

Relation between Nursing Students' Tendencies for Entrepreneurship and Career Adaptability

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Abstract

Background. Entrepreneurship enables a nurse to create value by recognizing and acting on opportunities, making decisions with limited information, and remaining adaptable and resilient in conditions that are frequently uncertain and complex. **Aim of the study:** To assess the relation between nursing students' tendencies for entrepreneurship and career adaptability. **Subjects and Method: Design:** A descriptive correlation design was applied. **Setting:** Faculty of Nursing, Tanta University. **Subjects:** the proportion of the number of nursing students (n=1028) was included in this study. **Tools:** Two tools for data collection were used, the first University Students' Entrepreneurship Tendency Scale and the second, The Career Adaptabilities Scale. **Results:** Around half (49.70%) of nursing students had a high level of entrepreneurship tendencies. High percent (78.60%) of nursing students had high level of career adaptability. **Conclusion:** a positive statistically significant correlation was found between nursing students' overall entrepreneurship tendencies and their overall career adaptability. **Recommendations:** Establish entrepreneurial courses that are interdisciplinary at the university and conduct events, workshops, and methodologies for the nursing students to acquire leadership skills to be an entrepreneur.

Keywords: Career adaptabilities, Entrepreneurial, Nursing students

Introduction

Increasing globalization, rapidly changing clients' demands and technological advancements, as well as quick shifts in global competitive settings, compel both established organizations and entrepreneurs to search for fresh, profitable alternatives. ⁽¹⁾ Entrepreneurship enhances nursing students' abilities in the workplace and benefits their personal lives. When nurses are deciding how to improve their careers and plan their futures, entrepreneurship plays a significant role in their decisions. ^(2,3) According to the definition of entrepreneurship, it is the realization or

introduction of something novel and unconventional based on the discovery of unmet needs or opportunities. ⁽⁴⁾ The phenomenon of entrepreneurship has many facets. An entrepreneur is simply someone who starts and runs a business with the goal of making money and expanding it. The act of entrepreneurship involves more than just starting a business. An urgent need is to foster an entrepreneurial attitude among nursing students through appropriate entrepreneur education. ⁽⁵⁾ Entrepreneurial tendencies consist of seven dimensions namely, self-confidence, utilizing the opportunities, bearing risk,

control oriented, determination, innovativeness and willing to succeed. ⁽⁶⁾ Self-confidence means trusting in own self, judgment, capacities and abilities. It is about valuing own self and feeling worthy, regardless of any imperfections or what others may believe about self. ⁽⁷⁾ Utilizing the opportunities in the workplace helps nursing students to synthesize available information and analyze emerging patterns that leak the attention of other people. ⁽⁸⁾

Bearing risk refers to the nursing students' tendency to engage in brave rather than cautious actions. Nursing students can examine mistakes and take corrective action by using the control-oriented feature. This is done to reduce departure from standards and make sure that the organization's stated goals are met in the desired way. ⁽⁹⁾ When the students have a high level of determination, they are more likely to persist in their efforts to succeed even in the face of overwhelming challenges. When the student is willing to succeed, they put out the effort necessary to excel and meet challenging goals. They should be prepared to establish challenging goals for themselves and take pleasure in working towards those goals. ⁽¹⁰⁾

Nursing students that are proactive and have a focus on action and change are cautiously looking for career development chances and setting up work environments to suit their career requirements. ⁽¹¹⁾ The process of embracing the existing policy of an organization to which nurses belong and internalizing its norms and values is known as career adaptation. To become a productive part of the organization, a nurse must acquire the information, skills, and supporting interpersonal interactions linked to their line of work. ⁽¹²⁾ Career

adaptability is a sign of a nursing student's capacity to handle a variety of duties, changes, and traumas. ⁽¹³⁾

Career adaptability includes four global dimensions: concern, control, curiosity, and confidence. Control is an expression of one's commitment to self-discipline and perseverance in the face of responsibility and obligation for the future. ⁽¹⁴⁾ Concern is planning and getting ready for new problems. Before deciding about a job or educational path, curiosity drives the gathering of information about career options. Confidence is having faith in one's ability to handle challenges relating to one's career. These four professional adaptabilities support smooth transitions across the career lifespan and adjusting to changes in the workplace. ⁽¹⁵⁾

Significance of study:

Despite the considerable changes in the healthcare systems and nursing practices, most nurse educators continue to teach the same subjects that have no place in the healthcare system. Therefore, there should be a notable change made in nursing education leadership for future nursing practices. The entrepreneurial nursing education curriculum is important regarding the application of efficient care approaches and the utilization of entrepreneurship principles in resolving health problems. To successfully transition from faculty to the working world, nursing students must have faith in their professional talents and be open to change. Entrepreneurial behaviors focus on improving healthcare practices, visibility of the profession and career adaptability for nursing students. Thus, this study will focus on entrepreneurship tendencies and their relation to career adaptability of nursing students. ^(17,18)

Aim of the study**The aim of study is to:**

Assess the relation between nursing students' tendencies for entrepreneurship and career adaptability.

Research Questions:

1. What are the entrepreneurship tendency levels of nursing students?
2. What are the career adaptability levels of nursing students?
3. What is the relation between nursing students' tendencies for entrepreneurship and career adaptability?

Subjects and Method**Research design:**

A descriptive correlation research study design was used in the present study.

Setting:

The current study was carried out at Tanta University's Faculty of Nursing. Nursing Administration, Community Health Nursing, Medical-Surgical Nursing, Critical Care and Emergency Nursing, Maternal and Newborn Health Nursing, Psychiatric and Mental Health Nursing, and Pediatric Nursing were among the seven academic nursing departments that made up the faculty.

