

Do Personality Traits Affect the Entrepreneurial Tendencies of Nursing Students? A Cross-Sectional Study

Kişilik Özellikleri Hemşirelik Öğrencilerinin Girişimcilik Eğilimlerini Etkiler mi? Kesitsel Bir Çalışma

This study was presented as an oral presentation at the 5th International Nursing and Innovation Congress held on 10-11 December 2021.

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Abstract

This cross-sectional study was conducted to reveal the effects of socio-demographic characteristics and personality traits on the entrepreneurial tendencies of nursing students. This study was conducted with 410 nursing students. The STROBE checklist was used in the study. The questionnaire comprised an information request form for the socio-demographic and personal characteristics of participants, the Scale of University Students' Entrepreneurship, and the Ten-Item Personality Inventory. Data were analyzed with descriptive analysis and multiple regression analysis. The variables showing significance in the regression model were "career goals, type of the university, having an entrepreneur in the family, the personality traits of agreeableness, emotional stability and extraversion." The R² value of the model was 23.3%. The results of the research can contribute to academic efforts to develop and implement strategies for the promotion of the entrepreneurial tendencies of nursing students.

Keywords: Entrepreneurship, nursing, personality traits, students

Özet

Bu kesitsel araştırma, sosyodemografik ve kişilik özelliklerinin hemşirelik öğrencilerinin girişimcilik eğilimlerine etkisini ortaya koymak amacıyla yapılmıştır. Bu çalışma 410 hemşirelik öğrencisi ile tamamlanmıştır. Çalışmada STROBE kontrol listesi adımları takip edilmiştir. Anket, katılımcıların sosyodemografik ve kişisel özelliklerine yönelik bilgi formu, üniversite öğrencileri için girişimcilik ölçeği ve on maddelik kişilik envanterinden oluşmaktadır. Veriler tanımlayıcı analizler ve çoklu regresyon analizi ile analiz edilmiştir. Regresyon modelinde anlamlılık gösteren değişkenler "kariyer hedefleri, üniversitenin türü, ailede girişimci olma durumu, uyumluluk, duygusal kararlılık ve dışa dönüklük kişilik özellikleridir." Modelin R² değeri %23,3' tür. Araştırma sonuçları, hemşirelik öğrencilerinin girişimcilik eğilimlerinin teşvik edilmesine yönelik stratejiler geliştirmeye ve uygulamaya yönelik akademik çabalara katkıda bulunabilir.

Anahtar Kelimeler: Girişimcilik, hemşirelik, kişilik özellikleri, öğrenciler

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1. Introduction

Entrepreneurship is defined as “the combination of creative actions and the process of generating something new in order to achieve personal and corporate goals while estimating and assuming financial, physical, and social risks after the evaluation of the opportunities available in the market” (Hisrich, 1990). Entrepreneurial tendency is defined as "the tendency of a person to launch a new initiative" (Ulama, 2016). When the concept of entrepreneurship in nursing is examined, it is observed that nursing entrepreneurship has been introduced in parallel with the need to fill gaps in the practices and professional expectations of nurses and the healthcare system, and the concept of "entrepreneurship" has been addressed in the literature as one of the nursing roles (ICN, 2004). The concept of entrepreneurship is not a new phenomenon for nursing but only about 0.5% to 1% of all nurses are entrepreneurs (ICN, 2012). *The Guidelines on the Nurse Entre/Intrapreneur Providing Nursing Service* (2004) of the International Council of Nurses defines a nurse entrepreneur as “an employer in healthcare services consultancy, the development, marketing, and management of healthcare products, and the provision of wound care, geriatric care or direct nursing services” (ICN, 2004). With these entrepreneurial activities, the professional visibility of nurses can be augmented, their professional image can be transformed favorably, and new fields and roles can be introduced in the nursing profession (Copelli et al., 2019).

