential skill aligns with the findings of Olatunde, Olusanya, Oyeleye, and Akinsanya (2022), who opined that financial knowledge is a prerequisite for effective entrepreneurship. The recognition of networking and partnerships as vital components for success also aligns with Taylor & Francis (2019), who noted that collaboration between sports organizations, businesses, and educational institutions enhances career growth and business sustainability.

Table 3 regression analysis further provides evidence of the critical role of policy innovation in entrepreneurial skills development for effective sports management education. The strong correlation and high explanatory power indicate that policy reforms in entrepreneurship education have a significant impact on enhancing the effectiveness of sports management programs. This finding supports existing research (Nwankwo, 2021; Ogunleye and Ajayi, 2019) emphasizing the significance of integrating entrepreneurship education into academic programs to equip students with practical skills for success. The results shows the need for fostering entrepreneurial policies in sports management education to prepare future professionals for the evolving industry landscape.

Conclusion

This study shows a significant link between entrepreneurship skills and effective sports management education in Ogun State's tertiary institutions. Essential entrepreneurial competencies, such as financial management, decision-making, marketing and networking are crucial for sports management success. Sports managers acknowledge these skills as vital for career advancement, business growth and opportunity recognition. The study's findings concluded a positive correlation between entrepreneurial skills development and effective sports management education, highlighting the importance of integrating entrepreneurship education into sports programs.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Tertiary institutions should update sports management curricula to include entrepreneurial training.
2. Policymakers should implement and update policies supporting entrepreneurship education, fostering partnerships between universities, sports organizations, and businesses.
3. Institutions should invest in training programs, workshops, and collaborations to enhance educators' and sports managers' entrepreneurial knowledge.
4. Government and private organizations should amplify efforts to provide funding, mentorship, and incubator programs to support aspiring sports entrepreneurs.

5. Sports management programs should strengthen digital skills such as data analytics, e-sports management, and digital marketing to prepare graduates for a tech-driven sports industry.

References

- Abati, O.A, Olusanya, O.O. and Oyeleye I.J.(2022). Assessment of Entrepreneurship and ICT skills possessed by graduates of business education programme in South-West Colleges of Education in Nigeria. *Wonder Hands Journal of the School of Vocational Education* 2(1), 142-152.
- Adair, D., and Taylor, T. (Eds.). (2010). *Sport tourism: Interrelationships, impacts and issues*. Channel View Publications.
- Ademiluyi, F. L. (2007). Business competencies needed for effective entrepreneurship as perceived by fresh graduates. *Business Education Journal*, 4(3), 18-29.
- Ajibola, E.O. (2019) Ensuring the availability of standard sports facilities and equipment for the challenges of sports development in the next millennium.
- Anyeanch, V.K. and Nkegwu, R.C. (2015). The role of Business Education in Realisation of sustainable development in Nigeria Byond 2020. *UK Journal of Knowledge Review*, 33(3), 116-130.
- Buwari, G. S. (2018). Entrepreneurial Skills needed by Graduates of Agricultural Education in Snail Production for Sustainable Food Security in Bayelsa State, Nigeria. *Association of Business Educators of Nigeria, Conference Proceedings*, 5(1), 635-642.
- Chalip ,R.(2006) Action-based entrepreneurship education, *Tehnovation* 26; pp.185-194.
- Edeh, M.N.(2018). *Sociology of Education in Perspective*, Deka Publishers, Jos.
- Houlihan, N.E. and Green, J.(2017) Enterprise Education: influencing students' perceptions of entrepreneurship." *Entrepreneurship: Theory and Practice*. 28.2 (Winter : p129 (16).
- Jones, G. R., George, J. A., and Hill, W. L. (2000). *Contemporary management*. New York: McGraw-Hill Inc.
- Mgbonyebi, D. C., and Olaniyi, V. (2019). Entrepreneurship Education. A Catalyst for Effective Economic Empowerment in South-South of Nigeria. *Delta Business Education*.
- Nwankwo, J.A. (2021). 'Policy Framework and Strategy for Entrepreneurship Development for Nigerian Universities'. A Paper Presented at the National Sensitization Workshop on Entrepreneurship Development in Nigerian Universities Organized by National Universities Commission, Abuja, 21 May.
- Ogunleye, A. and Ajayi, J. (2019). Toward a theory of community-based enterprise. *Academy of Management Review*, 31(2), 309–328.

Wonder Hands Journal (2026) |Policy Innovation of Business and Entrepreneurial Skills on Sports Management in Tertiary Institutions in Ogun State

Okereke, C., and Okoroafor, E. (2011). Challenges facing sports administration in Nigerian universities. *Journal of Physical Education and Sport Management*, 2(5), 49-54.

Olatunde, A.M. Olusanya, O.O., Oyeleye, I.J. and Akinsanya S.O.(2022). Push and Pull Factors on small and medium scale enterprises for Socio-Economic Development. *Legacy: A Book of Honour*. 4(1), 218-222.

Oluwole, T. (2017). *A Synopsis of Disciplines and Careers*. Akure:Ondo State, Nigeria.

Ratten, V. (2018). Sport Entrepreneurship Education and Policy. In *Sport Entrepreneurship* (pp. 125-138). Springer, Cham.

Taylor T. and Francis H. (2019). *Entrepreneurship, innovation and sport policy: implications for future research*.

Trendafilova,, G. (2017) Elements of a Successful Entrepreneurship/Economics/Education Program” *Entrepreneurship Education: Current Developments, Future Directions*. Ed. Calvin A. Kent. New York: Quorum Books.