Subjects:

The study's participants were recruited by proportionate stratified random sampling. In this study, each academic year was considered as a stratum and the samples were selected based on the proportion of the number of nursing students in each academic year (2021/2022). The total study sample was calculated using the Epi. Info. Microsoft to ensure obtaining an adequate and representative size, where N = population size 2600, Z = confidence level at 95% (1.96), d = margin of error proportion (0.05). The total number of samples was 1028 out of 2600 nursing students from different academic years

who were enrolled during data collection time. The sampling process was continued until the required sample size was obtained.

Tools: two following tools were utilized:

Tool I: University Students' Entrepreneurship Tendency Scale

This tool was developed by an investigator based on Yılmaz and Sünbül (2009) ⁽¹⁹⁾ and related literature ^(20,21). It aimed to assess the entrepreneurship tendencies of nursing students. It consisted of two parts as follow:

Part I: Personal characteristics of nursing students: including the nursing students' age, gender, and academic year, residence place, participation in student activities, kind of activities, training courses, work on summer vacation and the field of work.

Part II: Nursing Students' Entrepreneurship Tendencies Structured Questionnaire:

It consisted of 33 items categorized into seven subscales:

- Self-confidence: included 8 items
- Utilizing the Opportunities: included 5 items.
- Bearing Risk: included 4 items.
- Control oriented: included 3 items.
- Determination: included 7 items.
- Innovativeness: included 2 items.
- Will to succeed: included 4 items.

Scoring system:

Nursing students' responses were measured on a five-point Likert scale range from 1- 5 where 1 = never, 2 = rarely, 3 = sometimes, 4 = frequently, 5 = always. The total scores were calculated by summing of all categories and then will be calculated according to statistical cut off point where:

- High entrepreneurship level $\geq 75\%$, equal to 123.

- Moderate entrepreneurship level 60% - 75% equal to 99-122.
- Low entrepreneurship level $\leq 60\%$ equal less than 99.

Tool II: The Career Adaptabilities Scale (CAAS).

This tool was adapted by investigators based on Savickas and Porfeli (2012) ⁽²²⁾ and related literature ⁽²³⁻²⁵⁾. It aimed to assess the career adaptability levels of nursing students.

It consisted of 21 items categorized into four subscales:

- Concern: included 4 items.
- Control: included 6 items.
- Curiosity: included 6 items.
- Confidence: included 5 items.

Scoring system:

Nursing students' responses were measured on five-point Likert scale ranging from 1 -5 where 1= never, 2 = rarely, 3 = sometimes, 4 = often, 5 = every time. The total scores were calculated by summing of all categories and then was calculated according to statistical cut off point where:

- High career adapt-abilities level $\geq 75\%$ equal to 78.
- Moderate career adapt-abilities level 60% - 75% equal to 64-77.
- Low career adapt-abilities level $\leq 60\%$ equal to 63.

Method

1. Official permission was obtained from the Dean of Faculty of Nursing and the authoritative personnel that were submitted to the previously mentioned setting.

2. Ethical considerations:

- A. An approval was obtained from the Ethical Committee before conducting the study with code number (46) on 23/3/2022.
- B. The nature of the study was not causing harm to the entire sample.

- C. Informed consent was obtained from nursing students after explanation of the study's aim.
 - D. Confidentiality and anonymity were maintained regarding data collection and the participants have the right to withdrawal.
3. The study tools were translated into Arabic and presented to a jury of five experts in the area of specialty to check their content validity. The experts were three professors, one assistant professor of Nursing Administration, and one assistant professor of Critical Care and Emergency Nursing from Faculty of Nursing, Tanta University.
 4. The experts' responses were represented in four points rating scale ranging from (4-1); 4= strongly relevant, 3= relevant, 2= little relevant, and 1= not relevant. Necessary modifications were made including clarification, omission of certain items and adding others and simplifying work related words.
 - The face validity value of Entrepreneurship Tendencies Structured scale was **89.7%**, The Career Adaptabilities Scale (CAAS) was **94.8%**
 5. A pilot study was carried out on a sample (10%) of the subject (n=97). A pilot study was carried out after the experts' opinion and before starting the actual data collection. The pilot study was done to test clarity, sequence of items, applicability, relevance of the questions and to determine the needed time to complete the questionnaire. According to feedback from pilot study, the tool was modified by the investigator and this sample was included in the main study sample during the actual collection of data to test the tools for clarity and applicability.
 6. The estimated time needed to complete the questionnaire items from nursing students was 10-15 minutes.
 7. Reliability of tools was tested using Cronbach's Alpha Coefficient test. Reliability of Entrepreneurship

Tendencies Structured scale =**0.947** and reliability of The Career Adaptabilities Scale (CAAS) = **0.931**.

8. **Data collection phase:** the data were collected from nursing students by the investigator. The investigator met the respondents' students in small groups in different areas under study during teaching hours to distribute the questionnaire. The subjects recorded the answer in the presence of the investigator to ascertain that all questions were answered. The data was collected over a period of three months from October 2022 until December 2022.

Results

Table (1): Shows personal characteristics of the nursing students. It was observed that more than half (60.4) of nursing students had ≤ 20 years with the mean age score 19.89 ± 1.39 . More than two-thirds (73.7%) of them were female. As regard to academic year, more than one quarter (27.4%, 27.5%) of them were in the second and third academic year, respectively and 22.9%, 22.2% of them in the first academic year and fourth academic year, respectively. Additionally, more than two-thirds (72.5%) of them were from rural areas. Most of them (91.5%) did not participate in any students' activities. The majority (83.4%) of them did not take any training courses and an equal percentage (11.1) of them had one course. More than half (60.9%) of them did not work on summer vacation and about one quarter (26.8%) of nursing students worked in the health field.

Figure (1): Demonstrates distribution of nursing students according to levels of overall entrepreneurship (n = 1028).

Figure (2): Reveals that around half of nursing students had a high level of overall self-confidence. While a lower percentage of them of them had low level of self-

confidence dimension of entrepreneurship tendencies.

