

Original Article

Entrepreneurial Characteristics and Inclinations of Nursing Students

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Abstract

Aim: The study was conducted as a cross-sectional research in order to determine entrepreneurial Characteristics and entrepreneurial inclination of nursing students.

Methodology: The population of the study includes 862 students having education in Gaziantep University Faculty of Health Sciences Nursing Department in 2015-2016 Education period. It was planned to reach all the universe so sampling was not taken. 591 students who agreed to participate in the study and conducted the surveys seamlessly were included in the survey. Data were collected with the questionnaire including the descriptive Characteristics and entrepreneurial Characteristics; and with the scale of entrepreneurial inclination. Data were analyzed by using SPSS 18 software.

Results: As the descriptive characteristics are compared with the subscales of entrepreneurial inclination scale; students who are male, super high school graduates, living at state dormitories, living at home with their friends, and working have statistically higher mean scores of “Risk-Taking Propensity”. Students, whose fathers have jobs, and are high school graduates or higher level graduates than high school, who spend most of their lives in the city have statistically higher mean scores of “ Being Open to Innovation”. Students who are 20 years old or younger, second graders, working, and choosing nursing department willingly have statistically higher mean scores of “Perceived Educational Support” ($p < 0.05$). As the entrepreneurial Characteristics are compared with the subscales of entrepreneurial inclination scale; students, who aren’t easily distracted, who wait for the last moment to complete projects, and who cannot be easily disappointed if things don’t go well as they wish, have statistically, significantly higher mean scores of “Risk-Taking Propensity”; and those who are persistent have statistically, significantly higher mean scores of “Being Open To Innovation”. Students who don’t need someone else to focus on have statistically, significantly higher mean scores of “Being Open To Innovation and Perceived Educational Support”. Those looking for stressful environments, setting a business on their own, working in a newly newly established business, and having education about Entrepreneurship have statistically, significantly higher mean scores of “Risk-Taking Propensity and Perceived Educational Support” ($p < 0.05$). Those who are being creative while working with limited resources is needed, optimistic, for whom nothing is more important than achieving their goals have statistically, significantly higher mean scores of “Risk-Taking Propensity, Being Open To Innovation and Perceived Educational Support” . Students who invent something new or are creative, who are good role models for creativity, who provide originality in their business, who determine methods to produce unconventional products by re-combining resources, who find new uses for old methods and tools, who have unusual way of thinking (with conditions beyond the current situation), who take risk to develop new ideas in order to complete projects, who determine opportunities for new products and services, who like taking risk, who intervene the problems immediately, who live the moment, who are self sufficient while working, who don’t allow the failures in the past to prevent the future performance, who are action-oriented, who take the lead immediately in case of emergency, who are successful in solving logic problems, who want to start their own business after graduation have statistically, significantly higher mean scores of Risk-Taking Propensity and Being Open To Innovation ($p < 0.05$).

Keywords: Entrepreneurship, Entrepreneurial Inclination, Education, Nursing, Risk Propensity..

Introduction

Development and growth of a country depend on entrepreneurs who create economic value, accelerate the growth, have skills to adapt to changing conditions. Information society, countries strive in order to direct their people and especially young people to entrepreneurship. Therefore, countries that have well-educated, having entrepreneurial qualifications, dynamic, intelligent, ambitious, eager, inclined to take risk, opportunity and goal-oriented can look into the future more optimistically (Cansız, 2007).

In information on the society, it is understood that entrepreneurial society will replace the industrial society which has a dual structure in the form of workers and employers. In this respect, in our education system, it is necessary to evaluate and discuss the training entrepreneurs. Turkey, which is a shining star in the developing and growing world market with a population of 80 million, has become the most suitable candidate country to deserve the title of the developed country. In order to get a share of the growing market, and to get rid of candidacy and to become permanent member, Turkey should convert business ideas developed in universities and research centers into enterprise.

On the other hand, people need to be encouraged for Entrepreneurship in order to increase social welfare, eliminate the unemployment, and for a balanced economic development. Therefore, young entrepreneurs should be encouraged, and especially new business ideas should be put into practice. Young people should be educated about Entrepreneurship, and the ways and means to be more successful should be taught them in cooperation with universities (Cansız, 2007).

It is a fact that must be accepted that there are practical benefits in conducting studies about Entrepreneurship due to the strategic importance of it. Studies on the examination of entrepreneurial Characteristics of University students, who are potential entrepreneurs, will contribute to formulate their plans about the business world they will join in the future; them having theoretical knowledge about Entrepreneurship, and students' being encouraged for directing to Entrepreneurship (Demirel, 2010).

Universities are the most important elements to change a public into information society. In this

aspect, teaching staff, who undertake the task of transferring the education they have at universities to a new generation, are the second prominent element in building a conscious information society. Indeed, well-trained teaching staff will have a role in educating students with a qualified and innovative concept in undergraduate education institutions. In this regard, undergraduate students' being proficient in both their specific field and their education has a function that affects all the stratas of society.

Nursing students' education levels in terms of entrepreneurial inclination and how they perceive themselves in terms of entrepreneurial Characteristics are important issues. Determining to what extent students are interested in Entrepreneurship in terms of nursing, and contribution levels to nursing field are important parts of the study. Furthermore, this study is important because it is a guide for those who are going to study Entrepreneurship in different areas of nursing. Considering the literature on the subject, it is seen that there are no studies on Entrepreneurship in nursing education.

The Aim Of The Research And Questions

Therefore, our study was conducted in order to identify the entrepreneurial Characteristics and entrepreneurial inclination of nursing students'. The purpose of the selection of nursing students in the study is ensuring to introduce the nurse entrepreneurs. In line with this main objective, it has been searched for answers to the following questions:

1. Is there any effect of the descriptive characteristics of the nursing students on their entrepreneurial inclination (Risk-Taking Propensity, Being Open To Innovation and Perceived Educational Support)?
2. Is there any effect of the entrepreneurial Characteristics of nursing students on their entrepreneurial inclination (Risk-Taking Propensity, Being Open To Innovation and Perceived Educational Support)?

Materials and Methods

Aim and type of the research

The study was conducted as a cross-sectional research in order to identify the entrepreneurial Characteristics and entrepreneurial inclination of nursing students'.