In this context, it is very important for nurses to acquire entrepreneurial talents in addition to professional nursing practices, attitudes, and behaviors through specifically developed entrepreneurship education models during their university years (Copelli et al., 2017; Lim et al., 2021). Entrepreneurial nursing students can contribute to the nursing profession as professional members, who produce care technologies for the healthcare system, design products for improving the quality of nursing care, obtain patents, and develop innovative projects.

A literature review shows that the entrepreneurial tendencies of nursing students are affected by personality traits and some other variables. Studies have reported that the factors affecting the entrepreneurial tendencies of nursing students include many environmental and personal factors such as leadership and communication skills, ability to think critically, gender, work experience, university type, and having entrepreneurs in the family in addition to personality traits (Ashour & Atalla, 2021; Çakıroğlu et al., 2021; Ispir et al., 2019; Jofre et al., 2021; Trotte et al., 2021). Furthermore, Copelli et al. (2019) performed a systematic review on entrepreneurship in nursing, reporting that the personality traits of nurses affect their entrepreneurship levels and that nurses with autonomy and innovative, flexible, and proactive personality traits tend to be more entrepreneurial.

Among the studies conducted with university students, studies are available showing the entrepreneurial tendency of students from schools of business, educational sciences, and healthcare management but there are only a few studies showing the entrepreneurial tendencies of nursing students, who will be the nurses of the future. Accordingly, this study aimed to show the entrepreneurial tendencies of nursing students and reveal the relationship of entrepreneurial tendencies with personality traits. Predictably, the study findings will contribute to the efforts of nursing

faculty members in the development of strategies for the enhancement of the entrepreneurial tendencies of nursing students and the implementation of improvements in the curriculum.

2. Method

2.1. Objective and design

This is a descriptive and correlational study. This study was carried out according to the STROBE. The aim of this study was to examine the effects of socio-demographic characteristics and personality traits on the entrepreneurial tendencies of nursing students. The study was conducted in the period between March and June 2021 using an online questionnaire form. It was created using Qualtrics and sent to the participants that were invited to the study via social media and agreed to participate in the study.

2.2. Participants

The research population consisted of 86,415 undergraduate nursing students studying in the nursing programs in Turkey in the 2020-2021 academic year. The study included 624 nursing students, with the sample consisting of 410 subjects, who filled out the data collection form completely. The post-hoc power analysis based on the regression analysis yielding the main results of the study revealed a power of .95 (95%) and effect size (f^2) of 0.22, indicating that the size of sample was adequate.

2.3. Measures

In this study, a questionnaire was conducted consisting of the Socio-Demographic and Personal Characteristics Form for Nursing Students, the Ten-Item Personality Inventory, and the Scale of University Students' Entrepreneurship.

2.3.1. Socio-Demographic and Personal Characteristics Form for Nursing Students

Developed by the researchers, this 8-item form was used to inquire the socio-demographic and personal characteristics of the students, including gender, age, type of the faculty, class, any entrepreneurship training, work experience, having an entrepreneur in the family, career goals, and entrepreneurship levels.

2.3.2. Ten-Item Personality Inventory (TIPI)

TIPI was developed by Gosling et al. (2003) to examine the personality traits of undergraduates. The validity and reliability study of TIPI was performed by Atak (2013). TIPI consists of 5 domains and a total of 10 items to be rated on a 7-point Likert scale (1: Disagree strongly, 7: Agree strongly). The domains of TIPI are openness to experiences, agreeableness, emotional stability, conscientiousness, and extraversion. There are no reversely coded items on the scale. An overall scale score is not calculated but scores yielded by individual domains are noted. Based on the scores obtained from each domain, dominant personality traits and personality types of subjects are identified. It is considered that the domain with the highest score describes the predominant personality trait. Cronbach's alpha value of the scale was found to be in the range of .40 to .73 by Gosling et al. (2003), and .81 to .87 by Atak (2013) in their study on the validity and reliability of the Turkish version of TIPI.