Figure (3): Shows that more than one-third of nursing students had a moderate level of overall utilizing the opportunities dimension. While one-third of them had low level of utilizing the opportunities entrepreneurship tendencies.

Figure (4): Demonstrates more than half of nursing students had a high level of overall bearing risk dimension. While less than one-fifth of them had a low level of bearing risk dimension of entrepreneurship tendencies.

Figure (5): Demonstrates that more than sixty percent of nursing students had a high level of overall control-oriented dimension. While a low percentage of them had low level of control-oriented dimension of entrepreneurship tendencies.

Figure (6): Reveals that slightly more than half of nursing students had a high level of overall determination dimension. While a low percentage of them had a low level of determination dimension of entrepreneurship tendencies.

Figure (7): Demonstrates that more than half of nursing students had a low level of overall innovativeness dimension. While less than one-third of them had a high level of innovativeness dimension of entrepreneurship tendencies.

Figure (8): Shows that more than half of nursing students had a high level of overall will to succeed dimension. While one-fifth of them had low level of will succeed dimension of entrepreneurship tendencies.

Figure (9): Describes that most nursing students had a high level of overall career adaptability. While a low percentage of them had a low level of career adaptability.

Figure (10): Shows that most nursing students had a high level of overall concern dimension. While a low percent of them had low level of concern dimension of career adaptability.

Figure (11): Demonstrates that three nursing students had a high level of overall control dimension. While a low percentage of them of them had low level of control dimension of career adaptability.

Figure (12): Reveals that about two-thirds percent of nursing students had a high level of overall curiosity dimension. While a low percentage of them had low level of curiosity dimension of career adaptability.

Figure (13): Demonstrates that more than three-quarter nursing students had a high level of overall confidence dimension. While a low percentage of them had low level of confidence dimension of career adaptability.

Figure (14): Clarifies correlation between nursing students' overall entrepreneurship tendencies and overall career adaptability. It illustrates that a positive statistically significant correlation was found between nursing students' overall entrepreneurship tendencies and their overall career adaptability ($r=0.652$) at ($p<0.001$)

Table (1): Personal characteristics of the nursing students (n = 1028)

| Personal characteristics of the student | No. | % |
|--|------------------|-------------|
| Age | | |
| ≤20 | 621 | 60.4 |
| >20 | 407 | 39.6 |
| Min. – Max. | 17.0 – 24.0 | |
| Mean ± SD. | 19.89 ± 1.39 | |
| Median | 20.0 | |
| Gender | | |
| Male | 270 | 26.3 |
| Female | 758 | 73.7 |
| Academic year | | |
| First year | 235 | 22.9 |
| Second year | 282 | 27.4 |
| Third year | 283 | 27.5 |
| Fourth year | 228 | 22.2 |
| Residence place | | |
| Rural | 745 | 72.5 |
| Urban | 283 | 27.5 |
| Participation in student activities | | |
| Yes | 87 | 8.5 |
| No | 941 | 91.5 |
| Kind of activities are | (n = 87) | |
| Social activities | 55 | 5.4 |
| Cultural activities | 14 | 1.4 |
| Sport activities | 16 | 1.6 |
| religious activities | 2 | .2 |
| Taken any training courses | | |
| Yes | 171 | 16.6 |
| No | 857 | 83.4 |
| Number of these courses | (n = 171) | |
| 1 | 114 | 11.1 |
| 2 | 29 | 2.8 |
| 3 | 20 | 1.9 |
| 4 | 8 | 0.8 |
| Working on summer vacation | | |
| Yes | 402 | 39.1 |
| No | 626 | 60.9 |
| The field of work | (n = 402) | |
| Health field | 276 | 26.8 |
| commercial field | 126 | 12.3 |

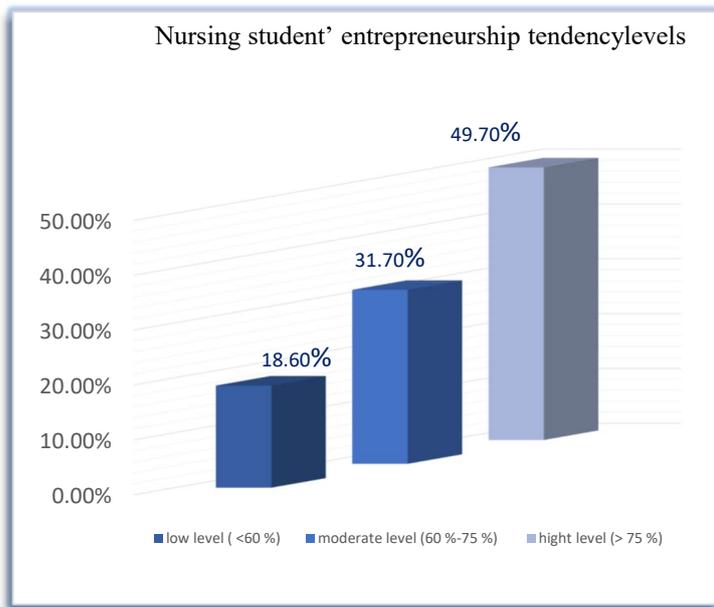


Figure (1): Nursing students according to levels of overall entrepreneurship (n = 1028)