Design and samples

The study was conducted as a cross-sectional research in order to identify the opinions of nursing students about their entrepreneurial feelings, entrepreneurial potentials and innovation in nursing education. The universe of the study consists of 862 students registered and attending Gaziantep University Faculty of Health Sciences in 2015-2016 academic period. It was planned to reach all the universe so sampling was not taken. Students who didn't agree to participate in the study, those who didn't follow the rules while filling the questionnaire, student who were absentee although they registered at the University and students of Faculty of Health Sciences who didn't study nursing were excluded from the study and data of 591 students were evaluated. The number of students registered and attending University obtained from students affairs office. Accordingly, the number of male students in the nursing department is 261, while the number of female students is 568. With stratified sampling method, number of students in each class was proportioned to the layer load in the total number of students (862), and it was identified that there were 217 freshmen, 141 sophomores, 179 third grade students, and 54 fourth grade students.

Place of the Research

This research was conducted with the students studying nursing at Gaziantep University Faculty of Health Sciences in 2015-2016 academic period. The number of students registered and attending University has been obtained from students affairs office of Gaziantep University Faculty of Health Sciences. Data was collected from students of the Faculty of Health Sciences according to specified number. In nursing, Bachelor's degree education started in 1997, Masters education started in 2012 and PhD. education started in 2016 at Gaziantep University. To reinforce the theoretical knowledge of students and to make their patient care practices, there is an applications laboratory including models and training materials. There are 3 classrooms with the capacity of 51-75 students, 3 classrooms with the capacity of 101 - 150 and 3 lecture halls with the capacity of 101-150 students for theoretical courses. There are 2 laboratories with the capacity of 76-100 students for practical courses. Students make their clinical applications in various health institutions under the supervision of responsible faculty members.

In Nursing department, at the Internal Medicine Nursing field there are 1 professor, 1 associate professor, 1 assistant professor; in Public Health Nursing department, there are 2 associate professors, 1 assistant professor; in Psychiatric Nursing department there are 1 associate professor, 2 assistant professors, 1 lecturer; in Gynecology and Obstetrics Nursing department there are 1 associate professor, 3 assistant professors, 1 research assistant, in Child Health and Diseases department there is 1 lecturer.

Data Collection

A questionnaire for descriptive characteristics of students prepared by the researchers, a form for determining entrepreneurial Characteristics of students and Entrepreneurial Inclination Scale were used in collecting the data. To collect the data, weekly timetable of nursing students at Gaziantep University Faculty of Health Sciences was got from the University's website. According to the weekly timetable, the aim of the study and issues need to be considered were explained before the lesson started and data collection instruments were evaluated by students in 10-15 minutes time.

Descriptive Characteristics Form

Descriptive characteristics form prepared by the researchers consists of 15 questions.

Information Form for Determining the Entrepreneurial Characteristics

In this form, there are 30 Entrepreneurship expressions including students' creativity, enduring stress, and entrepreneurial motivation features. It was developed by Hmielseki and Corbett (2006). It was used in the study of Karabulut (2009), by adapting into Turkish. In 'information form for determining the entrepreneurial Characteristics', there are expressions including creativity, enduring stress, entrepreneurial motivation features, features that can direct people to Entrepreneurship, and basic features which an entrepreneur should have.

Entrepreneurial Inclination Scale

Entrepreneurial inclination scale was developed by Uluturk Akman and Bektas (2015) to determine the entrepreneurial Characteristics of University students, and validity and reliability analysis was conducted. This scale was prepared as Five-point Likert scale; there are 1- strongly disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree statements. The scale consists of

three subscales and 11 items. These subscales are 'Risk Taking Propensity' (1st, 2nd, 3rd and 4th items), 'Being Open to Innovations' (5th, 6th, 7th, and 8th items) and 'Perceived Educational Support' (9th, 10th and 11th items). Uluturk Akman and Bektas (2015) found out the reliability of the scale as Alpha = 0.793. In terms of subscales of the scale, alpha value for 'Risk Taking Propensity' is 0,855; alpha value for 'Being open to innovations' is 0,721; alpha value for 'Perceived Educational Support' is 0,854. In our study, alpha value was found out as 0.765. In terms of subscales, it was determined that alpha value for 'Risk Taking Propensity' was 0,730; alpha value for 'Being open to innovations' was 0,815; alpha value for 'Perceived Educational Support' was 0.896. Alpha value is between 0 and 1. If this alpha value is 0,7 or higher, it is considered to be a reliable scale.

Subscales of Entrepreneurial Inclination Scale;

Risk Taking Propensity: Most of the Entrepreneurship literature suggest risk taking as an important entrepreneurial characteristic (Cunningham and Lischeron, 1991). In Risk Taking Propensity which constitutes the first sub-scale of Entrepreneurial Inclination Scale has four items. These items are;

- I think the only way to be successful in life is to set up my own business,
- I am more concerned with the idea of setting up my own business instead of thinking of finding a salaried or paid employment,
- The word 'Entrepreneur' describes me.
- I can keep trying until I succeed even though the business, which I set up as being entrepreneur, fails many times.

Being Open To Innovation is the inclination that contains creating new products and new methods, entering new markets, establishing a new organizational structure, and putting forward a will for them all (Thomton, 1999). In Being Open To Innovation which constitutes the second sub-scale of Entrepreneurial Inclination Scale has four items. These items are;

- I like dealing with new things. So, I usually follow the latest trends and current developments.
- I'm always interested in new issues.
- I like talking and making predictions about the future. I can convince my friends, to

whom I talk about this issue, about the accuracy and the consistency of my predictions.

- I usually have innovative ideas rather than conservative ideas.

Perceived Educational Support constitutes the third sub-scale of Entrepreneurial Inclination Scale, and it has three items. These items are;

- My university provides students the necessary information about Entrepreneurship.
- My University improves my abilities and my skills related to Entrepreneurship
- The education I have at the University encourages me for being an entrepreneur by developing creative ideas.

Ethical aspects of the research

For this study, to conduct the survey to the students, written institution permission were taken from the Rectorate of Gaziantep University and from the Deanery of Faculty of Health Sciences . Ethics committee approval (decision number: 2016/56 date: 22.02.2016) was granted by applying to Gaziantep University Clinical Research Ethics Committee for the conduct of the research. Prior to administering the data collection forms of research, verbal consent of students was taken. By explaining the purpose of the research to the participants, 'verbal consent' and 'informed consent' ethical principles; by indicating that the obtained information would be kept confidential, 'confidentiality and privacy protection' ethical principles; by including those wishing to participate in the study voluntarily, 'respect for autonomy' ethical principle; and in general, 'non-maleficence' and 'beneficence' ethical principles were fulfilled.

Evaluation of data

After the data obtained from this research was coded by researcher, it was transferred to the computer program and necessary analyses were conducted with SPSS 18 program.

