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- **Basic Research**

***The Relationship between Entrepreneurship Education, Entrepreneurial Intention and Career Aspiration Among Faculty of Nursing Students***

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**Abstract**

**Introduction:** The latest decades have seen colossal rise in entrepreneurship education at universities around the globe. It plays a significant role in developing entrepreneurial traits in students. That in turn, would improve their career choices toward entrepreneurship. **Aim:** The current study aimed to investigate the relationship between entrepreneurship education, entrepreneurial intention, and career aspiration. **Design:** This study utilized a descriptive correlational research design **Setting:** This study was conducted in Faculty of Nursing, Alexandria University. **Subjects:** All undergraduates nursing students who were registered for third level courses and enrolled in entrepreneurship course (N=368) in the previously mentioned setting. **Methods:** Three tools were utilized as follows; Entrepreneurship Education Questionnaire (EEQ), Entrepreneurial Intention Questionnaire (EIQ) and Career Aspiration Scale Revised (CAS- R). **Results:** The main finding shows that nursing students perceived high entrepreneurship education, career aspiration and entrepreneurial intention. **Conclusion:** Strong statistically significant positive correlations were found between overall nursing students' entrepreneurship education, entrepreneurial intention, and career aspiration. Therefore, the government should play a more dynamic role in the expansion of entrepreneurship by providing more assistance through funds; small and medium business loans, increase entrepreneurial training and set up more training centers for graduates to enhance their skills and technology.

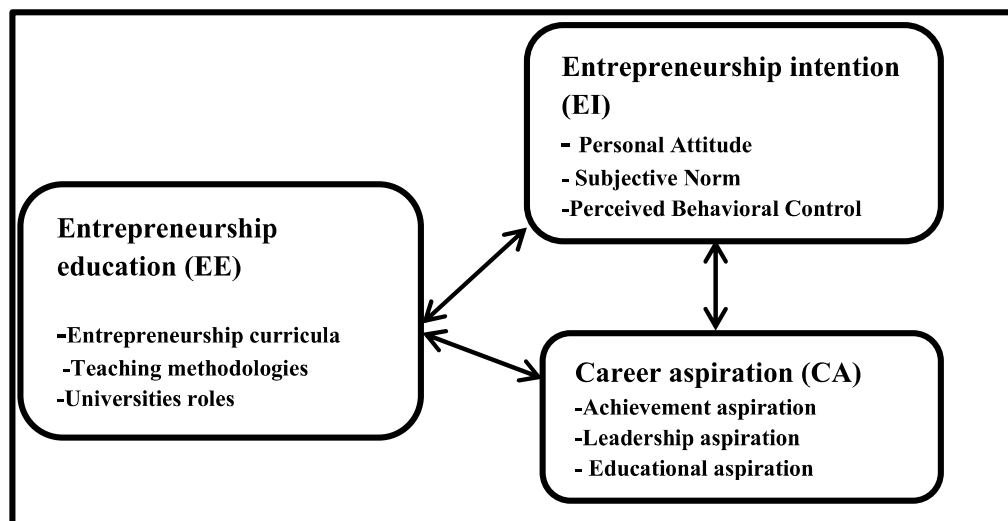
**Key words:** Entrepreneurship Education - Entrepreneurial Intention -Career Aspiration – Faculty of nursing students

## Introduction

Entrepreneurship is a crucial driver of societal health, wealth, and a formidable engine of economic growth. It helps in addressing society's toughest challenges as stated by the United Nations Sustainable Development Goals (SDGs)<sup>(1)</sup>. Entrepreneurship is the act of detecting, initiating, shaping and bringing a vision to life, create new survive, product, organizational strategy, and promotional strategy or a niche market <sup>(2)</sup>. In this context, university nursing students are invited, and required to position themselves in the representations of abilities required in working life and plays as entrepreneurial nucleus, linking researchers, students' entrepreneurs, business enterprises, and other stakeholders <sup>(3-6)</sup>.

### Framework of the study

The current study was guided by the conceptualization of three factors; entrepreneurship education (EE), entrepreneurship intention (EI), and career aspiration (EA) as illustrated in the following figure:



*Figure 1: Researchers' framework of the study*

### Entrepreneurship Education (EE)

EE is defined as a range of skills, knowledge, attitudes, and attributes that can be developed through educational programs to develop the students' intention to perform entrepreneurial behaviors, knowledge, desirability of entrepreneurial activity <sup>(7,8)</sup>. Effective EE programs is achieved through three significant factors; entrepreneurship curricula which referred to courses and content of entrepreneurship programs taught in the universities. teaching methodologies indicate the methods of teaching and assessment of entrepreneurship such as lectures, handout materials and discussion of case studies. In addition to university's role in promoting EE including university policies, entrepreneurial infrastructure and other support systems <sup>(8)</sup>. In the study carried out by Arogundade, (2011)

<sup>(9)</sup>, about the importance of EE towards improving sustainable economic development. Through a similar research approach, Liu et al. (2019) <sup>(10)</sup>, found that EE can strengthen the entrepreneurs' entrepreneurial intention and behavior and improve their entrepreneurial performance.