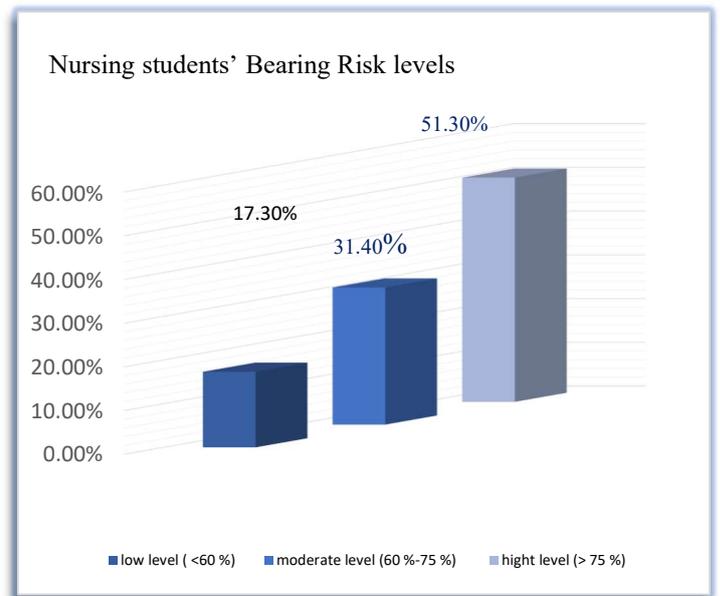


Figure (4): Nursing students according to levels of overall bearing risk dimension of entrepreneurship tendencies (n = 1028)

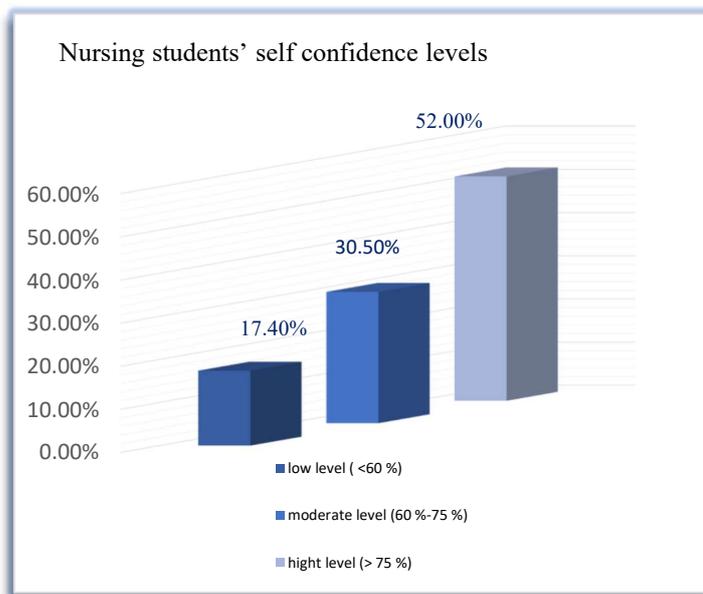


Figure (2): Nursing students according to levels of overall self-confidence dimension of entrepreneurship tendencies (n = 1028)

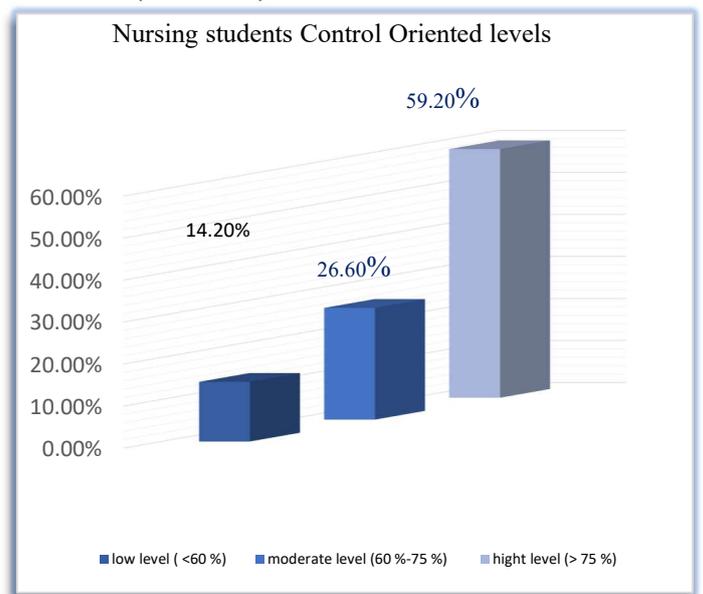


Figure (5): Nursing students according to levels of overall control-oriented dimension of entrepreneurship tendencies (n = 1028)

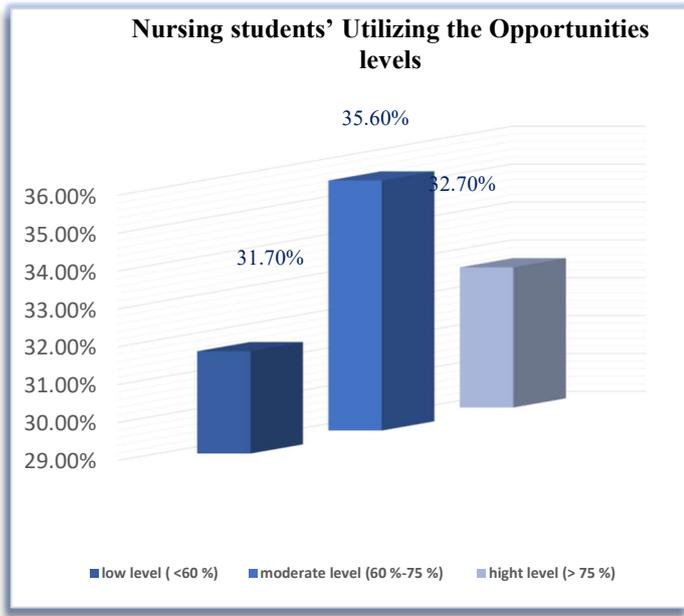


Figure (3): Nursing students according to levels of overall utilizing the opportunities dimension of entrepreneurship tendencies (n = 1028)

