

Effect of Nursing Interns Entrepreneurship Education Program on their Motivation

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Abstract

Background: Nursing entrepreneurship is a private, independent and self-employed practice. Nursing interns have opportunities to become entrepreneurs through effective entrepreneurial motivation process. **Aim:** To assess the effect of nursing interns' entrepreneurship education program on their motivation. **Design:** A quasi experimental design was used pre, immediately post and follow up (after 3 months) program phase. **Setting:** Conducted in nursing interns' clinical training areas according to the policy of internship by nursing sector committee at Beni-Suef University Hospital. **Subjects:** A systematic random sample of nursing interns (n=84) who are enrolled in the internship year 2021-2022 and available at the time of study. **Tools:** **I:** Entrepreneurship knowledge questionnaire, **II:** Attitude toward entrepreneurship questionnaire, **III:** Skills toward entrepreneurship questionnaire, **IV:** Nursing interns' motivation questionnaire. **Results:** Most of nursing interns (77.3% & 76%) had satisfactory knowledge level at immediately post and follow-up (after 3 months) program phases respectively, most of nursing interns have positive attitude (76% & 72%) at immediately post and follow-up(after 3 months) program phases respectively, majority of nursing interns (90% & 85%) had a competent skills level at immediately post and follow up (after 3 months) program phases respectively, about two thirds of nursing interns' motivation had moderate levels (70% & 65%) at immediately post and follow-up (after 3 months) program phases respectively. **Conclusion:** There was a highly statistical significant positive correlation between total knowledge, total attitude, total skills and total motivation through all program phases. **Recommendations:** The faculty of nursing should provide training programs and workshops about entrepreneurship particularly in health care sector especially for nurses, hospital management should emphasis on new trends in nursing administration such as nursing entrepreneurship to increase nurses' motivation.

Keywords: Education program, Entrepreneurship, Motivation, Nursing interns

1. Introduction

Internship year allows nursing interns to acquire clinical knowledge under the supervision of experienced nursing professionals, working alongside them as they care for and interact with patients. Internship year gives nursing interns the opportunity to practice and perfect clinical skills. As they learn and repeat each skill, they can gain proficiency while expanding their knowledge and enhancing their confidence. During a nursing internship, nursing interns will learn to collaborate with an interdisciplinary team. They'll be able to give reports and work alongside healthcare professionals like physicians and occupational therapists. Working with a broader healthcare team will provide them with a greater understanding of each profession's roles and responsibilities. This type of teamwork can also enhance their own skill set both clinical skills and soft skills[1].

Nursing interns have excellent communication, skills and totally customer-service oriented. Besides, nursing interns are inducing patients to follow up on some tests and possess a great body of knowledge [2].

Nursing internship aims to equip nursing interns with the basic knowledge and skills to assist them to improve their nursing practical skills. Consequently, this training is designed to provide participants with fundamental of nursing skills. These skills include obtaining vital signs, medication administration, use of assistive devices, oxygen administration, body positioning and range of motion, sterile technique and

dressings changes and this training takes place in lab setting[3].

Entrepreneurship has evolved over time as the world's economy has changed as well. Entrepreneur is an innovator who develops technologies. The word entrepreneur is French and, literally translated, means "between-taker" or "go-between." Entrepreneurship is the creation of new organizations. Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence. The entrepreneurship concept is used to encourage persons to design and lead their own projects that help in improving their own finances and the economics of the country through small and intermediate projects [4].

Entrepreneurship involves the creation of something new with value to the entrepreneur and to the audience. This audience can be any individual that is concerned with the new product or service. Entrepreneurship requires the devotion of the necessary time and effort. Making a new idea operational and bringing it to market is a process with which most entrepreneurs have many difficulties. Entrepreneurship is the assumption of the necessary risks, in the form of a financial, psychological or social nature. Entrepreneur receives the rewards for his efforts. Monetary rewards are frequently identified as the indicator for success of the entrepreneur. Nevertheless,

most entrepreneurs indicate independence and personal satisfaction as the most important personal rewards [5].

Nurse entrepreneurs can benefit nurses and consumers because they have the desire to change things in health care delivery or service, which have the benefit to society as a whole. Nurse entrepreneurs provide services primarily focused on assisting patients and families to navigate the health care system, sometimes related to specific chronic illnesses or disorders [6].

Overall benefits to nurse entrepreneurs themselves work with increased autonomy; freedom to focus on the practice, the ability to run their owned practice as they want, and flexibility with time management. They can also structure their workload to allow for time consuming counsel and education for clients as they wish as well as providing preventative health care [7].

Nursing entrepreneurship is often termed private practice, independent practice, independent contractor, and self-employed practice. Nurses have wonderful opportunities to become entrepreneurs [8].

Nursing entrepreneurship presents as a viable and attractive approach for nursing practice that serves to reinstate professional autonomy, advance nursing professionalism, engage in health system transformation [9].

Stress and burnout can also accompany self-employment, and these experiences related to factors such as balancing family and business demands, lack of social support, and financial uncertainty. Some research has suggested that control over one's work is a mediator in the stress/self-employment relationship. Therefore, the negative stressors can be reduced when nurse entrepreneurs make caring for themselves a priority [10].

Factors affecting entrepreneurship such as: entrepreneurship educational programs, past experiences, culture, gender, family experience with entrepreneurship, educational environment, age, role models, personality traits, psychological factors, locus of control, economic factors of self and country, values, beliefs, social norms, perceived behavioral control, self-confidence, self-assessment and control, attitude toward entrepreneurship, internal and external motivation, self-awareness, and awareness about entrepreneurship [11].