### **Entrepreneurial Intentions (EI)**

Entrepreneurs are persons who have the capability to see and appraise business opportunities; to gather resources to take gain of them; and to start suitable action to ensure success. This behavior would be best predicted by EI <sup>(11)</sup>. EI is defined as a conscious state of mind directing and guiding the actions of individuals towards the development and implementation of new business concepts <sup>(8)</sup>.

EI captures the three motivational factors influencing behavior; personal attitude (PA) refers to the degree to which an individual holds a positive or negative personal valuation about being an entrepreneur. Subjective norm (SN) measures the perceived social pressure from family, friends, colleagues and customers to carry out or not to carry out entrepreneurial behaviors Perceived behavioral control (PBC) is related to the perception of the simplicity or difficulty to be an entrepreneur. Several empirical studies have found out that individuals' intention to become an entrepreneur offers the best predictor of his/her actual engagement in entrepreneurship and the future career path <sup>(12,13)</sup>.

### **Career aspiration (CA)**

CA is defined as career related desires and ambitions that provide impulse for career-related behaviors leading to career success through fulfilling career related goals<sup>(14)</sup>.CA focuses on three constructs ;achievement aspirations which refers to the degree to which an individual aspires for recognition, responsibility and promotion in a specific field; leadership aspirations indicates the degree to which an individual aspire to leadership roles, or an increased influence in an organization or field; and educational aspirations denotes the degree to which one aspire to advanced education, training, and competency in a specific field <sup>(15)</sup>.

### **Problem statement and significance of the study**

Unemployment rate among the graduates is the main concern of Egyptian government with the increasing number of students graduating from the Egyptian universities. A report lunched by the World Bank revealed that; increased figure of Egypt unemployment rate surged to 9.6 percent in 2020 <sup>(16)</sup>. Also, the preference of graduates is to be wage earners and becoming self-employed. As academic qualifications can no longer guarantee immediate employment upon graduation, it was suggested that alumni widen their career scope by examining entrepreneurship as a basis for a career. So, EE would help the

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students to develop their own career and ease the current unemployment issue by expanding the job market. In this respect, entrepreneurship was accredited by many entrepreneurship researchers, as a solution to the problem of unemployed alumni<sup>(17,18)</sup>. So, the Egyptian universities integrated entrepreneurship curricula as a required course for graduation and preparing new entrepreneurial cadres. For nursing student, the development of entrepreneurship skills will guide creative and innovative activities contributing to skills for coping with risks, and with undefined and complex situations. Besides, they will be representativeness of nursing professionals as the largest workforce in the healthcare and their existence in the most various care scenarios, which can enhance the universal offer and coverage of health care in an integrated, continuous, and interdisciplinary way. However, there is still a scarcity of empirical research and little is known about students' identifications with entrepreneurship and their intention to be entrepreneur. This research will fulfill this gap by investigating the relationship between entrepreneurship education, entrepreneurial intention and career aspiration among nursing students.

### **Aim of the study**

Investigate the relationship between entrepreneurship education, entrepreneurial intention and career aspiration.

### **Research question**

What is the relationship between entrepreneurship education, entrepreneurial intention and career aspiration?

### **Materials & Methods**

**Research Design:** A descriptive correlational research design was utilized to conduct this study.

**Setting:** This study was conducted in Faculty of Nursing, Alexandria University.

**Subjects:** All undergraduates nursing students who were registered for 3<sup>rd</sup> level courses and enrolled in entrepreneurship course N=368

### **Data collection tools:**

#### **1) *Entrepreneurship Education Questionnaire (EEQ):***

It was developed Rengiah (2013)<sup>(8)</sup>, to measure students' perception of entrepreneurship education. It consists of 27 items divided into three dimensions; entrepreneurship curricula (9 items), teaching methodologies (9 items), and universities roles (9 items). The questionnaire items were weighted using on a 5-point Likert scale five-point Likert scale ranging from 1 (Strongly disagree to 5 (Strongly agree). The overall score ranging from 27 to 135. Lower score ranging

from 27-62, moderate score ranging from 63 to 98, and higher score ranging from 99 to 135.