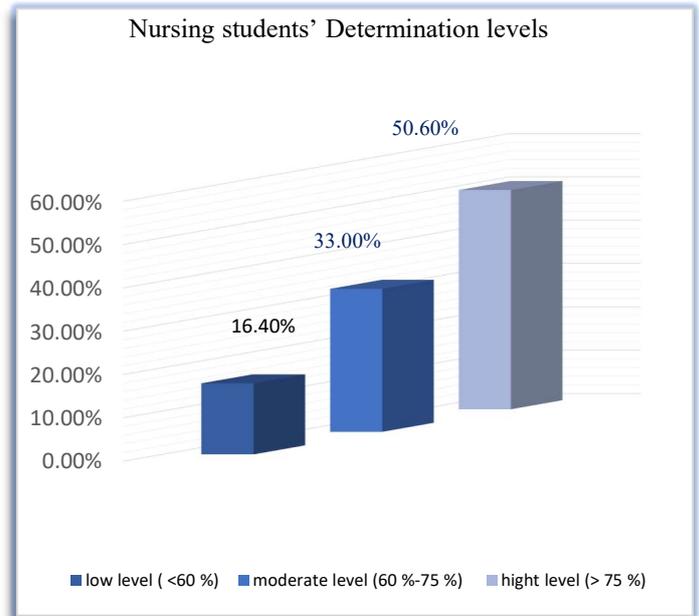


Figure (6): Nursing students according to levels of overall determination dimension of entrepreneurship tendencies (n = 1028)

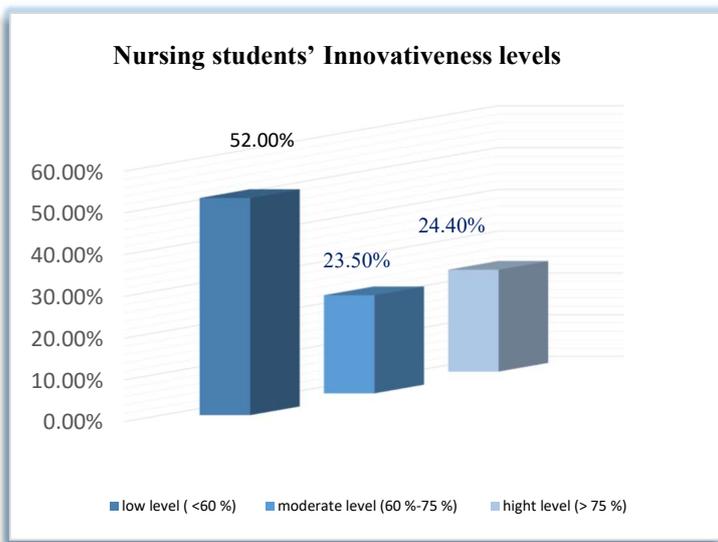


Figure (7): Nursing students according to levels of overall innovativeness dimension of entrepreneurship tendencies (n = 1028)

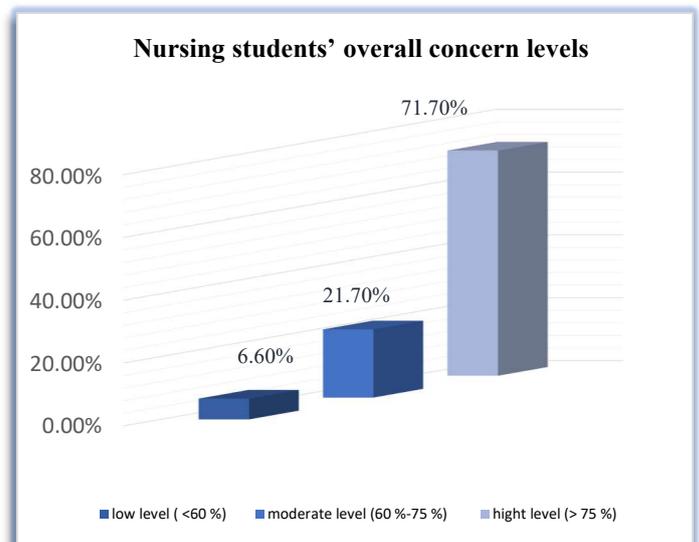


Figure (10): Nursing students according to levels of overall concern dimension of career adaptabilities (n = 1028)

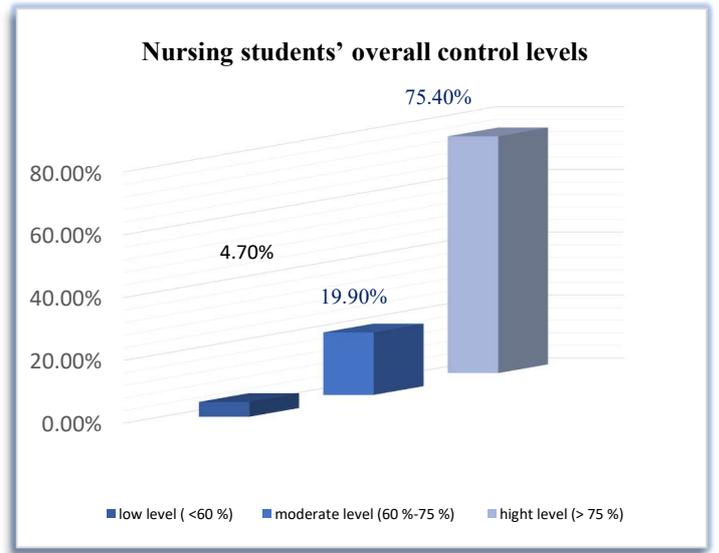
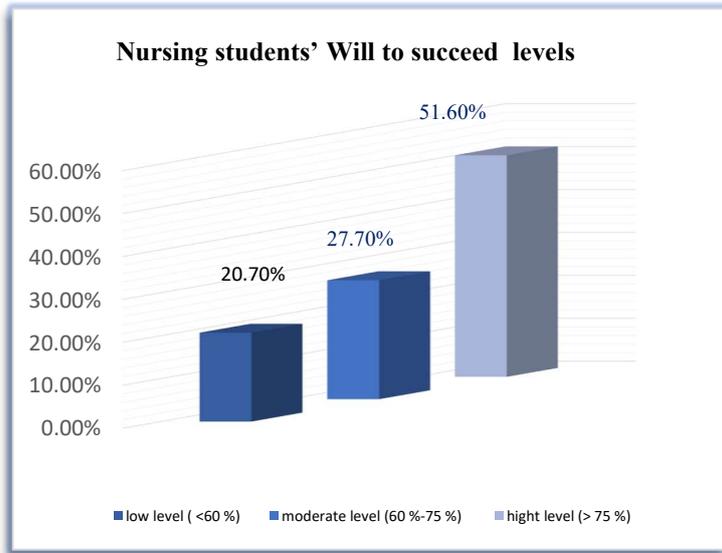