In this study, Cronbach's alpha values of the domains of the scale ranged from .45 to .75. Gosling et al. (2003), pointed out some limitations with the TIPI, defining in their research that low Cronbach's alpha values were expected because TIPI has low items for each sub-dimension.

2.3.3. Scale of University Students' Entrepreneurship

The "Scale of University Students' Entrepreneurship", which was developed and validated by Yilmaz and Sünbül (2009) for the measurement of the entrepreneurial tendency of students, has a single factor structure and consists of 36 questions. The reliability coefficient of the scale was found to be 0.90. The scale items are rated on a 5-point Likert scale (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Very often). There are only positive items on the scale. The minimum and maximum scale scores can be 36 and 180, respectively. Based on the scale scores, the participants are considered to show the following levels of entrepreneurship tendencies: 36-64 being very low, 65-92 low, 93-123 moderate, 124-151 high, and 152-180 very high. Cronbach's alpha value of the scale was reported as .90 by Yilmaz and Sünbül (2009). In this study, Cronbach's alpha value of the scale was .96.

2.4. Data collection

Data were collected in the period between March and June 2021 by an online questionnaire (Qualtrics). An invitation to the survey link of the study was sent to the participants via social media platforms with student groups. The average time to fill out the questionnaire was 10-15 minutes.

2.5. Data analysis

Data were analyzed using the SPSS 26.0 package software. Numbers, percentages, and mean and standard deviation were used for descriptive analyses. The independent variables that showed an effect on the entrepreneurial tendencies of the nursing students in the primary analyzes were further examined by the backward multiple regression analysis. The following variables including the five domains of TIPI, gender, age, type of the university, class, any entrepreneurship training, work experience, having an entrepreneur in the family, and postgraduate career goals were included in the regression model. A p-value of <.05 was considered statistically significant.

2.6. Ethical considerations

Ethics committee approval (2021.074.IRB3.035) was obtained from the ethics committee of Koç University for this study. The informed consent form was placed on the first page of the online data collection tool for the nursing students, who agreed to participate in the study, in order to inform the participants and obtain their consent.

2.7. Limitations of the study

This study is limited to the opinions of the participating nursing students.

3. Results

3.1. Characteristics of the participants

The demographic characteristics of participants are presented in Table 1. The majority of participants were women (84.1%), the mean age was 21 years, most of them were studying at a state university

(68.5%), and they were mostly first-year students (36%). Most of the participants reported that they did not receive any education about entrepreneurship (87.6%), they had no previous work experience (66%), there were no entrepreneurs among family members (73.2%), and they would like to work as a nurse in public hospitals as the future career goal (55.4%). In addition, participants rated their entrepreneurship levels on a scale from 1 being the lowest to 10 being the highest, yielding an average score of 5 points.

Table 1. Socio-demographic and personal characteristics of nursing students

Categories		n	%
Gender	Female	345	84.1
	Male	65	15.9
Age Mean (SD) 21 (2)	< 21	148	36
	≥ 21	262	64
Type of the university	Private university	129	31.5
	Public university	281	68.5
Class	Freshman	148	36.1%
	Sophomore	121	29.5%
	Junior	76	18.5%
	Senior	65	15.9%
Entrepreneurship Course Status	Yes	51	12.4%
	No	359	87.6%
Work Experience	Yes	136	33.2%
	No	274	66.8%
Having an Entrepreneur in the Family	Yes	110	26.8%
	No	300	73.2%
Career Goals	Aiming to work in the public sector	227	55.4%
	Aiming to work in the private sector	26	6.3%
	Start a business	31	7.6%
	Attend higher education further	103	25.1%
	Others	23	5.6%
Entrepreneurship Perception Level	Min.	Max.	Mean (SD)
	1	10	5 (2)

SD= Standard deviation

3.2. Mean scale scores

The mean total and domain scores obtained from the Scale of University Students' Entrepreneurship and the mean domain scores obtained from TIPI are presented in Table 2. The Scale of University Students' Entrepreneurship yielded a mean total score of 130.72 (SD= 20.80). On TIPI, the highest mean score was 9.11 (SD=2.03) and the lowest one was 7.60 (SD=1.98) on the domains of agreeableness and openness to experiences, respectively.

