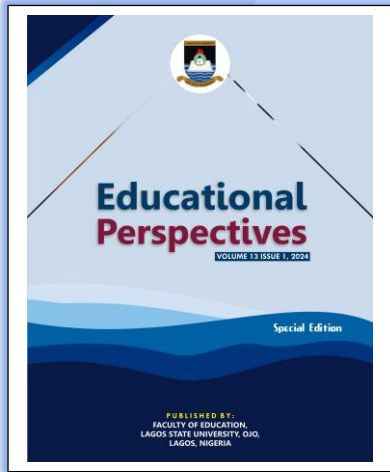


Assessment of Business Track Opportunities in Physical and Health Education

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ABSTRACT

The study examined the awareness level and interest of students in emerging business track opportunities in Physical and Health Education. The population of the study include all undergraduates in the Department of Human Kinetics, Sports and Health Education, Lagos State University during the 2022/2023 academic session. Of the population, 230 students were selected using a stratified random sampling technique to select an equal number of male and female students that formed the sample size. Validated Emerging Business Track Opportunities in the PHE Questionnaire with a reliability coefficient of 0.76 was used to collect data from the respondents. Data collected were subjected to statistical analyses of frequency count, simple percentage, chi-square and multiple regression at 0.05 level of significance. Result reveals that there is low level of awareness and high interest in emerging business track opportunities in PHE. Also, gender ($t=-0.345$; $p=0.039$), awareness of emerging business tracks in PHE ($t=4.992$; $p=0.001$) and background with family business ($t=2.514$; $p=0.013$) significantly predict students' interest in emerging business tracks opportunities in PHE. And the source of information about business track opportunities is through social media and lecture room. It is recommended that students should be exposed to emerging business track opportunities in PHE through entrepreneurship studies taught as a Departmental course. Also, government, corporate organisations and private individuals should support youth entrepreneurs by providing grants, loans, training and mentorship to encourage and develop students' interest in business opportunities.

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Introduction

Physical and Health Education is an invaluable asset to any nation because of the variety of careers it offers which help to alleviate numerous social problems such as poverty, poor health, sedentary behaviour and unemployment, among others. Physical and Health Education is undoubtedly, the appropriate form of education that produces a healthy and more productive population of citizens (Abeku & Moses 2015). Physical and Health Education is a phase of education that aims to make the maximum contribution to the optimum development of the individual's potentialities through physical activities such as games, sports, callisthenics, gymnastics, dance and related activities (Lafiaji-Okuneye et al., 2024). It imbibes physical literacy, which is the knowledge and practice of physical activities to promote wellness and it also teaches health literacy which is the ability to understand and utilize health information.

The rate of unemployment in Nigeria is increasing, according to the National Bureau of Statistics, as of the third quarter of the year 2023; the unemployment rate in the country has risen to 5.0%, marking a significant increase from 4.2% in the second quarter. The unemployment rate among youth (aged 15-24) has also increased from 7.2% to 8.6% (NBS, 2024). Just like any other profession in Nigeria, the rate of unemployment among graduates of Physical and Health Education is growing and the situation needs to be reversed before it gets worse (Lafiaji-Okuneye et al., 2024). One of the strategies to address unemployment in the country is to produce graduates who are job creators rather than job seekers. To reduce the rate of unemployment among graduates of Physical and Health Education, students must be exposed to various emerging opportunities they can leverage after graduation instead of roaming the street looking for white-collar jobs that is not available. Salaudeen and Taiwo (2017), stressed that the knowledge and skills students acquire in school stimulate their interest in entrepreneurship and

globalization and technological advancements have created new job opportunities that students can venture into. Okuneye, Dansu and Idowu (2009), explored various entrepreneurial skills in Physical and Health Education experts can tap into by creating awareness of areas that Physical and Health Education specialists can explore to be employers of labour rather than wait for white-collar jobs that have been oversubscribed.

There are quite many entrepreneurial opportunities which graduates of Physical and Health Education can establish businesses of their choice. Okuneye, Idowu and Dansu (2009), asserted that career opportunities flourish in Physical and Health Education but are less exploited in Nigeria and teaching as the career line of professional Physical and Health Education is the only concentration and is now saturated. The opportunities available for Physical and Health Education graduates include sport coaching, media opportunity such as sport journalism, sport photography, physical fitness training centre, managing sport club, athlete managers and sports officiating. Similarly, Bookbinder (2001) as cited in Tyoakaa and Iortimah (2018), stated that there are several entrepreneurial opportunities in which graduates of Physical and Health Education can establish businesses in their area of choice. These include wellness and fitness center management, managing sport clubs, sports officiating, sports coaching, recreation management, substance abuse cessation and stress management, computerized dietary management, exercise prescription, management of research institutes, management of health facilities, sports arena and facility management, league operations and management, sporting goods and sports ticket agencies, and physical therapy administration just to name a few among others. Also, Abeku & Moses (2013) identified managing physical fitness training centre, managing sport club, sports officiating and coaching, sport marketing and sports psychology, among others.