Figure (8): Nursing students according to levels of overall will to succeed dimension of entrepreneurship tendencies (n = 1028)

Figure (11): Nursing students according to levels of overall control dimension of career adaptabilities (n = 1028)

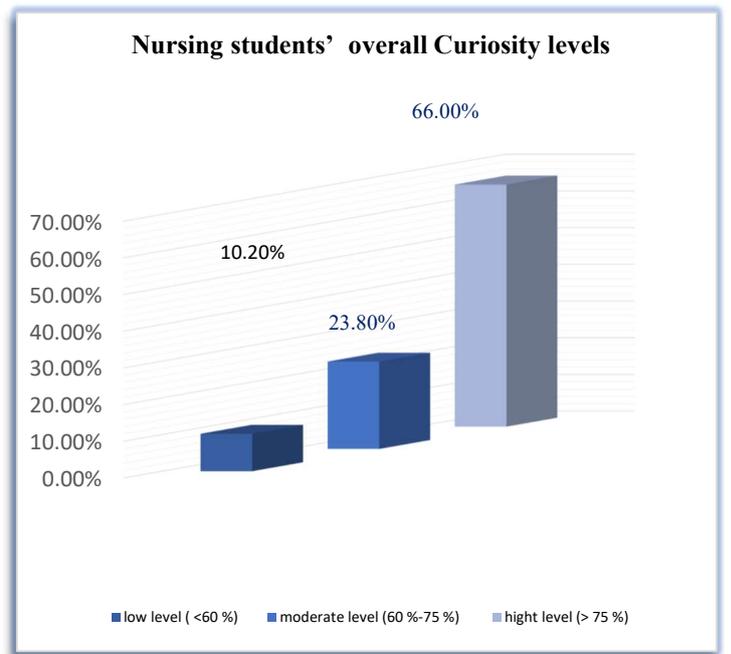
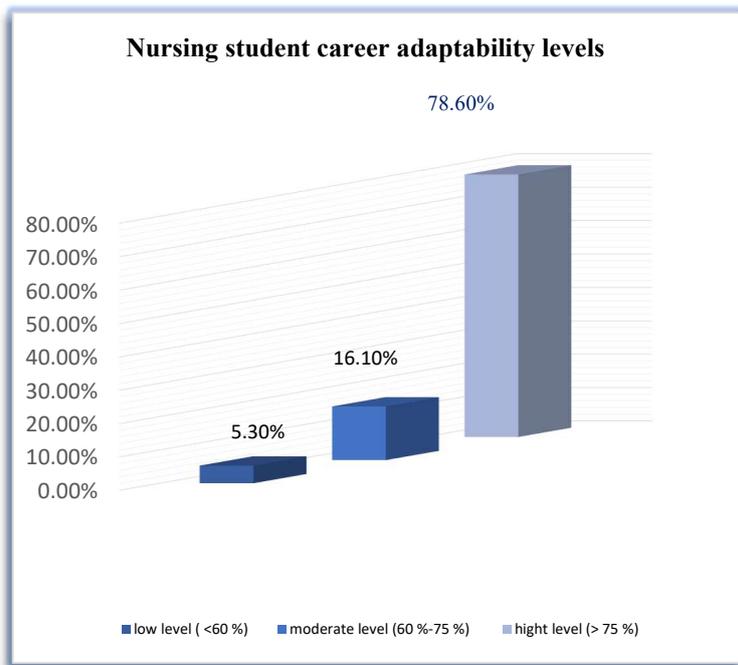


Figure (9): Nursing students' overall career adaptability levels (n = 1028)

Figure (12): Nursing students according to levels of overall curiosity dimension of career adaptabilities (n = 1028)

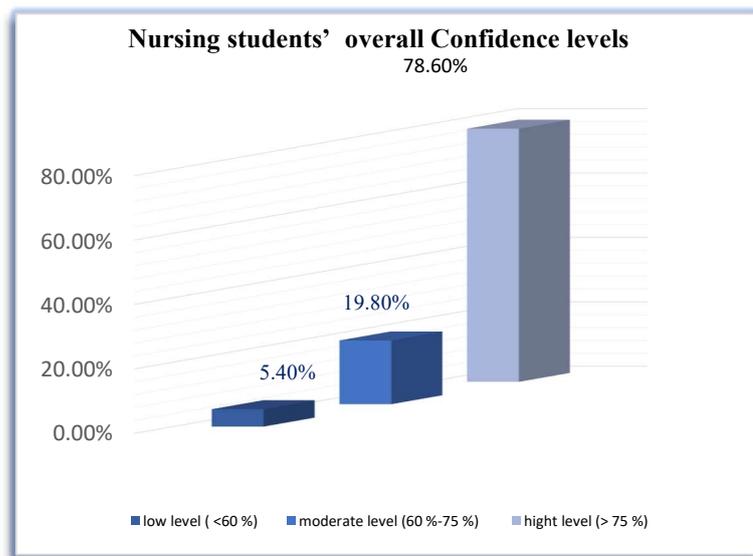


Figure (13): Nursing students according to levels of overall confidence dimension of career adaptabilities (n = 1028)