Every successful entrepreneur must have a passion that drives them forward. This is also the most important characteristic of most of the great entrepreneurs that they have the long-lasting love for what they are doing, and Steve Jobs is one of them. Because without persistent love nobody can continue in several decades since there are definitely some difficulties along the way and this is when the love plays dramatic roles. And only the nurses who love their doings can survive until the end [12].

Bradley's multidimensional model of entrepreneurship explained Entrepreneurial motivations as the desire or tendency to organize, manipulate and

master organizations, human beings or ideas as quickly and independently as possible [13].

Nursing interns who are with high entrepreneurial motivation are more likely to become entrepreneurs. Entrepreneurial motivations are significantly and positively related to the choice of entrepreneurial career paths. Ajzen's theory of planned behavior asserts that, "Intentions are assumed to capture the motivational factors that influence a behavior; they are indications of how hard nurses are willing to try, of how much of an effort they are planning to exert, in order to perform the behavior" [14].

Significance of the study

Nowadays seen that many nurses study another field to change their profession from nursing to another profession. This is a serious problem facing hospitals, nursing profession and the country as a whole. This problem put a burden on the hospitals due to shortage and high turnover rate, put a burden on the profession through increasing the nursing shortage and negatively affect in improving the social image about nursing profession.

Changes in nursing and health care makes a greater diversity in nurses' roles and significant advances in nursing knowledge and education [15].

Nursing interns who took the option to develop private practice increased from 1970 to 2013. Entrepreneurship provides an avenue that drives innovation and essential for economic advancement [16].

Nursing Entrepreneurship presents an opportunity to explore nursing profession and increases value of nursing services. In this context, there is a first Egyptian trial in nursing entrepreneurship, which provides high-qualified nursing services at homes under the government observation. In addition, Egyptian government supports entrepreneurship through an Egyptian Entrepreneurship association-called Technology innovation and entrepreneurship center (TIEC), which provides training and financial support for private practice trials [17]. Therefore, this study will be study the effect of nursing interns' entrepreneurship education program on their motivation.

1. Aim of the study

This study aims to assess the effect of nursing interns' entrepreneurship education program on their motivation.

1.1 Research hypotheses

Implementing the program improved in nursing interns' knowledge, attitude and skills toward entrepreneurship after implementing the program and it affected positively on their motivation.

2. Subjects and Method

1.1 Research design:

A quasi experimental research design was used to achieve aim of the study.

1.2 Setting:

The study was conducted in nursing interns' clinical training areas at Beni-Suef University Hospital according to the policy of internship by nursing sector committee included: Intensive care unit(2 months), pediatric round(2 months), medical-surgical round(2 months), gynecology-obstetrics round(2 months), administration area(2 months) and round for choice(2 months) includes for example (dialysis unit, emergency room).

1.3 Sampling:

A systematic random sample of nursing interns (n=84) who are enrolled in the internship year 2021-2022 and available at the time of study and accepted to participate in the study. sample was selected.

1.4 Tools of data collection:

Four tools were used to collect the necessary data about the study subject as follows:

Tool(I):Entrepreneurship knowledge questionnaire:

It was developed by [18], [19], [20] and modified by the researcher and consisted of three parts:

Part (1): Demographic characteristics about study subjects included (age, gender, marital status, place of residence, are you self-employed before, do you know someone near to you self-employed before, if yes, who is this?, have you attended training programs before this program about entrepreneurship?, if yes, how many times).

Part (2): It consists of four items (definition, importance, characteristics and barriers of entrepreneurship) and contained 37 questions in the form of Multiple Choice Questions(MCQ), true & false questions and matching questions.

Scoring system:

- For answer in each question scores were allocated as following "1" for correct answer, and "zero" for incorrect answer and the total score was (37). Total knowledge score was summed-up and giving a mean score for the item. These scores were converted into a percent score and calculated as follows:

Satisfactory knowledge level $\geq 75\%$ of total knowledge score = 37 point score.

Unsatisfactory knowledge level $< 75\%$ of total knowledge score =37 point score [21].

Tool (II):Attitude toward entrepreneurship questionnaire:

It was developed by [22], [23], [24] and modified by the researcher and aimed to assess nursing interns' entrepreneurship attitude. It consisted of 7 questions for example "nursing interns' professional goal to become an entrepreneur, nursing interns ready to do anything to be entrepreneur".

Scoring system:

For answers in each question, scores were allocated on a three point Likert Scale ranged from (2) agree, (1) neutral and (0) disagree. For each item, the scores were summed-up and giving a mean score for the item. These scores were converted into a percent score. Total attitude score was calculated as follows:

Positive attitude: $\geq 75\%$ of total attitude score = 14 point score.

Negative attitude: $< 75\%$ of total attitude score = 14 point score [25].

Tool III: Skills toward entrepreneurship questionnaire:

It was developed by [26], [27], [28] and modified by the researcher and aimed to assess nursing interns' entrepreneurship skills. It included 10 dimensions "opportunity seeking, perseverance, risk-taking, demand for efficiency and quality, commitment to work contract, information seeking, goal setting, planning, persuasion and networking, self-confidence" that contained 25 question.

Scoring system:

For answers in each question, scores were allocated on a three point Likert Scale ranged from (2) agree, (1) neutral and (0) disagree. For each item, the scores were summed-up and giving a mean score for the item.