The public is in dire need of services that Physical and Health professionals have to deliver. Over the years, there have been emerging opportunities for Physical and Health professionals to tap into by creating products or services that will meet the needs of the public. Due to globalisation and advancement in technology, there are emerging opportunities that graduates of Physical and Health Education can explore such as sport blogging, sportpreneur, sport modeling, sport event planning, community fitness, diet management and aerobic dance instructor.

Sport blogging is an online platform for creating sport contents to update fans on the latest developments and feature news stories about their favourite sports teams. Sports blogs leverage their passion for sports to content on sports to entertain and educate sport lovers. The more information and opinionated a sport blogger is, the better chance of having a successful blog with numerous followers. Graduates of Physical and Health Education with passion in blogging can leverage on this to create a niche that will employ other graduates.

Sport modelling is the use of models to promote and advertise sport brands, products, sport kits and equipment and services. Sport models promote products such as tracksuit bottoms, sports vests, trainers, branded T-shirts, sportswear, fitness machines, sport equipment, fitness and weight control programmes among others. Health products such as diet supplements and vitamins can also be advertised by models who fit the brand's sporty requirements.

Sportpreneur is coined from sport entrepreneurship, which is entrepreneurship that focused on sport products and equipment. It involves sales of sport equipment such as balls, rackets, boots, jersey, fitness facilities such as treadmills, ergometers and dumbbell set among others. Sportpreneurs are entrepreneurs with focus on sport products and equipment. A sports entrepreneur is a person who organizes, operates,

and assumes the risk of a sport-related business venture. According to Vamplew (2018), sportpreneurs are considered to be agents of change who operate in the sports sector, trying to increase productivity, improve their experience, and increase interest in products and services, generating the development of new markets.

Sport event planning is an emerging niche that involves planning, organising and coordinating every detail that makes a successful sporting event. It includes budgeting, establishing timelines, selecting and reserving the event sites, acquiring permits, planning food, coordinating transportation, developing a theme, arranging for activities, arranging for officials, looking for sponsors, arranging for equipment and facilities, managing risk, and developing contingency plans. Planning a sport event requires enthusiasm, creativity, discipline, knowledge and methodological work. Sport event planning involves combining knowledge of sport.

Students of Physical and Health Education can develop an interest in any of these areas are a part-time or full-time job instead of depending on oversubscribed white-collar jobs. But the question is, are students of Physical and Health Education aware of these emerging business track opportunities? Do students have interest in emerging business track opportunities? What are the factors that predict students' interest in emerging business track opportunities among students of Physical and Health Education?

Methods

The study adopted a descriptive survey design and the population includes all the 1,228 Physical and Health Education students in the Department of Human Kinetics, Sports and Health Education Department, Lagos State University Ojo, during the 2022/2023 academic session. of the population, 230 students were selected using stratified random sampling technique to select equal number of male and female students that formed the sample size. A



self-developed Emerging Business Track Opportunities in PHE Questionnaire (EBTOPHEQ) was used to collect data from respondents. The questionnaire was in two sections. Section A sought demographic information from the respondents which include age, gender, level and family business experience. Section B contains items that assess awareness and interest in emerging business opportunities in Physical and Health Education. The reliability of the EBTOPHEQ was determined using the split-half procedure and the reliability coefficient of 0.76 was obtained using the Cronbach alpha method. Content and construct validity of the instrument was ensured by panel of three experts in Physical and Health Education. Prior to the administration of the instrument, the students were briefed on the objective of the study and only those that agreed to participate were selected as respondents. The instrument was administered and collected on the spot to ensure 100% retrieval. Data collected were coded and subjected to statistical analyses of frequency count, simple percentage, chi-square and multiple regression at 0.05 level of significance. All the statistical analyses were done using Statistical Package for Social Sciences (SPSS) version 26.0.

Results

Tables 1: Respondents’ Awareness of Emerging Business Tracks in PHE

Awareness	Frequency	Percent
Yes	86	43
No	124	57

Table 1 shows the respondents’ views on their awareness of the emerging business track opportunities in Physical and Health Education. It is observed that the awareness level is low, only 43% of the respondents were aware of any of the emerging business tracks listed.

Tables 2: Respondents Interest in Emerging Business Tracks

Interest	Frequency	Percent
Yes	106	53
No	94	47

Table 2 shows the respondents' responses regarding their interest in emerging business track opportunities in Physical and Health Education. It is observed from the result that 53% of the respondents showed interest in at least one emerging business track opportunity listed.