Research Questions

1. Is there any effect of the descriptive characteristics of the nursing students on their entrepreneurial inclination (Risk-Taking Propensity, Being Open To Innovation and Perceived Educational Support)?
2. Is there any effect of the entrepreneurial Characteristics of nursing students on their entrepreneurial inclination (Risk-Taking Propensity, Being Open To Innovation and Perceived Educational Support)?

Results

The results obtained in this study which was conducted in order to identify the entrepreneurial Characteristics and entrepreneurial inclination of nursing students' are as follows.

Findings on students' descriptive Characteristics and entrepreneurial inclinations.

Descriptive characteristics were compared with Subscales of Entrepreneurial Inclination Scale in the table 1.

As the descriptive characteristics were compared with the **Risk Taking Propensity** subscale, it was determined that students (3.1 ± 0.9), who are male and super high school graduates (4.0 ± 0.0), who live at state dormitories and live at home with their friends (2.9 ± 0.9) and who work (3.2 ± 1.0), had statistically significantly higher mean scores (Table 1, $p>0.05$). There was no statistically significant difference between the risk taking propensity subscale and age, gender, parental education and occupational status, place of residence, ratio of expense to family income, student's monthly income, graduated high school type, selecting nursing voluntarily, compliance with the interests of nursing (Table 1, $p>0.05$).

As the descriptive characteristics were compared with the **Being Open To Innovations** subscale, it was identified that students, whose fathers work (3.7 ± 0.8) and are high school graduates or higher level graduates than high school (3.8 ± 0.9), who live in the big cities (3.8 ± 0.8) had statistically higher mean scores (Table 1, $p>0.05$). There was statistically significant difference between them. It was found out that there was no statistically significant difference between the being open to innovations subscale and age, gender, grade, parental education and occupational status, ratio of expense to family income, student's working status and monthly income, graduated high school type, selecting nursing voluntarily, compliance with the interests of nursing (Table 1, $p>0.05$).

In the **Perceived Educational Support** subscale, it was identified that students who are 20 years old or younger (2.4 ± 1.1), who are second graders (2.4 ± 1.1), who work (2.6 ± 1.3), and who chose nursing department willingly (2.5 ± 1.1) had statistically higher mean scores, and there was statistically significant difference between them (Table 1, $p>0.05$). It was found out that there was no statistically significant difference between the

Perceived Educational Support subscale and gender, parental education, parental occupational status, ratio of expense to family income, student's monthly income, place of residence at present and the place in which they spent most of their lives, graduated high school type, compliance with the interests of nursing (Table 1, $p>0.05$).

2.Findings on students' entrepreneurial Characteristics and entrepreneurial inclinations

Entrepreneurial Characteristics were compared with Subscales of Entrepreneurial Inclination Scale in the table 2.

As the entrepreneurial Characteristics (%) were compared with the mean score ($X\pm SD$) of **Risk Taking Propensity** subscale, the mean scores of students who agree with the statements such as 'I invent something new, I am creative' (66.2%, 3.0 ± 0.9), 'I am a good role model for creativity' (58.5%, 3.1 ± 0.9), 'I provide originality in my business' (86.0%, 2.9 ± 0.9), 'I am creative when I need to work with limited resources' (77.7%, 3.0 ± 0.9), 'I find methods to produce unconventional products by re-combining resources' (62.4%, 3.0 ± 0.9), 'I find new uses for old methods and tools' (74.1%, 3.0 ± 0.9), 'I have unusual way of thinking (with conditions beyond the current situation)' (58.5%, 3.0 ± 0.9), 'I take risk to develop new ideas in order to complete projects' (61.3%, 3.1 ± 0.9), 'I determine opportunities for new products and services' (76.5%, 2.9 ± 0.9), 'I like taking risk' (63.3%, 3.0 ± 0.9), 'I intervene the problems immediately' (70.9%, 2.9 ± 0.8), 'I look for stressful environments' (21.8%, 3.0 ± 0.9), 'I wait for the last moment to complete the projects' (45.7%, 3.0 ± 0.9), 'I live the moment' (74.1%, 2.9 ± 0.9), 'I am self sufficient while working' (89.0%, 2.9 ± 0.9), 'I am not easily distracted' (50.9%, 3.0 ± 0.9), 'I don't allow the failures in the past to prevent the future performance' (79.4%, 2.9 ± 0.9), 'I am action-oriented' (60.1%, 3.0 ± 0.9), 'I am optimistic' (88.0%, 2.9 ± 0.9), 'I am not easily disappointed if things don't go well as I wish' (56.0%, 3.1 ± 0.9), 'I take the lead immediately in case of emergency' (73.8%, 3.0 ± 0.9), nothing is more important than achieving my goals (65.1%, 3.0 ± 0.9) 'I am successful in solving logic problems' (81.0%, 2.9 ± 0.9), were identified to be higher. Moreover, the mean scores of students who responded

'YES' to these questions: 'Have you set up your own business?' (9.3%, 3.2±0.9), 'Do you want to start your own business after graduation?' (60.4%, 3.2±0.8), 'Have you worked in a newly established job?' (16.9%, 3.2±0.8), 'Have you had training about Entrepreneurship?' (10.7%, 3.2±0.8) were identified to be higher. A statistically significant difference was found

between them (Table2, $p < 0.05$). There was no statistically significant difference between the risk taking propensity subscale and statements such as 'My performance is better when there is time pressure'(48.9%), 'I need someone to focus'(31.1%), and 'I am insistent'(74.8%) (Table2, $p > 0.05$).

Table 1. Comparison of Descriptive characteristics with Subscales of Entrepreneurial Inclination Scale (n=591)