- 2) ***Entrepreneurial Intention Questionnaire (EIQ)***. It was developed by Liñán & Chen (2009) <sup>(19)</sup> to assess intention of becoming an entrepreneur. It consists of 20 items divided into Personal Attitude (5 items), Subjective Norm (3 items), and Perceived Behavioural Control (6 items), and Entrepreneurial Intention (6 items). The questionnaire items were weighted using on a 5-point Likert scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). The overall score ranging from 20 to 100. Lower score ranging from 20 to 46, moderate score ranging from 47 to 72, and higher score ranging from 73 to 100.
- 3) ***Career Aspiration Scale Revised (CAS- R)***. It was developed by O'Brien (1996) <sup>(20)</sup> and revised by Gregor and O'Brien (2016) <sup>(15)</sup>, to measure career aspiration among undergraduate and graduate students. It consists of 24 items divided into 3 dimensions: Achievement aspiration (8 items), Leadership aspiration (8 items), and educational aspiration (8 items). The questionnaire items were weighted using a 5-point Likert scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). The overall score ranging from 24 to 120. Lower score ranging from 24 to 55, moderate score ranging from 56 to 87, and higher score ranging from 88 to 120 .

In addition, socio-demographic and work related data sheet was developed by the researchers, to elicit data such as age, gender, educational level, and years of experience and other work related data such as previous working status , father and mother work status. Etc.

**Validity and reliability:** the study tools were reviewed and tested for face and content validity by five bilingual academic professors in the field of study. Accordingly, their comments are taken into consideration for ensuring accuracy and minimizing potential threats to validity of the study.

The study tools were examined for reliability by measuring the internal consistency of items using Cronbach's alpha. The results proved that the three tools were reliable with a correlational coefficient test. The tools proved to be reliable were  $\alpha = 0.753$  for tools one (EEQ), 0.716 for tool two (EIQ) and 0.733 for tool three (CAS-R) at a statistical significance level where  $P \leq 0.05$ .

**Pilot study** was carried out in the study settings to test the clarity, feasibility, applicability of tools and estimate the time required to complete the study questionnaires on (10%) of study subjects (n=36 )who were excluded from the study subjects, Accordingly, some modifications were done .

**Data collection:**

Data were collected during the extracurricular hours of the students in the 2019-2020 academic year. The questionnaires were hand delivered to students after explaining the objective of the study. The duration of completing the three questionnaires were about 20–25 minutes. Data was collected from May 2020 to July 2020.

**Statistical analysis**

Data were coded by the researchers and statistically analyzed using Statistical Package for the Social Science (SPSS) version 25. Cronbach's alpha correlation coefficient was used to test study's tools for internal reliability. Frequency and percentages were used for describing demographic and professional characteristics. Arithmetic mean and standard deviation (SD) were used as measures of central tendency and dispersion, respectively, for quantifying variables under the study. Pearson correlation coefficient analysis ( $r$ ) was used to test the nature of the relationship between the study variables. Regression analysis ( $R^2$ ) was run to test the predictive power of independent variable (Entrepreneurship education) on the dependent variables (entrepreneurship intention and career aspiration).

**Ethical consideration**

A formal permission has been obtained from Research Ethics Committee and the authoritative authorities of the Faculty of Nursing, Alexandria University to conduct the current study. An informed written consent was obtained from the students after explanation of the aim of the study. The confidentiality and anonymity were assured through assigning a code number for each student instead of names to protect their privacy. The right to withdraw from the study has been guaranteed at any time. Students were assured that data are confidential and used only for research purposes.

**Results:****Table (I): Distribution of Nursing Students According to Socio Demographic Data (n = 368)**

**Table I** shows that slightly above than two thirds of the studied nursing students (68.2%) were female. All of them were in the age group ranging from 20-25 years old. This table also, illustrates that the majority of them (94.8%) were single. The highest percentage of them has a previous working (81.3%). 56.3 % of them has fathers work in business and 17.1% work as employees. On the other hand, 12.0 % of the studied nursing students has mothers work in business and around one-half of them (55.2 %) has non-working mothers. The majority of them (91.8%) mentioned that learning of entrepreneurship course in the faculty increase their entrepreneurship skills. Furthermore, as shown in this table, slightly more than one third of the studied nursing students (35.5%) stated that learning of entrepreneurship course in the faculty increase all of their entrepreneurship skills as

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communication, problem solving, staff development and career development skills. 54.3 % of the studied nursing students' parents own a company or business. 86.4 % of them has no Family history of entrepreneurship.