Competent skill level $\geq 85\%$ of total scores = 50 point score.

In competent skill level $< 85\%$ of total scores = 50 point score [29].

Tool IV: Nursing interns motivation questionnaire:

It was developed by [30], [31], [32] and modified by the researcher and consisted of 19 questions to assess nursing interns motivation about entrepreneurship for example "working as an entrepreneur is attractive for me".

Scoring system:

For answers in each question, scores were allocated on a five points Likert Scale ranged from (5) strongly agree, (4) agree, (3) to some extent, (2) disagree and (1) strongly disagree. For each item, the scores were summed-up and giving a mean score for the item. These scores were converted into a percent score as the following:

High level of motivation: $\geq 75\%$ of total scores = 95 point score.

Moderate level of motivation: 60 to $< 75\%$ of total scores = 95 point score.

Low level of motivation: $< 60\%$ of total scores= 95 point score [33].

2. Method

2.1 Tool validity and reliability

Content validity would be done by (11) panel experts in the specialty of nursing administration. Cronbach's alpha coefficient test was used to measure the tools' reliability. It revealed that entrepreneurship knowledge questionnaire was $\alpha=0.86$, entrepreneurship attitude questionnaire was $\alpha=0.780$, entrepreneurship skills questionnaire was $\alpha=0.83$ and nursing interns motivation questionnaire was $\alpha=0.81$.

2.2 Ethical considerations:

An official approval was obtained from the Dean of Faculty of Nursing Benha university and the Hospital Director of Beni-Suef University Hospital and from all participants in the study through official letters explaining the aim of the study. Assured complete confidentiality of the obtained information,

and the study would not affect in any way their training in the hospital, official permission for data collection and implementation of the program were obtained. Meetings were held between the researcher and nursing interns. The aim of the study was discussed with them. The time for data collection and program implementation were also determined based on their views, to gain their approval and cooperation.

2.3 Pilot Study

Pilot study was carried out from the beginning of June, 2021 to the end of June, 2021 to assess tools clarity and applicability. It was done on 10% of the study subjects who were 8 intern nurses and were included in the main study subject because there was no modification. In addition to estimate the time required to fill the four tools that approximately ranged from 25 - 40 minutes.

2.4 Procedure of the study: The study proceeded as follows:

Assessment phase:

The process of data collection took one month and was carried out in July, 2021 to assess nursing interns' knowledge, attitude and skills regarding entrepreneurship and assess intern nurses' motivation before implementation of the educational program. At the beginning, the researcher welcomed the intern-nurses, gave a brief description of the study for all intern-nurses. They informed that they allowed choosing to participate or not in the study and they have the right to withdraw from the study at any time. Then, the researcher collected data by using the different tools of data collection in the available hospital classroom and during their training area hours. It was three days per week at morning and afternoon (7 nursing interns in the day at one month). The time required to fill four tools were around; 25-40 minutes and every tool take around; 8-10 minutes.

Planning phase :

This phase took one month august, 2021. Based on baseline data obtained from pre-test assessment and relevant review of literature, the program was developed by the researcher. An education program was developed based on determined needs and relevant review of literature. Program construction in a form of printed English form. Different instructional strategies, method of teaching, media and method of evaluation were selected to suit the learner's needs and achieve the objectives and contents of the program. It was aimed to provide nursing interns with much experience as possible. The teaching sessions were achieved by using available resources, relevant contents and instructional strategies for each session. Different methods of teaching were used such as lecture, group discussion, and brain storming. Instructional media included data show, white board and handout prepared by the researcher and distributed to all intern nurses in the first day of the education program.

Implementation phase and evaluation phase:

During this phase, effect of nursing interns

entrepreneurship education program on their motivation was evaluated.

2.5 Statistical analysis:

Data were verified prior to entry into the computer. The Statistical Package for Social Sciences (SPSS version 25.0) was used for that purpose, followed by data analysis and tabulation. Descriptive statistics were applied quantitative data (frequency and percentages). (χ^2) test was utilized to compare percentage between studied variable. Paired (t) test was used to compare mean scores between pre and post program. A significant level value was considered when $p \leq 0.05$ and a highly significant level value was considered when $p \leq 0.001$. Arithmetic mean: as average describing the central tendency of observation. The standard deviation: as a measure of dispersion of results around the mean (for quantitative variable). Pearson correlation (r) test was used for association between total scores

3. Results

Table (1): Clarifies that, majority of nursing interns (81%) were aged between 22-23 years old with mean \pm SD (22.65 \pm 1.34). More than half (56% & 59.5%) of nursing interns were female and single respectively. More than two thirds of nursing interns (67.9%) were rural residents. About three quarters (73.8% & 76.2%) of nursing interns weren't self-employed before and know persons near to them self-employed before respectively, half (50%) of persons are another persons who nursing interns know them. More than three quarters (78.6%) of nursing interns did not attend any training courses about entrepreneurship. About one fifth (21.4%) of nursing interns attending training courses from one to two times.

Figure (1): Indicates that, the program had a greater effect on improving nursing interns knowledge throughout immediate post and follow-up (after 3 months) phases compared with the pre-program phase; most of nursing interns (77.3% & 76%) had satisfactory knowledge level during immediately post program phase and follow up phase (after 3 months) respectively compared with pre-program phase.

Figure(2): Illustrates that, most of nursing interns have positive attitude (78% & 75%) at immediately post and follow-up(after 3 months) program phases respectively than pre-program phase.