Table 2. Mean scores for Ten Item Personal Inventory (TIPI) and Scale of University Students Entrepreneurship total and sub-scales

Scale	Mean (SD)	Cronbach's Alpha
The scale of University Students Entrepreneurship Overall Score	130.72 (20.80)	0.96
(TIPI) Sub-Scales Score		
<i>F1: Openness to Experiences</i>	7.60 (1.98)	0.75
<i>F2: Agreeableness</i>	9.11 (2.03)	0.45
<i>F3: Emotional Stability</i>	8.86 (2.27)	0.54
<i>F4: Conscientiousness</i>	8.51 (1.61)	0.65
<i>F5: Extraversion</i>	8.66 (1.82)	0.67

SD= Standard deviation

3.3. Factors affecting entrepreneurship tendencies

The results from the multiple regression analysis for the factors affecting the entrepreneurial tendencies of nursing students are presented in Table 3. The variables showing significance in the regression model were “career goals, type of the university, and having an entrepreneur in the family, of agreeableness, emotional stability, and extraversion”. The R^2 value of the model was 23.3%.

Table 3. Factors affecting the entrepreneurial tendencies of nursing students and the personality traits

Variables	B	SE	p	Exp (β)	95% CI	
					Lower limit	Upper limit
Constant	120.06	8.69	0.00		102.98	137.14
TIPI: Agreeableness	2.79	0.46	0.00	0.27	1.89	3.68
TIPI: Emotional Stability	-2.51	0.43	0.00	-0.27	-3.35	-1.67
TIPI: Extraversion	2.38	0.53	0.00	0.21	1.34	3.42
Career Goals	3.69	1.89	0.05	0.09	-0.02	7.40
Type of the university	-4.22	1.98	0.03	-0.10	-8.12	-0.32
Having an Entrepreneur in the Family	-6.62	2.09	-0.14	-3.17	0.00	-10.73

$R^2 = 23.3\%$; $p=0.000$; $F=20.132$; $d=2,279$ SE= Standard error, $d=$ Durbin Watson

4. Discussion

This study showed that the entrepreneurship tendencies of nursing students were high. The literature also supports this finding with studies reporting that the entrepreneurship tendencies of nursing students are high (Ashour & Atalla, 2021; Atasoy & Aktaş, 2020; Awwad & Al-Aseer, 2021; Ispir et al., 2019; Jofre et al., 2021). In line with these findings, it can be argued that nursing students consider themselves as having entrepreneurial potential and that they have entrepreneurial tendencies.

This study showed that some personality traits of nursing students affected their entrepreneurial tendencies. The personality traits, “agreeableness” and “extraversion” were found to increase the entrepreneurial tendencies of nursing students. Findings in the literature are in parallel with this finding with studies reporting that there is a positive relationship between entrepreneurial tendencies and

extraversion (Awwad & Al-Aseer, 2021; Bazkiaei et al., 2020; Ispir et al., 2019). Murugesan & Jayavelu (2017) and Bazkiaei et al. (2020) reported that the personality trait of agreeableness was positively related to entrepreneurial tendency, but Ispir et al. (2019) did not find a significant relationship between agreeableness and the entrepreneurial tendencies of nursing students. In this study, the personality trait of “emotional stability” was found to diminish the entrepreneurial tendencies of nursing students. Supporting our results, Murugesan & Jayavelu (2017) reported that people with neurotic personality traits and a low level of emotional stability showed a high level of entrepreneurial tendency. Contrary to these results, Ispir et al. (2019) found a positive and weak relationship between the emotional stability personality trait and entrepreneurial intention in their study with nursing students.