**Table (II): Mean Scores of Nursing Students' Entrepreneurship Education, Entrepreneurial Intention and Career Aspiration (n = 368)**

**Table II** demonstrates that nursing students perceived high entrepreneurship education, entrepreneurial intention and career aspiration as the mean score of nursing students' overall entrepreneurship education, entrepreneurial intention and career aspiration is  $101.38 \pm 6.0$ ,  $86.48 \pm 5.45$  and  $91.05 \pm 6.32$  respectively. In addition, this table clarifies that the highest mean score of the studied nursing students' entrepreneurship education was related to entrepreneurship curricula followed by universities roles ( $36.11 \pm 3.69$ ,  $35.01 \pm 2.92$  respectively). Additionally, the highest mean score of the studied nursing students' entrepreneurial intention was related to perceived behavioral control followed by entrepreneurial intention ( $26.37 \pm 2.05$ ,  $26.17 \pm 2.00$  respectively). The highest mean score of the studied nursing students' career aspiration was related to educational aspiration followed by achievement aspiration ( $33.73 \pm 3.81$ ,  $33.58 \pm 2.64$  respectively).

**Table (III): Correlation Matrix between Overall Nursing Students' Entrepreneurship Education, Entrepreneurial Intention and Career Aspiration (n = 368)**

As evident in **table III**, a strong statistically significant positive correlations are found between overall nursing students' entrepreneurship education, entrepreneurial intention and career aspiration ( $r > 0.75$  to  $1.00$ ,  $p < 0.001$ ).

**Table (IV): Relation between Overall Nursing Students' Entrepreneurship Education, Entrepreneurial Intention and Career Aspiration with Their Socio Demographic Data (n = 368)**

**Table IV** clarifies that there were statistically significant differences between nursing students' overall entrepreneurship education and their previous working, fathers' working status ( $P < 0.05$ ). On the other hand, there were no statistically significant differences between nursing students' overall entrepreneurship education and their parents' owning of a company or business and their family history of entrepreneurship ( $P > 0.05$ ). Also, there were high statistically significant differences between nursing students' overall entrepreneurship intention and their previous working, mothers' working status ( $P > 0.001$ ). There were statistically significant differences between nursing students' overall entrepreneurship intention and their fathers' working status and their family history of entrepreneurship ( $P < 0.05$ ).

This table shows that there were high statistically significant differences between nursing students' overall career aspiration and all their sociodemographic characteristics namely: students' previous working, fathers and mothers' working status their parents'

owning of a company or business ( $P > 0.001$ ) except family history of entrepreneurship which was not significant different ( $P > 0.05$ ).

#### **Table (V) Multivariate Linear Regression Affecting Nursing Students' Entrepreneurial Intention**

Table V illustrates regression coefficient value between nursing students' overall entrepreneurship education as independent variable and their entrepreneurship intention as dependent variable. The value of regression coefficient was ( $R^2= 79.5$ ). This means that approximately 79.5 % of the explained variance of nursing students' overall entrepreneurship intention can be predicted by their entrepreneurship education where the model is significant ( $F= 1422.998^*$ ,  $p < 0.001$ ).

#### **Table (VI) Multivariate Linear Regression Affecting Nursing Students' Career Aspiration**

Table VI reveals regression coefficient value between nursing students' overall entrepreneurship education as independent variable and their career aspiration as dependent variable. The value of regression coefficient was ( $R^2= 61.9$ ). This means that approximately 61.9 % of the explained variance of nursing students' overall career aspiration can be predicted by their entrepreneurship education where the model is significant ( $F= 595.175^*$ ,  $p < 0.001$ ).

### **Discussion**

The world is presently undergoing an era of widespread entrepreneurship, dominated not only by increased entrepreneurial activity but also a vital change in the way of thinking about lifetime, organizations, and the environment. In academic organizations, entrepreneurship can be considered a great opportunity to develop competitive advantages<sup>(21)</sup>.

The present study demonstrates that nursing students perceived high entrepreneurship education, entrepreneurial intention and career aspiration. Nursing students' perception of high entrepreneurship education could be due to students' better understanding about business as a result of taking up the entrepreneurship course. They stated that entrepreneurship curricula teach real-world situations. Teaching methodologies include the stories of great entrepreneur's success stories as video clippings that are shown in the classroom to motivate students for business projects. The university provides diverse resources to assist students in entrepreneurship education.