Figure (3): Indicates that, the program had a greater effect on improving nursing interns skills throughout immediate post and follow-up (after 3 months) phases compared with the pre-program phase; most of nursing interns (90% & 85%) had a competent skills level during immediately post program phase and follow up phase (after 3 months) respectively compared with pre-program phase.

Figure (4): More than half of nursing interns' motivation had moderate levels in immediately post and follow-up (after 3 months) program phase (70% & 65%) respectively, while most of nursing interns

(78.6%) had low level of motivation in pre-program phase.

Table (2): Reveals that, there was a highly statistical significant positive correlation between total knowledge, total attitude, total skills and total motivation through all program phases.

Table (3): Reveals that, there were statistically significant relation between nursing interns total knowledge and their demographic characteristics regarding their place of residence and attending training courses at all program phases, and there were statistically significant relation regarding their age and gender at immediately post program phase, and there were non-statistically significant difference regarding their marital status at all program phases.

Table (4): Reveals that, there were statistically significant relation between nursing interns total attitude and their demographic characteristics regarding their place of residence and attending training courses at all program phases, and there were statistically significant relation regarding their age and gender at

immediately post program phase, and there were non-statistically significant difference regarding their marital status at all program phases.

Table (5): Reveals that, there were statistically significant relation between nursing interns total skills and their demographic characteristics regarding their place of residence and attending training courses at all program phases, and there were statistically significant relation regarding their age and gender at immediately post program phase, and there were non-statistically significant difference regarding their marital status at all program phases.

Table (6): Reveals that, there were statistically significant relation between nursing interns total motivation and their demographic characteristics regarding their age, gender, place of residence and attending training courses at all program phases, and there were non-statistically significant difference regarding their marital status at all program phases.

Table (1) Frequency distribution of nursing interns regarding their demographic characteristics (n=84).

Demographic characteristics	No	%
Age		
20-21	13	15.4
22-23	68	81
≥ 24	3	3.6
Mean ±SD	22.65 ±1.34	
Gender		
Male	37	44
Female	47	56
Marital status		
Single	50	59.5
Married	34	40.5
Place of residence		
Rural	57	67.9
Urban	27	32.1
Are you self-employed before?		
Yes	22	26.2
No	62	73.8
Do you know someone near to you self-employed before?		
Yes	64	76.2
No	20	23.8
If yes, who is this?		
Father	3	3.6
Mother	13	15.5
Brother	18	21.4
Sister	8	9.5
Another person	42	50
Friend	0	0
Attending training courses about entrepreneurship		
Yes	18	21.4
No	66	78.6
If yes, how many times?		
1-2	18	21.4

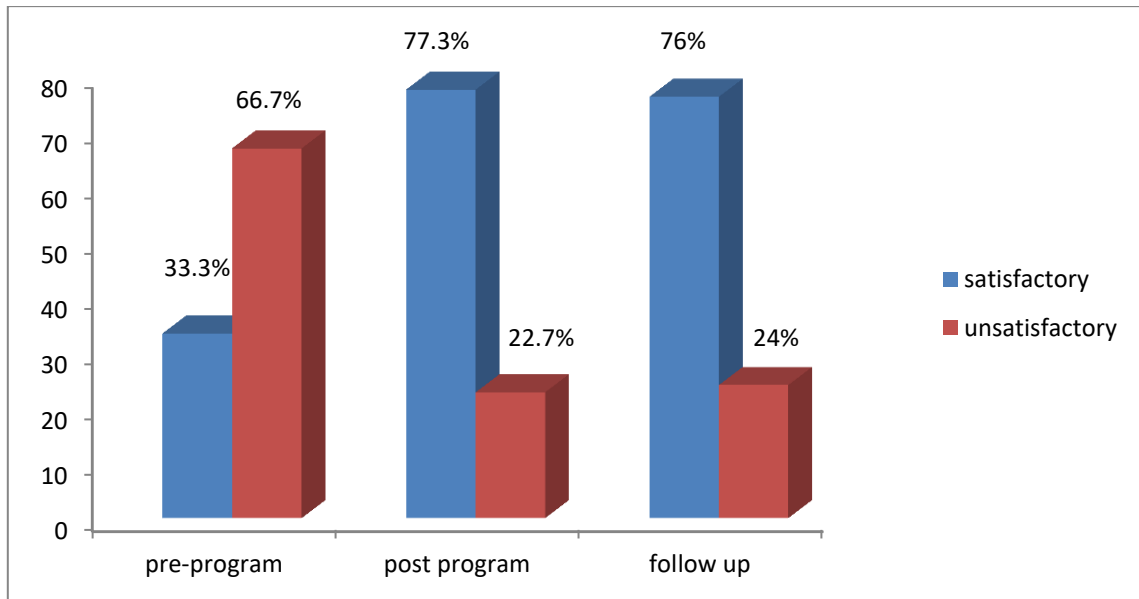


Fig. (1) Total entrepreneurship knowledge level through program phases.