Table 3: Ranking of Students’ View on Awareness of Emerging Business Tracks in PHE

Business Tracks	Frequency	Ranking
Sport modeling	35	7 th
Sport blogging	56	6 th
Sportpreneur	134	1 st
Sport Event Planning	34	8 th
Community fitness	111	3 rd
Sport Content Writing	96	5 th
Diet management	98	4 th
Sports Digital Marketing	121	2 nd
Fitness and Wellness App Dev	31	9 th
Massaging	30	10 th

Table 3 shows the frequency and ranking of the emerging business tracks in Physical and Health Education. Sportpreneur had the highest frequency and was ranked 1st on the list, followed by sport digital marketing, community fitness, Diet management, Sport content writing, Sport blogging, sport modelling, Sport event planning



and Fitness and Wellness Mobile Application development and body massaging ranked 2nd, 3rd, 5th, 6th, 7th, 8th 9th and 10th respectively.

Table 3: Ranking of Students’ View on Interest in Emerging Business Tracks in PHE

Business Tracks	Frequency	Ranking
Sport modelling	79	5 th
Sport blogging	69	7 th
Sportpreneur	78	6 th
Sport Event Planning	101	4 th
Community fitness	113	2 nd
Diet management	129	1 st
Sport Digital Marketing	116	3 rd
Fitness & Wellness App Dev	63	8 th
Sports Content Writing	42	9 th
Body massaging	40	10 th

Table 4 presents the frequency and ranking of respondents’ interest in emerging business tracks in Physical and Health Education. Diet management had the highest frequency and was ranked 1st on the list, followed by community fitness, Sport Digital Marketing, Sport event planning, sport modelling,

Sportpreneur, Sport blogging, Fitness and Wellness Mobile Application Development and Sport content writing and body massaging which were ranked 2nd, 3rd, 4th, 5th, 6th, 7th, 8th 9th and 10th respectively.

Table 4: Result of Multiple Regression Analysis of the Predictors of Students Interest in Emerging Business Tracks in PHE

	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	0.716	.187		3.828	.000
Age	-0.023	.044	-0.033	-0.510	0.611
Gender	0.312	.066	0.023	0.345	0.039*
Family Business	0.182	.072	0.172	2.514	0.013*
Awareness	0.446	.089	0.344	4.992	0.001*

R²=0.586

Table 4 shows the result of multiple regression analysis on the predictors of students’ interest in emerging business tracks in Physical and Health Education. The result shows that gender (t=-0.345; p=0.039), awareness of emerging business tracks in PHE (t=4.992; p=0.001) and background with family business (t=2.514; p=0.013) significantly

predict students’ interest in emerging business tracks in Physical and Health Education. The result further indicated that the three predictors explained 58.6% of the variation in the dependent variable which is interest in emerging business track in Physical and Health Education (R²=0.585, F(4,195)=10.934, p<.05).



Tables 5: Respondents view on sources of Awareness of Business Track Opportunities in PHE

S/N	Statement	SA	A	D	SD	X ²	p-value
1	Information exists freely on business track opportunities	54	73	44	29	141.720	0.321
2	Information on business opportunities in PHE is more available in the media	66	95	29	10	63.330	0.068
3	Students know about business opportunities in PHE through lecturers/classroom	77	73	41	9	60.400	0.079
4	People know about business opportunities through conversation with colleagues	9	13	68	110	54.51	0.037

Table 5 presents respondents' views on the source of awareness of emerging business tracks in Physical and Health Education. From the table, it could be observed that responses from items 1, 2, 3 and 4 are not statistically significant at 0.05 level of significance. This means that the respondents agreed that there are more information on the business track in PHE on social media and also that

students know about these business tracks from the lecture room. But disagreed that “information exists freely on business track opportunities in PHE”, they also disagreed with the item that says “people know about business opportunities through conversation with colleagues”

Tables 6: Respondents view on Exploration and Viability of Business Track Opportunities in PHE

Statement	SA	A	D	SD	X ²	p-value
Business track opportunities in PHE are often explored	23	23	57	97	74.320	0.031
Business track opportunities in PHE are highly viable	16	112	53	19	119.400	0.063
Business track opportunities in PHE are well known by people	14	32	76	78	61.600	0.069
Business track opportunities in PHE are easy to engage in	34	87	57	22	49.160	0.044

Table 6 presents respondents' views on the exploration and viability of emerging business tracks in PHE. It could be observed from the table that the respondents disagreed that business track opportunities in PHE are highly explored.

Similarly, respondents disagreed with the items that say business track opportunities are easy to engage in. But the respondents agreed that business track opportunities in PHE are well known and also viable.