This finding corroborates the previous research findings of Cotton et al (2000)<sup>(22)</sup> and Owusu-Ansah (2004)<sup>(23)</sup>, that entrepreneurship education supports graduates to attain augmented understanding of entrepreneurship and equip them with skills pertinent for job creation. A deduction from these findings is that the benefits of entrepreneurship education are significantly high. The study evidence shows that entrepreneurship education generates



inspiring awareness and mindset to business opportunity, provides exposure to entrepreneurship process, figures self-confidence, support students with knowledge and skills and produce self-employment as a career option.

Pertaining to students' perception of high entrepreneurship intention, this can be regarded as most undergraduates become not preferring to be in the employment of others. They are more enthusiastic to own their private business projects. The students mentioned that they have intention of starting their own business as entrepreneurship education has created a positive impact on them to consider self-employment as a career option. This finding corroborates with Fayolle (2005) <sup>(24)</sup> who viewed that entrepreneurship courses generate more entrepreneurship students which in turn lead eventually to a greater number of students willing to start their own businesses. Moreover, entrepreneurship education created a positive image for entrepreneurship as a career. Graduates with entrepreneurship were more likely to begin new businesses and had stronger entrepreneurial intention than other graduates. This result contradicts with the earlier findings of Onuma (2009) <sup>(25)</sup>, who confirmed that most Nigerian graduates aimed for wage employment in the formal sector.

Concerning nursing students' perception of high career aspiration, this can be justified by the students' statement of their desire and strive to be among the very best in the field, they want their work to have a lasting impact on the field. Students' achievement, leadership and educational aspiration is the platform upon which their self-esteem to start their own career derived its strength. In corroboration with this, Hessels, Golderen and Thurik (2008) <sup>(26)</sup>, concluded that one way to explain career aspiration level is by means of motives. This finding is inconsistent with CAEL Report (2015) <sup>(27)</sup>, that announced that some Nigerian youths are not aspirated toward any career, they are engaging in small scale enterprise at least for survival; but many are yet still conservative and stereotyped.

In addition, the result of this study illustrated that strong positive significant correlations were found between overall nursing students' entrepreneurship education, entrepreneurial intention and career aspiration. The result of the study multivariate linear regression coefficient revealed that approximately 79.5 % of the explained variance of nursing students' overall entrepreneurship intention can be predicted by their entrepreneurship education. Moreover, approximately 61.9 % of the explained variance of nursing students' overall career aspiration can be predicted by their entrepreneurship education and where the model is significant. It is interesting that students recognize that learning entrepreneurial course has increased their entrepreneurship knowledge and skills empowering their intention to become success stories of entrepreneurs and developed their desire, aspiration and initiative to the fullest extent of success in their career choice.

In this respect, Iwu, C et al.(2019) <sup>(28)</sup>, confirmed the usefulness of entrepreneurship education to stimulate students' entrepreneurship intention. Moreover, this finding is consistent with Sherkat & Chenari (2020) <sup>(29)</sup>, who concluded that there is a meaningful

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positive relationship among entrepreneurship education, entrepreneurship intention and commitment of students to their entrepreneurship goals. Similarly, Ifeanyi-obi & Ewurum (2019) <sup>(2)</sup>, found that the entrepreneurship course education has a positive impact on the student's career aspiration and choice.

The study results shown that there were statistically significant differences between nursing students' overall entrepreneurship education and their previous working, fathers' working status. Given the findings of this research, Peterman and Kennedy (2003) <sup>(30)</sup>, found a positive relationship between work experience in a small business environment and entrepreneurship education. From a different point of view, the results diverge from the findings of Ooi and Ahmad (2012) <sup>(31)</sup>, who did not find significant differences between having or not having work experience on entrepreneurship education.

On the other hand, it was surprising that the study findings concluded that there were no statistically significant differences between nursing students' overall entrepreneurship education and their family history of entrepreneurship. This finding is contradicted with Peng, Lu and Kang (2012) <sup>(32)</sup>, who confirmed the family fundamental factors such as the entrepreneurial spirit of grandparents, parents, relatives and friends have a statistical significant impact on the entrepreneurial education.

Moreover, the study findings revealed that there were statistically significant differences between nursing students' overall entrepreneurship intention and their fathers' working status and their family history of entrepreneurship. This result can be defensible by nursing students' perspectives and inner intention to complete their family business plan as they are close to establishing a similar business in the near future or already run and expand their family business. In this perspective, the family acts as an organization that nurtures entrepreneurship, both through the provision of social investment, as well as in the promotion of attitudes and emotional support that reinforces the entrepreneurship skills <sup>(33-35)</sup>. In this instance, Koe et al. (2012) <sup>(36)</sup>, highlighted the positive relationship between the presence of business friends and family members and entrepreneurship intention. Likewise, Van et al. (2017) <sup>(37)</sup>, confirmed that students who have entrepreneurs' family and friends reaffirm a positive social norm with entrepreneurship intention. In contrast, the hypothesis of Peng et al. (2012) <sup>(32)</sup> is linked with the findings of Liñán and Santos (2007) <sup>(38)</sup>, who show a low correlation between having a business friend or family members and developing entrepreneurship intention.