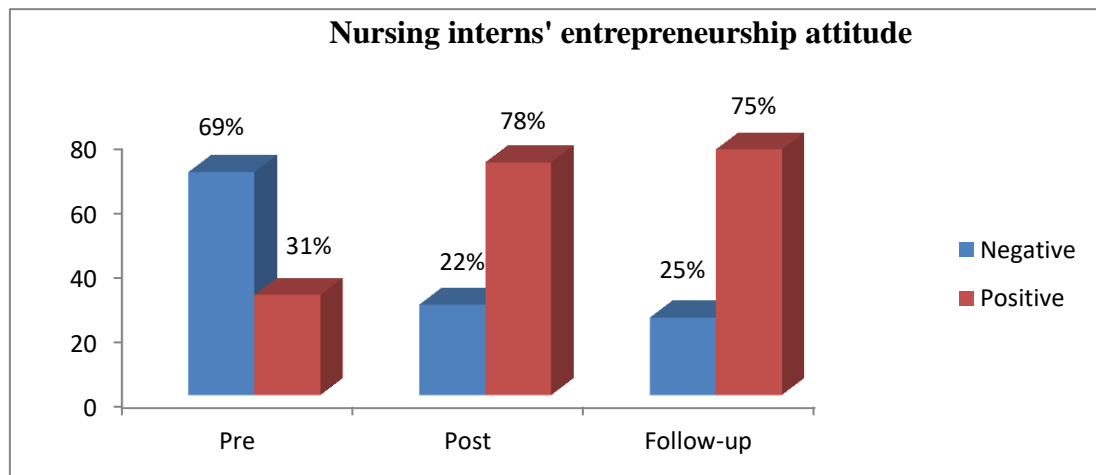


Fig. (2) Nursing interns' entrepreneurship attitude through program phases.

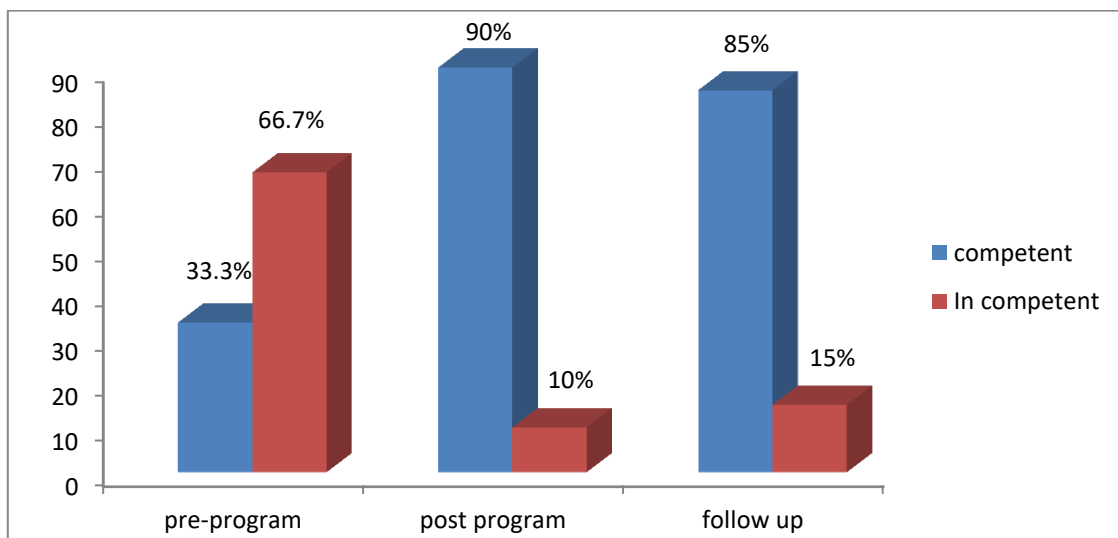


Fig. (3) Nursing interns' entrepreneurship skills through program phases.

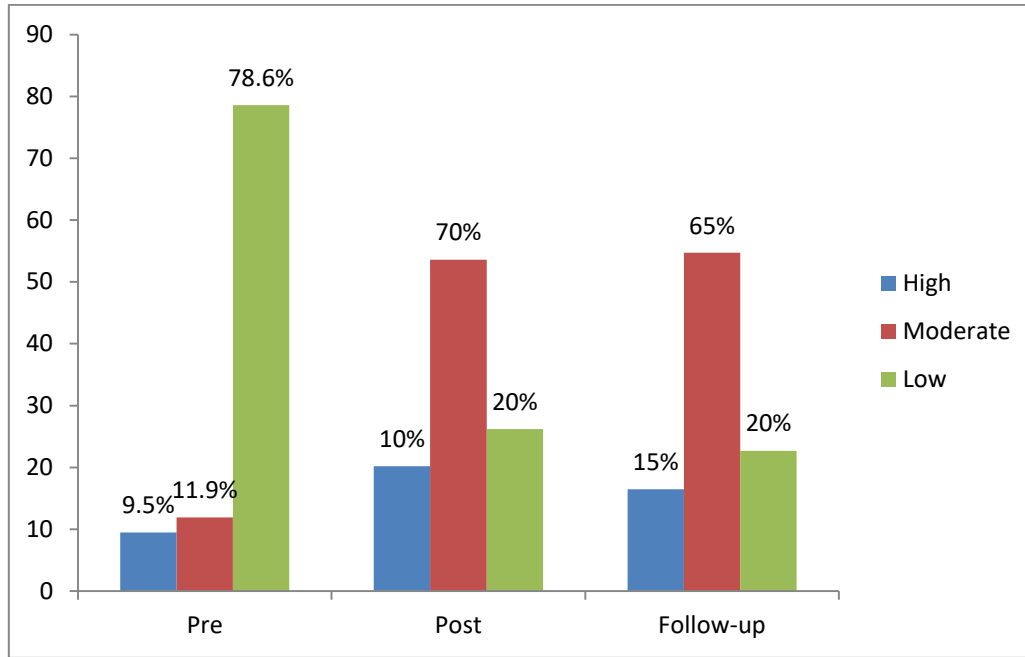


Fig. (4) Total nursing interns motivation through program phases.