IDENTIFYING FEATURES (%)		Subscales of Entrepreneurial Inclination Scale ($\bar{X} \pm SD$)		
		Risk Taking Propensity	Being Open To Innovation	Perceived Educational Support
Age	20 or less (57.9)	2.9±0.9	3.6±0.9	2.4±1.1
	20 or up (42.1)	2.9±0.9	3.7±0.8	2.1±1.1
	Statistical Analysis (t-p)	0.000-1.0	0.7-0.4	3.0-0.002
Gender	Female (76.1)	2.8±0.9	3.7±0.8	2.3±1.1
	Male (23.9)	3.1±0.9	3.6±0.9	2.4±1.1
	Statistical Analysis (t-p)	3.3-0.001	0.5-0.6	1.4-0.1
Grade	1st grade (36.7)	2.9±0.9	3.6±0.9	2.4±1.1
	2nd grade (23.9)	2.9±0.9	3.6±0.8	2.6±1.1
	3rd grade (30.3)	3.3±0.9	3.7±0.8	1.9±1.1
	4th grade (9.1)	2.8±1.0	3.7±0.8	2.2±1.1
	Statistical Analysis (f-p)	0.9-0.4	0.9-0.4	12.6-0.000
Mother's Educational Status	High School (38.7)	2.9±0.9	3.6±0.8	2.3±1.1
	Elementary (50.8)	2.9±0.9	3.7±0.9	2.3±1.1
	High School or Up (10.5)	2.8±0.9	3.7±0.9	2.2±1.1
	Statistical Analysis (f-p)	0.4-0.6	1.1-0.3	0.7-0.4
Father's Educational Status	Elementary (70.6)	2.9±0.9	3.6±0.8	2.3±1.1
	High School or Up (29.4)	2.9±0.9	3.8±0.9	2.3±1.1
	Statistical Analysis (t-p)	0.8-0.3	2.4-0.01	0.5-0.5
Mother's employment status	Yes (8.8)	2.9±1.0	3.9±0.8	2.3±1.1
	No (91.4)	2.9±0.9	3.6±0.9	2.3±1.1
	Statistical Analysis (t-p)	0.07-0.9	1.7-0.07	0.1-0.9
Father's employment status	Yes (77.2)	2.9±0.9	3.7±0.8	2.3±1.1
	No (22.8)	2.9±1.0	3.5±0.9	2.4±1.2
	Statistical Analysis (t-p)	0.1-0.8	1.9-0.05	1.5-0.1
Place where most of the life is spent	Big cities (25.4)	2.8±0.9	3.8±0.8	2.2±1.1
	Province (34.3)	3.0±0.9	3.7±0.9	2.3±1.1
	Village (40.3)	2.8±0.8	3.5±0.8	2.3±1.0
	Statistical Analysis (f-p)	0.8-0.4	4.7-0.009	0.2-0.7
Place Of Residence	State of residence (46.9)	2.9±0.9	3.6±0.9	2.3±1.1

	Student house (27.9)	2.9±0.9	3.7±0.8	2.1±1.0
	With family (25.2)	2.7±0.9	3.6±0.9	2.4±1.2
	Statistical Analysis (f-p)	3.5-0.03	0.1-0.8	2.4-0.09
Family's Economic Situation	Incomes less(33.5)	2.9±0.9	3.7±0.9	2.3±1.2
	equal/Income more (66.5)	2.9±0.9	3.7±0.8	2.3±1.1
	Statistical Analysis (t-p)	0.4-0.6	0.05-0.9	0.7-0.4
Monthly income	400 Turkish lira or less (33.5)	2.9±0.9	3.7±0.9	2.3±1.2
	400 Turkish lira or up (66.5)	2.9±0.9	3.7±0.8	2.3±1.1
	Statistical Analysis (t-p)	0.4-0.6	0.05-0.9	0.7-0.4
Student's employment status	Yes (9.3)	3.2±1.0	3.8±0.9	2.6±1.3
	No (90.7)	2.8±0.9	3.6±0.8	2.3±1.1
	Statistical Analysis (t-p)	2.8-0.005	0.8-0.4	2.2-0.02
Graduated High School	state school (99.2)	2.9±0.9	3.7±0.8	2.3±1.1
	private schools (0.8)	2.3±0.5	2.9±1.3	1.8±0.6
	Statistical Analysis (t-p)	1.5-0.1	1.8-0.06	0.9-0.1
The Type of The Graduated High School (HS)	Science high school (3.7)	2.9±1.1	3.7±1.0	2.4±1.2
	Anatolian HS(63.5)	2.9±0.9	3.7±0.8	2.3±1.1
	Vocational / technical HS (2.0)	2.0±0.9	3.1±1.3	2.3±1.1
	Religious vocational HS (3.6)	2.5±0.6	3.1±0.9	2.8±1.0
	General HS (28.8)	2.9±0.9	3.7±0.8	2.3±1.1
	Super HS (0.3)	4.0±0.0	4.2±1.0	3.0±2.8
	Statistical Analysis (f-p)	3.0-0.01	1.8-0.1	0.4-0.7
Selecting nursing voluntarily	Yes (29.9)	2.8±0.8	3.6±0.9	2.5±1.1
	No (42.8)	3.0±0.9	3.6±0.9	2.1±1.0
	Undecided (27.2)	2.8±0.9	3.7±0.8	2.4±1.1
	Statistical Analysis (f-p)	2.7-0.06	0.5-0.5	7.1-0.001
Compliance With The Interests Of Nursing	Yes (42.5)	2.8±0.8	3.7±0.8	2.4±1.0
	No (19.8)	3.0±1.0	3.6±1.0	2.1±1.1
	Undecided (37.7)	2.9±0.9	3.6±0.8	2.4±1.1
	Statistical Analysis (f-p)	1.1-0.3	2.1-0.1	2.6-0.07

As the entrepreneurial characteristics (%) were compared with the mean score ($X \pm SD$) of **Being Open To The Innovations**; the mean score of students who agree with the statements such as 'I invent something new, I am creative' (66.2%, 3.8±0.8), 'I am a good role model for creativity' (58.5%, 3.8±0.8), 'I provide originality

in my business'(86.0%, 3.7±0.8), 'I am creative when I need to work with limited resources'(77.7%, 3.7±0.8), 'I find methods to produce unconventional products by re-combining resources'(62.4%, 3.8±0.8), 'I find new uses for old methods and tools'(74.1%, 3.7±0.8), 'I have unusual way of thinking (with

conditions beyond the current situation)' (58.5%, 3.7±0.9), 'I take risk to develop new ideas in order to complete projects'(61.3%, 3.8±0.8), 'I determine opportunities for new products and services'(76.5%, 3.7±0.9), 'I like taking risk (63.3%, 3.8±0.8), 'I intervene the problems immediately'(70.9%, 3.8±0.8), 'I live the moment'(74.1%, 3.7±0.8), 'I am self sufficient while working'(89.0%, 3.7±0.8), 'I am insistent'(74.8%, 3.7±0.8), 'I am not easily distracted', 'I don't allow the failures in the past to prevent the future performance'(79.4%, 3.7±0.8), 'I am action-oriented'(60.1%, 3.8±0.8), 'I am optimistic'(88.0%, 3.7±0.8), 'I take the lead immediately in case of emergency'(73.8%, 3.8±0.8), 'nothing is more important than achieving my goals'(65.1%, 3.7±0.8), 'I am successful in solving logic problems'(81.0%, 3.7±0.8), 'I want to start my own business after graduation'(60.4%, 3.7±0.9), 'I don't need someone to focus' (68.9%, 3.7±0.8), were identified to be higher. A statistically significant difference was found between them (Table 2, $p < 0.05$).