It was very surprising that family history of entrepreneurship has no significant difference on students' career aspiration. This could be vindicated by students' confirmation that the most important factor that stimulate their career aspiration is the effectiveness of the entrepreneurship course taken rather there was a family history of entrepreneurship or not. This finding is contradicted by the results of the survey done by Ljumović (2019) <sup>(39)</sup>

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clarified that most of the students stated that their family history of entrepreneurship is an important characteristic affect their career aspiration.

### **Conclusion and recommendations**

This study contributes to the current academic literature by concluding that, nursing students perceived high entrepreneurship education, entrepreneurial intention and career aspiration. Moreover, strong positive significant correlations were found between overall nursing students' entrepreneurship education, career aspiration and entrepreneurial intention.

Therefore, the government should play a more dynamic role in the expansion of entrepreneurship by providing more assistance through funds; small and medium business loans, increase entrepreneurial training and set up more training centers for graduates to enhance their skills and technology. The schools and universities should develop a policy for making entrepreneurship course compulsory for the undergraduates. The course should be more practical-orientated and should run for a few months. It should emphasize the pre-start and start-up stages of business creation, as they are the most challenging stages for staying on a business venture. *The* universities could set up business and advisory centers in their sites and have experienced staff to help the students who have the interest to start their own businesses. They could act as mentors and provide information on funding, start-up processes, product development, business plans, business premises and advice on legal procedures. The universities should have strong associations with industries or multinational corporations, where they could send the students for internship programs or gain practical experiences in entrepreneurship. The universities should encourage the students to look into all potentials of business operations. Entrepreneurship teachers should have access to unconventional teaching methods such as: internships, entrepreneurial simulations and activities, business plan competitions and focus on more technology-related business activities.

### **Strengths, Limitations, and Implications for Future Research**

The study contributes to investigate the relationship between entrepreneurship education, career aspiration and entrepreneurship intention as perceived by nursing students, this will increase the knowledge and behaviors of policy makers that promoting a higher prevalence of the increased wealth and independence motives in the population of entrepreneurs seems to be a somewhat valuable avenue when aiming to support a higher rate of striving and aspired entrepreneurship. Some limitations are to be considered:

**First**, generalization is limited as the study was done only with nursing students from one faculty in Alexandria University.

**Second**, the instrument measured students' perception was the survey method using a set of questionnaires. Through this method, the research attempts to predict entrepreneurial intentions. The present study emphasizes on what the respondents say and they will do, or what the researcher assumes they will do. Future research should emphasize on what the respondents do by using the direct interaction research method or interview methods.

**Table (I): Distribution of Nursing Students According to Socio Demographic Data (n = 368)**

Socio demographic data	No.	%
Sex		
Male	117	31.8
Female	251	68.2
Age (years)		
20–25	368	100.0
Marital status		
Single	349	94.8
Married	19	5.2
Previous working:		
Yes	299	81.3
No	69	18.8
Father work status		
Business	207	56.3
Employee	63	17.1
Deceased	49	13.3
Not working	49	13.3
Mother work status		
Business	44	12.0
Employee	97	26.4
Deceased	24	6.5
Not working	203	55.2
Is learning of entrepreneurship course in the faculty increase your entrepreneurship skills?		
Yes	338	91.8
No	30	8.2
If your answer in previous question is yes, specify which of the following skills is increased: (n=338)		
Communication	22	6.5
Problem solving	46	13.6
Staff development	34	10.1
Carrier development	116	34.3
All of the above	120	35.5

Do any of your parents own a company or business?		
Yes	200	54.3
No	168	45.7
Family history of entrepreneurship		
Yes	50	13.6
No	318	86.4

**Table (II): Mean Scores of Nursing Students' Entrepreneurship Education, Entrepreneurial Intention and Career Aspiration (n = 368)**