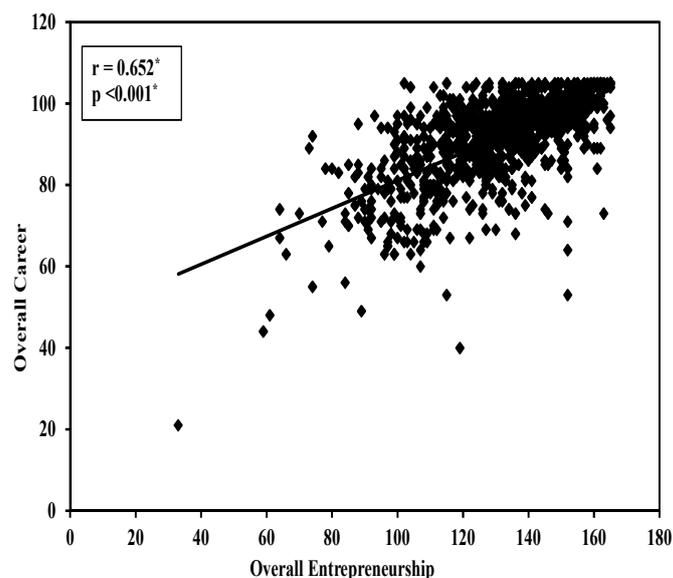


Figure (14): Correlation between nursing students' overall entrepreneurship tendencies and overall career adaptability

Discussion

According to the current study, about half of nursing students had a high level of overall entrepreneurship tendencies. This shows that those students had the qualities needed for nurse entrepreneurs, including a positive self-image, inventiveness, a drive to take calculated risks and independence, marketing expertise, and the capacity for sound judgement, priority planning, and budgeting. Despite most of them did not have any training courses and more than half of them did not work on summer vacation.

Along with the present study findings, **İspir et al. (2019)** ⁽⁹⁾, **Bodur (2018)** ⁽²⁶⁾ demonstrated that nursing students had high entrepreneurship scores. On the other line, this result is contradictory with **Trotte et al. (2021)** ⁽²⁷⁾, **Soder et al. (2021)** ⁽²⁸⁾ they did not support the present study and showed that nursing students had

a low entrepreneurial tendency. According to the present study results, around half of nursing students had a high overall self-confidence level of entrepreneurship tendency. This finding attributed to the fact that more than half nursing students are always inspired to work harder to achieve greater success in the nursing field.

Along with this finding **Dimopolulos (2020)** ⁽²⁹⁾ who found that nursing students had a high level of self-confidence. Dissimilar to this result there is other study disagreed with this result, **Woo and Newman (2020)** ⁽³⁰⁾ who showed that most nursing students had low level of self-confidence.

Moreover, the present study results revealed that more than half nursing students had a low level overall utilizing the opportunities as entrepreneurship tendencies. The finding was explained by nursing students who did not have an insatiable interest in learning about novel

or unconventional concepts and determined whether they would be successful in the marketplace.

The result of this study is supported by **Clark and Ramachandran's (2019)** ⁽³¹⁾ evidence that participants had low level of utilizing the opportunities. In contrast, **Larsen et al. (2021)** ⁽³²⁾, **Plsson et al. (2021)** ⁽³³⁾ dissented from this finding and demonstrated that nursing students had a high level of opportunity seeking.

Regarding bearing risk dimension of entrepreneurship tendencies, the present study results showed that around half of nursing students had high level about overall bearing risk to entrepreneurship tendencies. This result attributed to the nursing student may have the courage to take the risk rather than avoid it.

This result is consistent with **Che Embi et al. (2019)** ⁽³⁴⁾ confirmed that the nursing students had a high level of risk bearing. On the other hand, this result disagreed with **Bastian et al. (2018)** ⁽³⁵⁾ and **Laudano et al. (2018)** ⁽³⁶⁾ who displayed that the participant had low level of bearing risk.

Concerning control-oriented dimension of entrepreneurship tendencies, the present study results showed that around half of nursing students had a high level about overall control-oriented dimension with the highest mean score. The likelihood of nursing students becoming successful entrepreneurs increases if they are control oriented.

At the same line, **Nani and Safitri. (2021)** ⁽³⁷⁾ who found that most of the nursing students reported high perception level of control oriented. On the contrary, **Asante and Affum (2019)** ⁽³⁸⁾ who disagreed with this result and reported that overall nursing student control-oriented at low level.

As observed in this study results, around half of nursing students had a high level about overall determination dimension of entrepreneurship. This is clarified by around half of nursing students always at meeting deadlines at required tasks.

The present study findings supported by **Graham et al. (2022)** ⁽³⁹⁾ who displayed that more than half of the students have determination and satisfaction with life in faculty. On the other line, this result disagreed with **Rezaee et al. (2016)** ⁽⁴⁰⁾ and **Barati et al. (2015)** ⁽⁴¹⁾ who reported a low level of determination among nursing students which may affect entrepreneurial intention. As reflected to innovativeness dimension of entrepreneurship tendencies, the present study results revealed that more than half of nursing students had low level about overall innovativeness, and it actually had the lowest mean score of all dimensions. This clarified by educational institutions failed to plan sufficient activities that support innovativeness on the students.

This result is consistent with the findings of **Özdemir et al. (2022)** ⁽⁴²⁾ who reported that faculty nursing students were at a low level of innovativeness in their work. **Adibelli et al. (2018)** ⁽⁴³⁾, in contrast with this result and found that more than half of the nurses were knowledgeable about innovation.