There was no statistically significant difference between the statements such as 'My performance is better when there is time pressure'(48.9%), 'I look for stressful environments'(21.8%), 'I wait for the last moment to complete the projects'(45.7%), 'I am not easily distracted'(50.9%), 'I am not easily disappointed if things don't go well as I wish'(56.0%), and the mean scores of students who responded as 'YES' to these following questions: 'Have you set up your own business?' (9.3%), 'Have you worked in a newly established job?' (16.9%), 'Have you had training about Entrepreneurship?' (10.7%) (Table 2, $p > 0.05$).

As the entrepreneurial Characteristics (%) were compared with the mean score ($X \pm SD$) of **Perceived Educational Support**; the mean scores of students who responded as 'YES' to these following statements: 'I invent something new, I am creative'(66.2%), 'I am a good role model for creativity'(58.5%), 'I provide originality in my business'(86.0%), 'I find methods to produce unconventional products by re-combining resources'(62.4%), 'I find new uses for old methods and tools'(74.1%), 'I have unusual way of thinking (with conditions beyond the current situation)' (58.5%), 'I take risk to develop new ideas in order to complete projects'(61.3%), 'I determine opportunities for new products and services'(76.5%), 'My

performance is better when there is time pressure'(48.9%), 'I like taking risk(63.3%), 'I intervene the problems immediately'(70.9%), 'I wait for the last moment to complete the projects'(45.7%), 'I live the moment'(74.1%), 'I am self sufficient while working'(89.0%), 'I am insistent'(74.8%), 'I am not easily distracted'(50.9%), 'I don't allow the failures in the past to prevent the future performance'(79.4%), 'I am action-oriented'(60.1%), 'I am not easily disappointed if things don't go well as I wish'(56.0%), 'I take the lead immediately in case of emergency'(73.8%), 'I am successful in solving logic problems'(81.0%), 'Do you want to start your own business after graduation?', were not identified as statistically significant.

A statistically significant relationship was determined between students who responded as 'YES' to these following statements : 'I am creative when I need to work with limited resources'(77.7%, 2.4±1.1), 'I need someone to focus'(%31.1, 2.5±1.1), 'I look for stressful environments'(21.8%, 2.6±1.1), 'I am optimistic'(88.0%, 2.3±1.1), 'nothing is more important than achieving my goals'(65.1%, 2.4±1.1), and those who responded as 'YES' to these following questions: 'Have you set up your own business?' (9.3%, 2.8±1.0), 'Have you worked in a newly established job?' (16.9%, 2.6±1.3), 'Have you had training about Entrepreneurship?' (10.7%, 2.9±1.2) (Table 2, $p < 0.05$).

Discussion

Health sector which has a large area provides nurses opportunities to offer professional services and for their various activities as professionals. Indeed, Entrepreneurship in nursing provides the acceptance and promotion of nursing. Today, nurse entrepreneurs are both the owners and managers of consulting jobs, training companies, home / health agencies, assistance-based life and day-care institutions for adults, child care centers, community clinics, durable medical equipment companies, printing and publishing businesses and health care product companies (Arslan & Sener, 2012). Therefore, nursing and entrepreneurial inclination are within the field of interest of public health nursing involving many areas of nursing and especially public health nursing. Considering the literature on the subject, it is observed that more than one study has been conducted on Entrepreneurship but there are no

studies to demonstrate entrepreneurial Characteristics and inclinations of nursing students. Therefore, the findings of this study have been discussed with the findings of other studies on university students and adults.

Table 2. Comparison of Descriptive characteristics with Subscales of Entrepreneurial Inclination (n=591)

Entrepreneurial Characteristics (%)		Subscales of Entrepreneurial Inclination Scale (X±SD)		
		Risk Taking Propensity	Being Open to Innovation	Perceived Educational Support
I invent something new/ I am creative	Yes(66.2)	3.0±0.9	3.8±0.8	2.3±1.1
	No (33.8)	2.6±0.9	3.5±0.9	2.3±1.1
	Statistical Analysis (t-p)	4.5-0.000	3.9-0.000	0.08-0.9
I am a good role model for creativity	Yes(58.5)	3.1±0.9	3.8±0.8	2.3±1.1
	No (41.5)	2.6±0.8	3.5±0.8	2.3±1.1
	Statistical Analysis (t-p)	5.5-0.000	4.6-0.000	0.5-0.6
I provide originality in my	Yes(86.0)	2.9±0.9	3.7±0.8	2.3±1.1
	No (14.0)	2.6±1.0	3.3±0.9	2.2±1.1
	Statistical Analysis (t-p)	3.1-0.005	4.2-0.000	0.6-0.5
I am creative when I need to work with limited resources	Yes(77.7)	3.0±0.9	3.7±0.8	2.4±1.1
	No (22.3)	2.6±0.9	3.3±0.9	2.1±1.1
	Statistical Analysis (t-p)	3.9-0.000	4.9-0.000	2.0-0.04
I find methods to produce unconventional products by re-combining resources	Yes(62.4)	3.0±0.9	3.8±0.8	2.4±1.1
	No (37.6)	2.7±0.9	3.5±0.9	2.2±1.0
	Statistical Analysis (t-p)	2.9-0.003	3.6-0.000	1.7-0.08
I find new uses for old methods and tools	Yes(74.1)	3.0±0.9	3.7±0.8	2.3±1.1
	No (25.9)	2.6±0.9	3.5±0.9	2.2±1.0
	Statistical Analysis (t-p)	3.8-0.000	3.1-0.002	0.9-0.3
I have unusual way of thinking (with conditions beyond the current situation)	Yes(58.5)	3.0±0.9	3.7±0.9	2.4±1.1
	No (41.5)	2.7±0.9	3.5±0.8	2.2±1.0
	Statistical Analysis (t-p)	3.7-0.000	3.0-0.003	1.7-0.07
I take risk to develop new ideas in order to complete projects	Yes(61.3)	3.1±0.9	3.8±0.8	2.4±1.1
	No (38.7)	2.6±0.9	3.5±0.8	2.2±1.1
	Statistical Analysis (t-p)	5.8-0.000	4.0-0.000	1.4-0.1
I determine opportunities for new products and services	Yes(76.5)	2.9±0.9	3.7±0.9	2.3±1.1
	No (23.5)	2.7±0.9	3.5±0.8	2.2±1.1
	Statistical Analysis (t-p)	2.4-0.01	2.2-0.02	0.9-0.3
My performance is better when there is time pressure	Yes(48.9)	2.9±0.9	3.6±0.9	2.3±1.1
	No (51.1)	2.8±0.9	3.7±0.8	2.3±1.1
	Statistical Analysis (t-p)	0.9-0.3	0.7-0.4	0.8-0.3
I need someone to focus	Yes 31.1)	2.9±0.9	3.5±0.9	2.5±1.1
	No (68.9)	2.9±0.9	3.7±0.8	2.2±1.1
	Statistical Analysis (t-p)	0.5-0.5	3.0-0.002	2.5-0.01
I like taking risk	Yes(63.3)	3.0±0.9	3.8±0.8	2.4±1.1
	No (36.7)	2.7±0.9	3.5±0.8	2.2±1.1
	Statistical Analysis (t-p)	4.1-0.000	3.9-0.000	1.4-0.1