Items	Total score	
	Min. – Max.	Mean ± SD.
<b>Entrepreneurship Education</b>	<b>85.0 –113.0</b>	<b>101.38 ± 6.0</b>
Entrepreneurship curricula	29.0 –41.0	36.11 ± 3.69
Teaching methodologies	25.0 –35.0	30.27 ± 2.03
Universities roles	30.0 –40.0	35.01 ± 2.92
<b>Entrepreneurial Intention</b>	<b>68.0 –95.0</b>	<b>86.48 ± 5.45</b>
Personal Attitude	16.0 –25.0	20.83 ± 1.79
Subjective Norm	10.0 –15.0	13.11 ± 1.43
Perceived Behavioral Control	17.0 –29.0	26.37 ± 2.05
Entrepreneurial Intention	19.0 –29.0	26.17 ± 2.00
<b>Career Aspiration</b>	<b>78.0 –98.0</b>	<b>91.05 ± 6.32</b>
Achievement aspiration	29.0 –38.0	33.58 ± 2.64
Leadership aspiration	20.0 –29.0	23.74 ± 2.47
Educational aspiration	27.0 –39.0	33.73 ± 3.81

**Table (III): Correlation Matrix between Overall Nursing Students' Entrepreneurship Education, Entrepreneurial Intention and Career Aspiration (n = 368)**

Item		Overall Entrepreneurship Education	Overall Entrepreneurial Intention	Overall Career Aspiration
Overall Entrepreneurship Education	<b>R</b>			
	<b>P</b>			
Overall Entrepreneurial Intention	<b>R</b>	0.892		
	<b>P</b>	<0.001**		
Overall Career Aspiration	<b>R</b>	0.787	0.776	
	<b>P</b>	<0.001**	<0.001**	

\*: Statistically Significant value at the  $p \leq 0.05$  level  
 \*\*: Statistically High Significant value at the  $p \leq 0.01$  level  
 r: Pearson coefficient  
 Strong from  $> 0.75$  to  $1.00$   
 Moderate from  $>0.25$  to  $0.75$   
 Weak from  $0.000$  to  $0.25$

**Table (IV): Relation Between Overall Nursing Students' Entrepreneurship Education, Entrepreneurial Intention and Career Aspiration with Their Socio Demographic Data (n = 368)**

Socio demographic data	Overall Entrepreneurship Education	Overall Entrepreneurial Intention	Overall Career Aspiration
	Mean $\pm$ SD.	Mean $\pm$ SD	Mean $\pm$ SD.
<b>Previous working:</b>			
Yes	68.62 $\pm$ 5.94	82.75 $\pm$ 7.40	71.16 $\pm$ 5.21
No	69.97 $\pm$ 3.24	84.58 $\pm$ 2.83	64.13 $\pm$ 8.60
<b>t (p)</b>	2.593* (0.010*)	3.353* (0.001**)	6.525* (<0.001**)
<b>Father working status</b>			
Business	68.43 $\pm$ 5.84	82.72 $\pm$ 8.47	70.97 $\pm$ 5.62
Employee	68.58 $\pm$ 3.46	84.76 $\pm$ 2.01	72.82 $\pm$ 2.39
Deceased	71.07 $\pm$ 7.93	81.28 $\pm$ 4.47	71.83 $\pm$ 5.20
Not working	68.93 $\pm$ 2.38	84.36 $\pm$ 3.57	59.29 $\pm$ 5.11
<b>F (p)</b>	3.108* (0.027*)	3.256* (0.022*)	83.379* (<0.001**)
<b>Mother working status</b>			
Business	65.72 $\pm$ 6.29	77.19 $\pm$ 11.05	67.59 $\pm$ 4.11
Employee	70.07 $\pm$ 4.48	83.54 $\pm$ 4.61	72.83 $\pm$ 2.60
Deceased	71.95 $\pm$ 3.25	84.27 $\pm$ 2.11	73.83 $\pm$ 0.64
Not working	68.62 $\pm$ 5.73	84.02 $\pm$ 6.25	68.44 $\pm$ 7.91
<b>F (p)</b>	9.446* (<0.001**)	13.993* (<0.001**)	16.205* (<0.001**)
<b>Do any of your parents own a company or business?</b>			
Yes	68.51 $\pm$ 5.92	82.59 $\pm$ 8.57	70.90 $\pm$ 5.71
No	69.30 $\pm$ 5.08	83.70 $\pm$ 3.73	68.59 $\pm$ 7.31
<b>t (p)</b>	1.374 (0.170)	1.656 (0.099)	3.335* (0.001**)
<b>Family history of entrepreneurship</b>			
Yes	68.83 $\pm$ 7.48	79.40 $\pm$ 11.66	69.40 $\pm$ 5.14
No	68.88 $\pm$ 5.20	83.68 $\pm$ 5.50	69.92 $\pm$ 6.78
<b>t (p)</b>	0.042 (0.967)	2.548* (0.014*)	0.635 (0.527)

t : Student t-test      F: F for ANOVA test      Statistically Significant value at the  $p \leq 0.05$  level