These findings show that personality traits are predictors of entrepreneurial tendencies in nursing students. Extraversion and agreeableness--the former indicating high levels of interactions between the inner world of the individual and the outer world and the society, and the latter standing at the forefront of interpersonal communication, harmony, and cooperation--are the personality traits describing the personal characteristics of entrepreneurs. Therefore, it can be argued that the entrepreneurial tendencies of nursing students having these personality traits would be high.

According to the results of this study, it was found out that the type of the university attended by nursing students acted on their entrepreneurial tendencies, and studying at a non-state university was associated with improved entrepreneurial tendencies of nursing students. Arnaert et al. (2018) and Lim et al. (2021) addressed that curricula with entrepreneurial and innovative education models are necessary for universities to enhance the entrepreneurial activities of students using appropriate social resources, incentives, and support mechanisms. Copelli et al. (2017) have reported that the bureaucratic management approach, the lack of resources and infrastructure, and the lack of entrepreneurship education in state universities are obstacles to promoting the entrepreneurial tendencies of nursing students. Accordingly, it can be argued that non-state universities provide more entrepreneurial support to nursing students by means of equipment, infrastructure, vision, and opportunities for personal development and education in order to improve the entrepreneurial tendencies of nursing students.

In this study, it was found that having an entrepreneur in the family was associated with the increased entrepreneurial tendency of the nursing student. This finding is supported by other studies in the literature, reporting high entrepreneurial tendencies in students having entrepreneurs in their families (Atasoy & Aktaş, 2020; Jakobsen et al., 2021). Based on our results, which are consistent with the results reported in the literature, it can be suggested that having the chance to observe entrepreneurial family members closely and take them as role models improve the entrepreneurial tendencies of nursing students. In this study, it was found out that the post-graduation career goals of nursing students affect their entrepreneurial tendencies. It was determined that aiming to work in the private sector, start a business, and attend higher education further, as career goals to be accomplished, are associated with increased entrepreneurial tendencies. Similarly, studies in the literature report that increased entrepreneurship tendencies are observed in students, who have set

career goals of starting a business and working in the private sector (Atasoy & Aktaş, 2020; Sahin, 2021). Puspita et al. (2021) found that the entrepreneurship tendencies were increased in nursing students, aiming to attend postgraduate education further. Accordingly, it can be argued that having career goals of starting a business and working in the private sector, which would provide various career opportunities, are associated with increased entrepreneurial tendencies of nursing students because setting such objectives would require entrepreneurial personality traits and characteristics. Furthermore, we suggest that the entrepreneurial tendencies of nursing students, who aim to continue higher education further, would be increased because certain skills such as critical thinking, analysis, and synthesis necessary to pursue an academic career would be equally required to become a future entrepreneur.

5. Conclusion

In this study, the effects of socio-demographic characteristics and personality traits on the entrepreneurial tendencies of nursing students were examined and it was found that the entrepreneurial tendencies of nursing students were high and that entrepreneurship tendencies were affected by university type, career goals, and having an entrepreneur in the family, and by the agreeableness, emotional stability, and extraversion domains of the personality scale.

Based on the results of this research, it is suggested that administrators and educators develop strategies to promote the entrepreneurial tendencies of nursing students as well as improve and implement necessary curricula in nursing education. It may prove useful if nursing faculty members, administrators, and academic advisors develop plans to improve the entrepreneurial capacity of the students according to personality traits and characteristics and implement courses and subject content in the curricula to flourish the entrepreneurial tendencies of the nurses of the future.

Authors Contributions

Topic selection: SS, NG; Design: SS, NG; Planning: SS, NG; Data collection: SS; Data Analysis: SS, NG; Article writing: SS, NG; Critical review: SS, NG.

Conflict of Interest

No conflict of interest has been declared by the authors.

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