I intervene the problems immediately	Yes(70.9)	2.9±0.8	3.8±0.8	2.3±1.1
	No (29.1)	2.7±1.0	3.3±0.9	2.3±1.1
Statistical Analysis (t-p)		2.6-0.01	5.6-0.000	0.6-0.5
I look for stressful environments	Yes(21.8)	3.0±0.9	3.6±0.9	2.6±1.1
	No (78.2)	2.8±0.9	3.7±0.8	2.2±1.1
Statistical Analysis (t-p)		1.9-0.05	1.0-0.2	3.1-0.001
I wait for the last moment to complete the projects	Yes(45.7)	3.0±0.9	3.6±0.8	2.3±1.1
	No (54.3)	2.8±0.9	3.7±0.9	2.3±1.1
Statistical Analysis (t-p)		1.9-0.05	0.6-0.5	0.5-0.5
I live the moment	Yes(74.1)	2.9±0.9	3.7±0.8	2.3±1.1
	No (25.9)	2.7±0.9	3.4±0.9	2.2±1.1
Statistical Analysis (t-p)		2.2-0.02	4.1-0.000	0.8-0.3
I am self sufficient while working	Yes(89.0)	2.9±0.9	3.7±0.8	2.3±1.1
	No (11.0)	2.6±1.0	3.2±1.0	2.3±1.2
Statistical Analysis (t-p)		2.6-0.009	4.4-0.000	0.2-0.8
I am not easily distracted	Yes(50.9)	3.0±0.9	3.7±0.9	2.4±1.1
	No (49.1)	2.8±0.9	3.6±0.8	2.3±1.1
Statistical Analysis (t-p)		2.8-0.004	1.4-0.1	1.0-0.2
I am insistent	Yes(74.8)	2.9±0.9	3.7±0.8	2.3±1.1
	No (25.2)	2.8±1.0	3.4±0.9	2.3±1.1
Statistical Analysis (t-p)		1.7-0.1	3.4-0.001	0.1-0.8
I don't allow the failures in the past to prevent the future performance	Yes(79.4)	2.9±0.9	3.7±0.8	2.3±1.1
	No (20.6)	2.7±0.9	3.4±0.9	2.2±1.2
Statistical Analysis (t-p)		2.9-0.003	3.3-0.001	1.0-0.2
I am action-oriented	Yes(60.1)	3.0±0.9	3.8±0.8	2.3±1.1
	No (39.9)	2.7±0.8	3.5±0.9	2.3±1.0
Statistical Analysis (t-p)		4.0-0.000	3.7-0.000	0.8-0.4
I am optimistic	Yes(88.0)	2.9±0.9	3.7±0.8	2.3±1.1
	No (12.0)	2.7±1.0	3.4±1.0	2.1±1.1
Statistical Analysis (t-p)		1.9-0.04	3.0-0.003	1.9-0.04
I take the lead immediately in case of emergency	Yes(56.0)	3.1±0.9	3.7±0.9	2.4±1.1
	No (44.0)	2.7±0.9	3.6±0.8	2.2±1.1
Statistical Analysis (t-p)		5.2-0.000	1.7-0.08	1.4-0.1
I cannot be easily disappointed if things don't go well as I wish'	Yes(73.8)	3.0±0.9	3.8±0.8	2.3±1.1
	No (26.2)	2.6±0.9	3.3±0.9	2.3±1.0
Statistical Analysis (t-p)		3.7-0.000	6.0-0.000	0.04-0.9
nothing is more important than achieving my goals	Yes(65.1)	3.0±0.9	3.7±0.8	2.4±1.1
	No (34.9)	2.6±0.9	3.5±0.9	2.2±1.1
Statistical Analysis (t-p)		5.0-0.000	2.4-0.01	2.2-0.02
I am successful in solving logic problems	Yes(81.0)	2.9±0.9	3.7±0.8	2.3±1.1
	No (19.0)	2.6±0.9	3.3±0.9	2.2±1.0
Statistical Analysis (t-p)		3.1-0.002	4.6-0.000	1.5-0.1
Have you set up your own business?	Yes (9.3)	3.2±0.9	3.4±1.0	2.8±1.0
	No (90.7)	2.9±0.9	3.7±0.8	2.3±1.1
Statistical Analysis (t-p)		2.5-0.01	2.1-0.07	3.1-0.002
Do you want to start your own business after graduation?	Yes(60.4)	3.2±0.8	3.7±0.9	2.3±1.1
	No (39.6)	2.4±0.8	3.5±0.8	2.3±1.1

Statistical Analysis (t-p)		10.0-0.000	2.4-0.01	0.2-0.8
Have you worked in a newly established job?	Yes(16.9)	3.2±0.8	3.6±0.9	2.6±1.3
	No (83.1)	2.8±0.9	3.7±0.8	2.2±1.0
Statistical Analysis (t-p)		4.0-0.000	0.06-0.9	3.2-0.005
Have you had training about Entrepreneurship?	Yes(10.7)	3.2±0.8	3.7±0.8	2.9±1.2
	No (89.3)	2.8±0.9	3.6±0.9	2.2±1.1
Statistical Analysis (t-p)		2.6-0.003	0.5-0.6	4.1-0.000

Comparison of Descriptive Characteristics of students with their entrepreneurial inclinations

It is stated that in terms of being an entrepreneur, male students have more intention for Entrepreneurship as compared to female students. In the study conducted by Akman et al, entrepreneurial Characteristics and inclinations of Economics and Business Administration students were examined, the results indicated that male students were more inclined to Entrepreneurship and more entrepreneurial in terms of risk taking propensity (Akman, 2015). In the study of Doganer et al, in terms of entrepreneurial inclination were more inclined to Entrepreneurship and more entrepreneurial (Doganer, 2010). Similarly, it was determined in the study conducted by Kilic, Keklik and Calis that male students were more innovative; and in the study conducted by Avsar, risk taking propensity of male students was identified to be higher (Kilic, Keklik and Calis, 2012; Avsar, 2007).