Tables 7: Respondents view on Support for Business Opportunities in PHE

Statement	SA	A	D	SD	X ²	p-value
Engagement in business in PHE will attract support from government	38	52	66	44	18.800	0.052
Engagement in business in PHE will attract support from company/industry	22	24	94	60	69.920	0.061
Engagement in business in PHE will attract support from individuals	36	104	45	15	87.240	0.056
Engagement in business in PHE will attract support from banks	832	76	76	16	56.640	0.063

Table 7 shows respondents’ views on support for business track opportunities in PHE. From the table, it could be observed that there is a significant different in the responses of the respondents in all the items. This implies that the respondents opined that there is no support from government, companies and industry, banks and individuals to support business track opportunities in Physical and Health Education.

Discussions

The result of the study reveals that there is a low level of awareness of the emerging business track opportunities in Physical and Health Education. This implies that students are unaware of the emerging business track opportunities available for the graduates of Physical and Health Education. Tyoakaa and Iortimah (2018) lamented the low level of awareness and interest in entrepreneurship opportunities among tertiary institution students in Benue State, Nigeria. But surprisingly, there was a high level of interest in emerging business opportunities among the student. Initially, the students were ignorant of the listed emerging business track opportunities, but after the researcher explained what each of the listed business track opportunities entails, many of the students showed interest in at least one of the listed emerging business track opportunities in Physical and Health Education. The result infers that proper awareness about the emerging business track opportunities in Physical and Health Education would motivate students to establish their

businesses in those areas in the future. The reasons for the relationship between awareness of emerging business track opportunities and interest in emerging business track opportunities may stem from the attractiveness and viability of the business opportunities. The result of this study is in line with the findings of Onwuzuligbo, Fakidouma and Nnabuife (2019) which reported a significant correlation between students’ awareness of entrepreneurship opportunities and entrepreneurship intentions.

Also, results of multiple regression analysis revealed that gender, awareness of emerging business track opportunities in PHE and background with family business significantly predict students’ interest in emerging business track opportunities in Physical and Health Education. The result shows that being a female increase the interest level in emerging business track opportunities. Also, background with family business increases student interest in emerging business track opportunities. The family is a social unit that has a direct influence on a student’s career choice. Students who come from a family in which one of the parents is an entrepreneur have a higher chance of choosing a career as an entrepreneur than someone who is from a non-family entrepreneur. This result is confirmed by many studies that those who are born into a business family are more motivated to become an entrepreneur, especially in successful family businesses. This result is supported Georgescu and Herman (2020), who



reported that families with business backgrounds could indirectly impact entrepreneurial goals, affecting the entrepreneurial intention of students. Similarly, Zellweger et al. (2011), explain that students with a family business background tend to be more optimistic about their effectiveness in pursuing an entrepreneurial career. Moreso, Shittu and Dosunmu (2014), reported that a positive relationship exists between parents' participation in entrepreneurship, family business background and entrepreneurial intentions of individuals.

Furthermore, on the source of awareness of emerging business track opportunities in Physical and Health Education, the result shows that respondents agreed that there are more information on the business track in PHE on social media and also that students know about business track opportunities from the lecture room. But the respondents disagreed that “information exists freely on business track opportunities in PHE”, they also disagreed with the item that says “people know about business opportunities through conversation with colleagues”

Also, respondents disagreed that business track opportunities in PHE are highly explored and easy to engage in. But they agreed that business track opportunities in PHE are well known and also viable. This result agreed with the assertion of Okuneye, Dansu and Idowu (2009), that career opportunities flourish in Physical and Health Education but are less exploited in Nigeria. On support for emerging business track opportunities in PHE, the respondents agreed that there is no support from government, company and industry, banks and individuals to support business track opportunities in Physical and Health Education.

Conclusion

The study examined the awareness and interest of students in emerging business track opportunities in Physical and Health Education. The study found that the awareness level of students on emerging business track opportunities is low but the interest

in engaging in any of the emerging business track opportunities is high. Also, the study established that gender, awareness and background with family business are predictors of students' interest in the emerging business track opportunities in Physical and Health Education. This suggests that females are more likely to be interested in emerging business track opportunities in PHE than their male counterparts. Also, having information about the emerging business track opportunities in PHE will increase the chance of a future career in any of the emerging business track opportunities in PHE. Similarly, students with family business background are more likely to continue with the such business or start another business than those whose either or both of their parents are not entrepreneurs. Furthermore, the study found that emerging business track opportunities in PHE are viable and easy to engage in and information are available on social media and in classrooms but does not attract support from the government, corporate organisations and individuals.

Recommendation

Based on the findings of this study, it is recommended that entrepreneurship education in the University should be designed to expose students to available opportunities in their course of study. This can be achieved when entrepreneurship education is taught as a departmental course rather than a general university course. Also, students with family business background should take advantage of the experience they've gathered from the business in establishing a business of their own. Furthermore, government, corporate organisations and private individuals should support youth entrepreneurs by providing grants, loans, training and mentorship to encourage and develop students' interest in business opportunities.

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