The present study results revealed that more than half of nursing students had a high level about will to overall succeed dimension of entrepreneurship tendencies. This is attributed to more than half of nursing students always plan framework to achieve their goals. Also, this result supported the claim of **Matraeva et al. (2020)** ⁽⁴⁴⁾ who found that students' will to succeed level was high depends on the

involvement of the students in creative work which led to their success.

According to the study's findings, most nursing students had a high level of overall career adaptability. This might be due to nursing students frequently making quick, practical adjustments oftentimes on the fly to accommodate novelty, change, and uncertainty, often with unpredictable effects.

This result, in line with **Kim and Shin (2020)** ⁽⁴⁵⁾ who showed that career adaptability behavior had a higher level in fourth-year nursing students who completed a career planning course. On the other hand, the present study is on contrary with the result reported by **Stead et al. (2022)** ⁽⁴⁶⁾ who estimated that career adaptability subscale scores measures were low to moderate for the participant student. As evidenced in the current result, two-thirds of nursing students had a high level about overall concern dimension of career adaptability. This is clarified by more than two thirds of nursing students think every time about what their future will be like, realize that today's choices shape their future.

Along with the present study findings, **Chen et al. (2020)** ⁽⁴⁷⁾ found that career concern is regarded as the highest and most important dimension. While **Parmentier et al. (2022)** ⁽⁴⁸⁾ contradicted this study result and found that half of the students had low levels of career adaptability concern.

As regarding to control dimension, the present study results showed that more than two thirds of nursing student had high level about overall control diminution of career adaptabilities, this finding is attributed to more than two thirds of

nursing student count every time on themselves and do what's right for them.

This results in line with **Douglass and Duffy (2015)** ⁽⁴⁹⁾ who discovered that participant control was high. On other hand, **Kondo et al. (2023)** ⁽⁵⁰⁾ and **Dall'Ora et al. (2020)** ⁽⁵¹⁾ contradicted this result and showed that nursing students demonstrated low level of control dimension.

Regarding curiosity dimension, the present study results showed that about two-thirds of nursing students had a high level about curiosity dimension of career adaptabilities although it had the lowest mean score. This is clarified by more than half of nursing students became curious about new opportunities in nursing field and probe deeply into questions that they had.

Along with this study findings, **Hartini et al. (2020)** ⁽⁵²⁾ found that students had higher curiosity level. Conversely, **Liu et al. (2020)** ⁽⁵³⁾ found that curiosity had the lowest mean score of the four personality traits.

Concerning confidence dimension, the present study results showed that more than two thirds of nursing students had a high level about overall confidence dimension of career adaptabilities, and it actually had the highest mean score of all dimensions. As evident in the study results, more than two-thirds nursing students be confident every time that they will make progress and improvement in the future. and take care to do their tasks well.

Along with the present finding, **Olaussen et al. (2020)** ⁽⁵⁴⁾ and **Donovan and Mullen (2019)** ⁽⁵⁵⁾ reported that students were found to have higher confidence in preparing for the clinical experience. On contrary, this result disagreed with the

findings of **Makarem et al. (2019)**⁽⁵⁶⁾ who found low level of nursing student confidence in the final year.

This study's findings illustrated that there was a positive statistically significant correlation was found between nursing students' overall entrepreneurship tendencies with their overall career adaptability. This result indicates that nursing students' entrepreneurship tendencies increase, the career adaptability increase.

This may be due to a key factor in the establishment and growth of faculty students' entrepreneurial propensity is their capacity for career adaptation and nursing students with high career adaptability can manage and adjust their entrepreneurial willingness and skills and solve complex entrepreneurial tasks.

Along with the present findings, **Lee and Jung (2021)**⁽⁵⁷⁾ who revealed that there was statistically significant positive correlation between entrepreneurial tendencies and career adaptability.

While **İspir et al. (2019)**⁽⁹⁾ found that there was a moderate relation between the students' entrepreneurship scores and the total score of career adaptability and **McKenna et al. (2016)**⁽⁵⁸⁾ contradicted the present findings and found that the relation between entrepreneurship tendency and career adaptability in nursing student was weak-medium.

Conclusion

To conclude, nursing students are better at bearing risk and utilizing the opportunities with high level of self-confidence, control oriented and determination, resulting in higher entrepreneurial tendencies which affect their future career adaptability. The present study confirmed that around half of nursing students in Faculty of Nursing

Tanta University had high level of entrepreneurship tendencies.

Also, most of them had a high level of career adaptability. There was a positive statistically significant correlation between nursing students' overall entrepreneurship tendencies with their overall career adaptability.

Furthermore, there was statistically significant relations between nursing student' entrepreneurship tendencies and their age, gender, academic year, participation in student activities, working on summer vacation and the field of work and there were no statistically significant relations between nursing students' career adaptabilities and their personal data except age and academic year.

Recommendations

The results of this study led us to suggest the following.

For the Faculty of Nursing

- Encourage undergraduates' self-efficacy in entrepreneurial activities and positive attitudes towards entrepreneurship.
- Provide instruction about entrepreneurship and promote better support for nursing students who wish to be successful business owners.
- Establish entrepreneurial courses that are cross-disciplinary and interdisciplinary at the university and conduct events, workshops, and methodologies as a possible solution.
- Highlight career adaptability education in nursing curricula.
- Develop entrepreneurship policies, which aim to encourage student entrepreneurs.
- Build an innovation culture by facilitating campus conversations about innovation, pedagogy, curricular design, online learning, and assessment.

For the nursing student

- Advance professional careers by demonstrating entrepreneurial traits at various levels of care to address the

growing and altering requirements in the health sector.

- Adopt leadership skills to be an entrepreneur such as critical thinking, communication, time management and organizational skills.

For further research

- Identify measurement and investigation of adaptive behaviors, such as job exploration, self-efficacy, and career planning.
- Analyze how students who receive expert career counseling change in terms of their ability to adapt to their careers.

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