Table (2) Correlations among nursing interns' total entrepreneurship knowledge, total attitudes, total skills and total motivation through program phases.

Phases	Variables		Total knowledge	Total attitude	Total skills	Total motivation
Pre -program	Total knowledge	r	1	0.54	0.49	0.39
		p-value		0.001**	0.003**	0.004**
	Total attitude	r	0.54		0.57	0.41
		p-value	0.001**		0.000**	0.002**
	Total skills	r	0.49			
		p-value	0.003**			
Immediately Post - program	Total motivation	r	0.39		0.47	
		p-value	0.004**		0.001**	
	Total knowledge	r	1	0.51	0.39	0.41
		p-value		0.001**	0.002**	0.003**
	Total attitude	r	0.51		0.47	0.33
		p-value	0.001**		0.001**	0.004**
Follow-up- program (after 3 months)	Total skills	r	0.39			
		p-value	0.002**			
	Total motivation	r	0.41		0.49	
		p-value	0.003**		0.001**	
	Total knowledge	r	1	0.56	0.32	0.44
		p-value		0.001**	0.004**	0.002**
Follow-up- program (after 3 months)	Total attitude	r	0.56		0.36	0.38
		p-value	0.001**		0.004**	0.003**
	Total skills	r	0.32			
		p-value	0.004**			
	Total motivation	r	0.44		0.41	
		p-value	0.002**		0.002**	

**A highly statistical significant difference (P ≤ 0.001).

Table (3) Relation between nursing interns total knowledge score and their demographic characteristics through program phases.

Demographic characteristics items	Pre- program phase		Total knowledge score Immediately post-program phase		Follow-up program (after 3 months) phase	
	r	P -value	r	P-value	r	P-value
Age	0.03	0.95	0.17	0.02*	0.20	0.05
Gender	0.01	0.93	0.14	0.03*	0.11	0.04*
Marital status	0.19	0.22	.029	0.65	0.05	0.46
Place of residence	0.21	0.03*	0.23	0.05*	0.25	0.04*
Attending training courses about entrepreneurship	0.42	0.02*	0.33	0.001**	0.38	0.01*

**A highly statistical significant difference ($P \leq 0.001$). * Statistical significant difference ($P < 0.05$). None statistical significant difference ($P > 0.05$).

Table (4) Relation between nursing interns total attitude score and their demographic characteristics through program phase.

Demographic characteristics items	Pre- program phase		Total attitude score Immediately post-program phase		Follow-up program (after 3 months) phase	
	R	P -value	R	P-value	r	P-value
Age	0.06	0.15	0.27	0.03*	0.23	0.04
Gender	0.04	0.83	0.24	0.01*	0.21	0.01*
Marital status	0.12	0.52	.013	0.45	0.08	0.56
Place of residence	0.25	0.02*	0.25	0.04*	0.21	0.03*
Attending training courses	0.48	0.04*	0.36	0.003**	0.28	0.02*

**A highly statistical significant difference ($P \leq 0.001$). * Statistical significant difference ($P < 0.05$). None statistical significant difference ($P > 0.05$).

Table (5): Relation between nursing interns total skills score and their demographic characteristics through program phases.

Demographic characteristics items	Pre- program phase		Total skill score Immediately post- program phase		Follow-up program (after 3 months) phase	
	r	P-value	r	P-value	r	P-value
Age	0.29	0.04*	0.17	0.02*	0.20	0.04
Gender	0.03	0.83	0.14	0.03*	0.13	0.03*
Marital status	0.16	0.23	.029	0.65	0.01	0.66
Place of residence	0.29	0.01*	0.23	0.05*	0.20	0.02*
Attending training courses	0.32	0.04*	0.33	0.001**	0.30	0.03*

**A highly statistical significant difference ($P \leq 0.001$). * Statistical significant difference ($P < 0.05$). None statistical significant difference ($P > 0.05$).

Table (6) Relation between nursing interns total motivation score and their demographic characteristics through program phases.

Demographic characteristics items	Pre- program phase		Total motivation score Immediately post- program phase		Follow-up program (after 3 months) phase	
	R	P -value	r	P-value	r	P-value
Age	0.33	0.03*	0.37	0.05*	0.29	0.04*
Gender	0.21	0.03*	0.24	0.01*	0.18	0.03*
Marital status	0.18	0.28	.024	0.35	0.15	0.86
Place of residence	0.27	0.04*	0.29	0.04*	0.20	0.02*
Attending training courses	0.40	0.03*	0.23	0.002**	0.31	0.03*

**A highly statistical significant difference ($P \leq 0.001$). * Statistical significant difference ($P < 0.05$). None statistical significant difference ($P > 0.05$).

4. Discussion

Entrepreneurship is the establishment or improvement of something, in order to generate benefits to individuals and society. This phenomenon has advanced in recent decades due to economic transformations, technological innovations and globalization [34]. Entrepreneurial motivation is the process that activates the entrepreneur to exert higher level of efforts to achieve his/her entrepreneurial goals [35].

The present study illustrated that, the distribution of demographic characteristics of studied sample, majority of nursing interns were aged between 22-23 years. According to their gender, more than half of nursing interns were female. As for marital status, less than two thirds were single. Regarding their place of residence, more than two thirds of nursing interns were rural residents.