In their study Kourilsky and Walstad, took a sampling of about 1,000 young American, and they stated according to the results that women had less entrepreneurial intentions than men (Kourilsky and Walstad, 1998). In another study carried out by results supporting this view were obtained and it was stated that men had more interest in Entrepreneurship than women (Wilson et al., 2004: 192). Wang and Wong carried out a similar study on University students having technical education in Singapore (Wang and Wong, 2004). The results of the study indicated that gender affects Entrepreneurship. In some studies, there was no significant difference between University students' entrepreneurial inclinations and genders (Bilge and Bal, 2012; Yilmaz and Sunbul, 2009). In our study, male students' mean scores of Risk Taking Propensity subscale of Entrepreneurial inclination scale were determined to be higher

than female students. This situation demonstrates that male students have higher risk taking potentials in entrepreneurial inclinations than female students. An important reason of this situation is that women have lower risk-taking trait, which is a basic router of Entrepreneurship, due to socio-economic environment. That men have higher risk taking potentials in entrepreneurial feelings can be explained by that they tolerate the market dynamics by trusting themselves more, and that men are more effective in business life in our patriarchal society. Furthermore, besides business life, women's maternal roles and domestic responsibilities in their lives are effective in entrepreneurial feelings. In the process, from the first year until students get their diplomas, personality Characteristics and education which they get and perceive have influence on the differentiation of students' entrepreneurial inclination. In the study carried out by Akman et al to examine entrepreneurial traits of University students it was indicated that perceived support of education decreased towards their final years at University (Akman, 2015). Differently from this, in the study conducted by Korkmaz et al to determine University students' entrepreneurial inclination, it was determined that students' grades had significant effect on innovation and their perspectives for risk taking dimensions (Korkmaz, 2012). It was found out to be a significant difference between first year students and final year students. It was stated that this difference resulted from that students had training in Entrepreneurship until 4th grade and thanks to this education they were aware of their potentials.

İplikçioğlu et al. carried out a study on entrepreneurial feelings of 1st and 4th grade students in business administration department, in which entrepreneurial individuals are aimed to be educated, in two public universities (İplikçioğlu, 2009). According to the results of the study, it was concluded that 4th grade

students' risk taking propensity increased as compared to 1st grade students. Wang and Wong determined in their study, which was conducted on university students, that educational level has effect on Entrepreneurship (Wang and Wong, 2004). Different from these studies; in the study carried out by Duran et al. to determine the contributions of education to entrepreneurial feelings of University students, there were no correlation between students' grade levels in terms of risk taking propensity (Duran, 2013). In our study, between students' grade levels, second graders' mean scores of Perceived Educational Support subscale of Entrepreneurial Inclination Scale were identified to be higher as compared to other graders. This result indicated that students, who had high expectations for University education when they were at the high school, reached the second grade with this motivation, then their entrepreneurial inclinations which weren't supported through education decreased again in the following year; and finally, their entrepreneurial inclinations increased once again in the final year with an awareness. Thus, the need for an education system, in which students' entrepreneurial inclinations will be supported and their motivations will be increased, arises.

In entrepreneurial inclination, personality traits are important factors, moreover, it has been revealed that entrepreneurial features are more at younger ages. In the study conducted by Korkmaz et al. with business administration students to identify entrepreneurial inclinations of university students, it was determined that age had a significant effect only on the self-confidence and their perspectives of innovation dimensions (Korkmaz, 2012). Furthermore, it was determined that age didn't have a significant effect on the dimensions of need to achieve, locus of control, risk taking and tolerance against uncertainty. In contrast to these studies, in the study conducted by Kilic et al. with Economics students to identify entrepreneurial inclinations of University students, It wasn't identified a significant relationship between age and entrepreneurial factors (Kilic, Keklik and Calis, 2012). In our study, as age compared to Risk Taking and Being Open to Innovations subscales of entrepreneurial inclinations, there was no statistically significant difference between them. However, the mean score of Perceived Educational Support of students who were 20 years old and younger was determined to be

higher. This indicates that students perceive support which they get from the education differently according to their age groups, and education is more effective in the lower age groups of students. This result demonstrates the importance of starting entrepreneurship education at a younger ages. Thus, students' self-confidence develops and they become more innovative.

Perceived internal sense of control is the belief that people can affect the outcomes of their lives with their abilities, efforts and what they can do. On the contrary, people with a sense of external control believe that external forces can control the outcomes of their lives (Arslan, 2002). In this respect, individuals' internal / external sense of control and entrepreneurial inclinations vary on a regional basis. Children living in the city center have more opportunities to learn the life with positive and negative aspects than children living in villages and towns. Also, differences in education, family structure, attitudes and behaviors are observed under the influence of city life. Patriarchal family structure is usually dominant in villages and towns rather than cities. The heads of the family usually decide on behalf of the family and implement them. Children or generations who grow up without participating in the decisions in the family often implement the decisions of the head of the family. Since this case reflects badly on the development of child's sense of internal control and the need for success (entrepreneurial potential), it causes child to be in an obedient and fainthearted a structure (Yelkikalan, Akatay, Yildirim, Karadeniz, Kose, Koncagul and Ozer, 2010). These children with extrinsic motivation think that they don't have ability to influence events in their lives. However, in the study 'Occupational Preferences and Entrepreneurial Inclinations of University Students' carried out by Arslan et al, a significant result wasn't found out in terms of effects of place they live on entrepreneurial inclinations, and vast majority of Business Administration students stated that they were born and grew up in cities (Arslan, 2002).

In the study conducted on Business Administration students by Korkmaz et al to determine University students' entrepreneurial inclination, it was determined that the dwelling unit in which students lived had a significant effect only on their perspectives of self-confidence and locus of control dimensions, however it didn't have a significant effect on their perspectives of innovation, the need for

achievement, tolerance for uncertainty and risk-taking (Korkmaz, 2012). Moreover, a significant relationship was determined between the dwelling unit in which students lived and self-confidence and locus of control dimensions. In this study, in the subscale of Being Open to innovation, the mean score of those living in big cities was identified to be higher, but in the mean score of Risk Taking and Perceived Education Support a statistical significance wasn't observed.