\*\* : Statistically High Significant value at the  $p \leq 0.01$  level

**Table (V) Multivariate Linear Regression Affecting Nursing Students' Entrepreneurial Intention**

	B	Beta	T	P
<b>Overall Entrepreneurship Education</b>	1.094	0.892	37.723	<0.001*
$R^2=79.5, F=1422.998, p<0.001^{**}$				

F,p: f and p values for the model

$R^2$ : Coefficient of determination

B: Unstandardized Coefficients

Beta: Standardized Coefficients

t: t-test of significance

Statistically Significant value at the  $p \leq 0.05$  level

\*\* : Statistically High Significant value at the  $p \leq 0.01$  level

**Table (VI) Multivariate Linear Regression Affecting Nursing Students' Career Aspiration**

	B	Beta	T	P
<b>Overall Entrepreneurship Education</b>	0.932	0.787	24.396*	<0.001*
$R^2=61.9, F=595.175, p<0.001^{**}$				

F,p: f and p values for the model

$R^2$ : Coefficient of determination

B: Unstandardized Coefficients

Beta: Standardized Coefficients

t: t-test of significance

Statistically Significant value at the  $p \leq 0.05$  level

\*\* : Statistically High Significant value at the  $p \leq 0.01$  level

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## الملخص العربي

### العلاقة بين تعليم ريادة الأعمال ونية ريادة الأعمال والطموح المهني لدى طلاب كلية التمريض

**المقدمة:** تشهد العقود الأخيرة صعود هائل في تعليم ريادة الأعمال في الجامعات في جميع أنحاء العالم. حيث إنه يعتبر دورا هاما في تطوير سمات ريادة الأعمال لدى الطلاب ويحسن خياراتهم المهنية باتجاه ريادة الأعمال. يرجع اهميه ذلك إلى أن معدل البطالة بين الخريجين هو الاهتمام الرئيسي للحكومة المصرية مع عدد متزايد من الطلاب الذين يتخرجون من الجامعات المصرية. أيضا لم تعد المؤهلات الأكاديمية أن تضمن فرص عمل فورية عند التخرج. بناءا على ذلك فإن خريجي مقدمي الرعاية الصحية عليهم ان يوسعوا من نطاق تقديم الخدمات الصحية من خلال دراسة ريادة الأعمال كأساس للمهنة. ولذلك تم اعتماد تعليم ريادة الأعمال من قبل العديد من باحثي ريادة الأعمال، كحل لمشكلة الخريجين العاطلين عن العمل.

**الهدف من الدراسة:** أجريت هذه الدراسة لتحري العلاقة بين تعليم ريادة الأعمال ونية ريادة الأعمال والطموح المهني.

**أسئلة البحث:** ماهي العلاقة بين تعليم ريادة الأعمال ونية ريادة الأعمال والطموح المهني؟

**تصميم البحث:** تم استخدام تصميم بحث وصفي ارتباطي

**منهجية البحث:** أجريت هذه الدراسي بكلية التمريض جامعة الإسكندرية وتضمنت الدراسة جميع طلاب كلية التمريض المسجلين في المستوى الثالث والمسجلين في مقرر ريادة الأعمال. تم جمع البيانات من خلال 3 استبيانات تضمن ثلاثة أدوات وهم استبيان تعليم ريادة الأعمال - استبيان نية ريادة الأعمال- ومقياس الطموح الوظيفي مراجع

**النتائج:** تظهر النتيجة الرئيسية أن طلاب التمريض ينظرون إلى مستوى عالٍ من التعليم في مجال ريادة الأعمال والطموح الوظيفي نية ريادة الأعمال.

**الخلاصة:** على ضوء هذه النتائج نستخلص التالي: - وجود ارتباطات إيجابية قوية ذات دلالة إحصائية بين التعليم ريادة الاعمال لطلاب التمريض ونية ريادة الأعمال والطموح الوظيفي

**التوصيات:** فضت نتائج هذه الدراسة الى التوصيات التالية

يجب أن تلعب الحكومة دورًا أكثر ديناميكية في توسيع ريادة الأعمال من خلال تقديم المزيد من المساعدة من خلال الأموال؛ قروض الأعمال الصغيرة والمتوسطة، وزيادة التدريب على ريادة الأعمال وإنشاء المزيد من مراكز التدريب للخريجين لتعزيز مهاراتهم وتقنياتهم.

**مفاتيح الكلمات:** تعليم ريادة الأعمال - نية ريادة الأعمال - الطموح المهني- طلاب كلية التمريض