The present study illustrated that, less than three quarter of nursing interns were not self-employed before and more than three quarters of nursing interns know persons near to them self-employed before. As regarding to attending any training courses about entrepreneurship more than three quarters of nursing interns did not attend any training courses about entrepreneurship.

The present study illustrated that, the program had a positive effect on improvement of nursing interns knowledge level about entrepreneurship throughout immediately post and follow-up (after three months) of program phase compared with the pre-program phase. From researcher point of view, this result might be due to the interest of nursing interns with this new program, this program contained a lot of knowledge practical examples and nursing interns' discussion was opened. Also, because the program was advanced and nursing interns didn't educate well.

Moreover, the improvement is due to simple, clear and concise way of presentation lectures and the availability of relevant media that gave more illustration for understanding the text and frequent repetition and motivating them to share in the program. In addition to, during sessions the nursing interns showed an interest to the program content revealed by the positive interaction during program sessions. This could be attributed to the ability of gaining knowledge easily.

This results was supported by [36] who conducted a study about effect of entrepreneurship training program on nursing interns' awareness and entrepreneurial intention in Cairo university hospital and stated that, a significant improvement in nursing interns knowledge level after attending training program throughout immediately post and follow-up phases (after three months) of program compared with the preprogram phase.

Also, this results was supported by [37]they conducted study about entrepreneurship orientation program and its effect on the entrepreneurial intention

of future nurses in Suez Canal university and stated that this improvement in knowledge can be influenced by the rate of memorization, ability of knowledge acquisition ,the accumulation of learned knowledge of life and the refreshing information using different approach of active learning during implementation of program.

Conversely, this finding disagreed with a study of [38]they conducted a study about the nurse entrepreneur: empowerment needs, challenges, and self-care practices and stated that, there is none significant improvement in nursing interns knowledge level after attending training program throughout immediately post and follow-up phases (after three months) of program compared with the preprogram phase.

The current study illustrated that, the program had an positive effect on improvement of nursing interns attitude score about entrepreneurship after program implementation compared with the pre-program phase.

These results of the present study were congruent with a study conducted by [39]who concluded a study about the effect of entrepreneurship education on entrepreneurial intention among tertiary institutions in Nigeria and stated that, students' attitude toward entrepreneurship increased after entrepreneurial education. Also, these results were congruent with the studies conducted in Botswana by [40]which concluded that participation in entrepreneurship education was observed to positively influence students attitude to become an entrepreneur by changing their attitude towards entrepreneurship and increasing their entrepreneurial abilities.

Also, the result of the present study was congruent with a study conducted by [41]about the effect of entrepreneurship education on entrepreneurial intentions of university students in Turkey which elaborated that there was a significant positive correlation between the students' success levels in the entrepreneurship class and their entrepreneurial attitude. Also, this result of the present study was congruent with a study conducted by [42]about the effect of entrepreneurial orientation program on entrepreneurial intention in Nigeria, which found that entrepreneurial orientation have positive influence on entrepreneurial attitude.

Furthermore, this result was congruent with the studies conducted in Pakistan by [43]which revealed that entrepreneurship education is having an impact on student's attitude. Also, these results were in the same line with the results of a study conducted in Lebanon on business students of the Lebanese International University by [44]which stated that there was significant effect of entrepreneurial education on the students' entrepreneurial attitude.

Furthermore, this result was congruent with the result of the studies conducted by [45]which stated that "the respondents with three years' exposure to entrepreneurship education were statistically

significantly different from those with no exposure to entrepreneurship education in entrepreneurial competencies in terms of the ability to recognize and evaluate opportunities in the market". And these results were congruent with the studies conducted by [46] which stated that there was significant positive correlation and effect of entrepreneurial education programs on entrepreneurial attitude on university students.

Also, this result was in agreement with a study conducted in Iran on staff nurses by [47] which revealed that entrepreneurship education can affect nurses entrepreneurship attitude. Also, these results were in agreement with a study conducted by [48] which examined the factors affecting the entrepreneurial intentions of the final year undergraduate students of business administration at a selected Turkish university and the relation between the success levels of the students in the entrepreneurship class and their entrepreneurial intentions. Conversely, this finding disagreed with a study of [49] they conducted a study about entrepreneurial decisions and subjective risk intelligence and found that attitude toward entrepreneurship decreased after entrepreneurial education.

The current study revealed that, the program had a positive effect on improvement of nursing interns skills level about entrepreneurship immediately after program implementation compared with the pre-program phase.

This result of the present study was supported by a study conducted by [50] where students reported high levels of entrepreneurial skills after implementing program about entrepreneurship and had a positive effect on improvement of students skills level about entrepreneurship. An Irish study confronted this result conducted by [51] that, there were no statistically significant differences on future nurses entrepreneurial skills after implementation program about entrepreneurship.

Also, this result is congruent with a study conducted in India by [52] which confirmed that levels of all the entrepreneurial skills are higher in entrepreneurially inclined students when compared to entrepreneurially not inclined students after entrepreneurship training program. Furthermore, this result is congruent with a comparative study conducted in United States of America and Turkey by [53] which indicated that there is a statistically significant relationship among personality attributes of optimism, innovativeness, risk-taking propensity and entrepreneurial skills.

Also, this result is congruent with a study conducted in Romania by [54] which illustrated that locus of control, need for achievement and entrepreneurial education proved to be important determinants for venture creation among young students. Also, this result is congruent with a study conducted in Nigeria by [55] which found that entrepreneurial program, have positive influence on

entrepreneurial skills. Furthermore, this result is congruent with a study conducted in Pakistan by [56] which revealed that entrepreneurship education is having an impact on student's skills.