Urbanization creates an interesting and convenient environment for Entrepreneurship by leading people to different business areas through various factors, by bringing together people from different countries and regions and providing mutual exchange of information and experience, accelerating the transition to a new, superior technology. Therefore, it has become an expected result that teenagers who grow up in big cities have higher inclination of Being Open Innovation as compared to those born and growing in the countryside.

In the study carried out by Kilic et al with Economics students to identify entrepreneurial inclinations of university students, a positive relationship was determined between the monthly income of students and innovation, self-confidence, opportunism, risk taking, openness and belief for achievement (Kilic, Keklik and Calis; 2012). It was determined that the more the monthly income of students increased, the more their entrepreneurial Characteristics increased in general. In the study conducted on Business Administration students by Korkmaz et al to determine University students' entrepreneurial inclination, while it was determined that status of students' meeting their income had a meaningful effect on perspectives of self confidence, innovation, risk-taking and tolerance for uncertainty, it didn't have a meaningful effect on perspectives of the need to achieve and locus of control dimensions (Korkmaz, 2012). Besides, it was determined that there was a significant difference between those gaining their income by working and those getting their income from their parents and from scholarships, in terms of perceiving the factors such as self confidence, innovation, risk-taking and the tolerance for uncertainty. In this study, it was determined that there was no effect of the student's the monthly income on entrepreneurial inclination. The mean score of student's employment status, Risk Taking Propensity and Perceived Education

Support was identified to be higher. This difference suggests that students who work are more inclined to Entrepreneurship.

Super high school graduates' mean score of Risk Taking Propensity is higher. There was no significant relationship between their mean score of Being Open to Innovations and Perceived Education Support. Furthermore, in this study it was determined that studying at state or private high school had no effect on their entrepreneurial inclinations.

Familial Characteristics, father's education, employment status and occupation affect Entrepreneurship. Researches indicate that people, beginning from birth, are mostly affected by their fathers and other family members. That families having high incomes allow individuals to get a monetary contributions to launch their initiatives, so it is expected that the individuals growing in high-income families have higher entrepreneurial inclinations.

In the study carried out by Emsen et al., and Wang and Wong to determine the effects of students' motivational values on their entrepreneurial intentions, students whose families are in the 0-500 • and 501-1000 • income groups were identified to have a lower entrepreneurial intention as compared to students whose families are in the higher income groups (Emse, 2001; Wang and Wong, 2004).

In the study ' Occupational Preferences and Entrepreneurial Inclinations of University Students ' carried out by Arslan et al., students at the business administration department whose families are in the income group of 750• and above constitute 53.3% of the total sample (Arslan, 2002). 55.6% of those whose income levels are in this group are inclined to set up their own business. That this ratio is higher confirms the expected positive correlation between Entrepreneurship and income levels. In the same study, Arslan et al also examined the relationship level between fathers' educational level as well as the father's occupation and occupational preferences of students (Arslan, 2002). According to the findings obtained from the study, 77.5% of students, whose fathers' educational levels are higher, have much higher inclination to set up their own business than the students in the other groups. The mean score of Being Open to Innovations of students whose fathers' educational levels are high school or

above and whose fathers work was determined to be higher.

These results indicate that father's education, profession and employment status affect the creating and developing the entrepreneurial spirit. The mean scores of Perceived Educational Support of students who chose the nursing profession willingly are significantly higher. It was identified that half of the students at Cumhuriyet University School of Nursing chose profession unintentionally, but three-quarters of the them stated that they liked profession during the collection of the research data; their love for profession increases as their grades getting higher. This finding is a pleasing situation on behalf of the profession, so It may be suggested that the educational process at school make students love the profession.

Comparison Of Entrepreneurial Characteristics Of Students With Their Entrepreneurial Inclinations

According to the results of our research, students' Entrepreneurial Characteristics demonstrate a positive picture. In line with our study, similar results were found out in the study carried out by Karabulut et al. to determine the entrepreneurial Characteristics and inclinations of University students (Karabulut, 2009). In our study, unlike the study of Karabulut et al., it was concluded that their performances weren't better when there was time pressure' (Karabulut, 2009). In our study it was determined that most of the students didn't work in a newly set up business, didn't set up their own business, they wanted to be entrepreneurs by setting up their own business after graduation, and they didn't get education about Entrepreneurship. Similarly, the study of Karabulut et al. it was concluded that students didn't work in a newly set up business, didn't set up their own business, they wanted to set up their own business after graduation (Karabulut, 2009). However, unlike our study, it was determined that they got education about Entrepreneurship. According to a study carried out on students of Business Administration, Economics, Labor Economics and Industrial Relations Department at Faculty of Economics and Administrative Sciences, 71% of students stated that they want to start their own businesses in the future. On the other hand, in the study carried out in the United States and Germany by Raab et al., 53.8% of students in Germany and 76.8% of students in USA stated that they wanted to set up their own

businesses. The reasons for these high percentages could be national differences and students' getting higher education about Entrepreneurship in Germany and USA.

Conclusion

As the entrepreneurial Characteristics are compared with the subscales of entrepreneurial inclination scale; students, who aren't easily distracted, who wait for the last moment to complete projects, and who cannot be easily disappointed if things don't go well as they wish, have statistically, significantly higher mean scores of Risk-Taking Propensity; and those who are persistent have statistically, significantly higher mean scores of Being Open To Innovation.

Students who don't need someone else to focus on have statistically, significantly higher mean scores of Being Open To Innovation and Perceived Educational Support. Those looking for stressful environments, setting a business on their own, working in a newly newly established business, and having education about Entrepreneurship have statistically, significantly higher mean scores of Risk-Taking Propensity and Perceived Educational Support. Those who are being creative while working with limited resources is needed, optimistic, for whom nothing is more important than achieving their goals have statistically, significantly higher mean scores of Risk-Taking Propensity, Being Open To Innovation and Perceived Educational Support.

Students who invent something new or are creative, who are good role models for creativity, who provide originality in their business, who determine methods to produce unconventional products by re-combining resources, who find new uses for old methods and tools, who have unusual way of thinking (with conditions beyond the current situation), who take risk to develop new ideas in order to complete projects, who determine opportunities for new products and services, who like taking risk, who intervene the problems immediately, who live the moment, who are self sufficient while working, who don't allow the failures in the past to prevent the future performance, who are action-oriented, who take the lead immediately in case of emergency, who are successful in solving logic problems, who want to start their own business after graduation have statistically, significantly higher mean

scores of Risk-Taking Propensity and Being Open To Innovation.

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