Furthermore, a study conducted by [57] on targeted all Kuwaiti nationals over 18 who had the possibility of becoming entrepreneurs, the findings of this study clearly show that entrepreneurial skills including social networking, risk tolerance, the need for achievement as well as self-confidence play a significant role in the entrepreneurial skills of Kuwaiti nationals. The study also found that self-confidence was the most important factor that affects whether or not these young Kuwaitis would wish to have their own work.

The current study illustrated that, there is improvement of nursing interns' motivation about entrepreneurship throughout immediately post and follow-up (after 3 months) program phases.

This result of the present study was in agreement with the study conducted by [58] they studied the effect and role of entrepreneurial education on entrepreneurial motivation, fostered that entrepreneurship education could stimulate the development of the knowledge base, creating value for students and fostering more motivation. Also, [59] they found that entrepreneurship education has a positive impact on entrepreneurship motivation. Also, another study by [60] at Malaga University in Spain asserted that there was a significant difference between participating and non-participating students in Entrepreneurship Education Programs.

This result was supported by many previous researches as a study at South Africa by [61] where the findings indicated that entrepreneurial motivation has a significant correlation with entrepreneurial education programs found at their study that there is a significant relationship. The entrepreneurial education programs had a positive effect on entrepreneurial motivation as shown. Despite of all previously mentioned, this result was contradicted by [62] they found there was no statistical significant relation between entrepreneurial education program and future nurses motivation.

The current study reveals that, there was a highly statistical significant positive correlation between total knowledge, total attitude, total skills and total motivation through all program phases. This result findings were in agreement with a study of [63] who stated that, there was a highly statistical significant positive correlation between total knowledge, total attitude, total skills and total motivation through all program phases. From the investigators point of view, this is because knowledge and awareness elevation affect positively the behavior and attitude toward entrepreneurship and this improve the entrepreneurial motivation. Also, this result is congruent with the studies in China conducted by [64] which elaborated that students' entrepreneurial knowledge increases with increasing their attitude, skills and motivation about entrepreneurship.

The present study showed that there was significant statistical positive correlation between total knowledge, total attitude, total skills and total motivation through all program phases. This is realistic as when the individual increase his/her knowledge about something, he/she will change his view, feelings and attitude about this issue. This result is congruent with a study in Turkey conducted with [65] which elaborated that there was a significant positive correlation between the students' knowledge, attitude, skills in the entrepreneurship class and their motivation about entrepreneurship. Also, this result is congruent with a study conducted in Nigeria by [66] which found that entrepreneurial orientation have positive influence on entrepreneurial motivation.

This study results revealed that, there were statistically significant relations between nursing interns total knowledge, attitude, skills and their demographic characteristics regarding their place of residence and attending training courses at all program phases, and there were statistically significant relations regarding their age and gender immediately post program phase, and there were non-statistically significant difference regarding their marital status at all program phases. This result is congruent with the results of the studies conducted in Indonesia by [67] that, there were statistically significant relations between nursing interns total knowledge, attitude, skills and their demographic characteristics regarding their place of residence and attending training courses at all program phases about entrepreneurship education.

Also, the results of this study is with the result of the studies conducted by [68] which concluded that, there were statistically significant relations regarding future nurses total knowledge, attitude, skills, age and gender immediately post program phase about entrepreneurship education. Also, the results of this study is with the result of the study conducted by [69] which concluded that, there were non-statistically significant difference regarding nursing interns total knowledge, attitude, skills and marital status at all program phases entrepreneurship orientation program and its effect on the entrepreneurial intention of future nurses.

This study results revealed that, there were statistically significant relations between nursing interns total motivation and their demographic characteristics regarding their age, gender, place of residence and attending training courses at all program phases, and there were non-statistically significant difference regarding their marital status at all program phases. This study results were in agreement with the study conducted by [70] which concluded that, there were statistically significant relations between nursing interns total motivation and their demographic characteristics regarding their age, gender, place of residence and attending training courses at all program phases about entrepreneurship education.

Also, a Malaysian study by [71] supported the result of the current study where there were statistically significant relations between nursing interns total motivation and their demographic characteristics regarding their age, gender, place of residence and attending training courses at all program phases about entrepreneurship education.

This study revealed that, there were non-statistically significant difference regarding nursing interns motivation and marital status at all program phases. This result was in agreement with the studies conducted by [72] which concluded that, there were non-statistically significant difference regarding nursing interns motivation and marital status at all program phases about entrepreneurship education. Despite that [73] suggested that entrepreneurial motivation positively correlated with nursing interns marital status. About two third of the participants were single, single participants were highly motivated towards starting their own private work than married. Married people had a lot of responsibility and forces to stay away from risk involved in any new work.

5. Conclusion

Based on the results of the present study, it was concluded that: the results of the present study was supported research hypotheses that the program had a positive impact in nursing interns knowledge, attitude, skills and motivation at immediately post and follow up (after 3 months) program phase.

6. Recommendations

- The faculty of nursing should provide training programs and workshops about entrepreneurship particularly in health care sector especially for nurses.
- Hospital management should emphasis on new trends in nursing administration such as nursing entrepreneurship to increase nurses' motivation.
- Replication the study on a large sample to achieve generalized results.
- Adding a course about entrepreneurship to the education system from pre-university education till graduation with different levels to develop a culture of entrepreneurship at health care sectors.

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