

The Relationship between Entrepreneurship Tendencies and A-B Type Personality Traits of Nursing Students

Abstract




Aim: This study was carried out to examine the relationship between nursing students' entrepreneurship tendencies and A-B type personality traits.

Methods: The study is cross-sectional, descriptive, and correlational design type. The sample of the study consisted of 642 nursing students. Personal information form, Entrepreneurship Scale, and A-B Personality Traits Screening Test were used as data collection tools. The data of the study were analyzed using SPSS 24 program.

Results: It was determined that the entrepreneurship scale mean scores of nursing students were 3.51 ± 0.40 from and more than half of their (%58.4) had type B personality. Positive and statistically significant correlations were found between A-B type personality traits of nursing students and self-confidence ($P < .001$), innovation ($P < .01$), need to succeed ($P < .001$) subscales, and total scale scores ($P < .001$). It has been determined that there is a statistically significant difference between in the entrepreneurship tendencies of nursing students and A and B type personality traits ($P < .001$).

Conclusion: It has been determined that the entrepreneurship tendencies of nursing students are above average and more than half of them have type B personality. In addition, it has been identified that nursing students with type A personality have higher entrepreneurship tendencies.

Keywords: *Entrepreneurship, Personality, Type A personality, Type B personality, Nursing student*

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Introduction

Entrepreneurship is defined as the process by which individuals evaluating opportunities, catching innovations and being able to take risks to use managerial functions to provide service or develop a product, create a business by establishing enterprise, and maintain activities for the continuity of this business. However, entrepreneurial tendency refers to the behavioural, intellectual, and operational attitude that a person has before starting an enterprise and is evaluated as starting and maintaining a project.¹⁻⁴ Entrepreneurship is of great importance in increasing economic development and social welfare, since it creates employment and provides a competitive advantage.²⁻⁴ Due to globalization and increasing competition, many countries in the world are turning to entrepreneurship activities to continue their existence in the future.⁵ This is because with the transition to information society, there is a need for entrepreneurial individuals being able to process, use, and share information to solve the problems of countries.⁶ It is emphasized that different factors such as occupation, level of education, status of the sector, technological conditions, and economic fluctuations can affect entrepreneurship tendency and personality traits have are also among factors that affect entrepreneurship tendency.^{2,4} The approaches that try to explain that different individuals may show different entrepreneurship behaviors under the same conditions and their reasons for showing different behaviors focus on individuals' personality traits.²

Entrepreneurship is not a new phenomenon for the health sector. Various factors such as the changing needs of society, economic fluctuations, job dissatisfaction, and burnout may lead healthcare professionals to become entrepreneurs.^{7,8} It is known that approximately 1% of nurses, who constitute the numerical majority among healthcare professionals, work as entrepreneurs.⁹ Entrepreneurship is not just about nurses working in clinics. It involves all nurses from nurses working in managerial positions to prospective nurses who need to understand the changes in the organizational process.¹⁰

Identifying and responding to the existing gaps and the needs in healthcare services provides the professionalization, development, and autonomy of the nursing profession. Entrepreneurial nurse guide was published by the International Council of Nurses (2004) due to the increasing number of nurses having an individuals business. Entrepreneurial nurses meet their needs in the field of care by using their creativity to produce a new service or product or to develop new methods by using the existing ones in different ways.^{7,8,11}

As a result of the literature review on the subject, although there are many studies that discuss entrepreneurial tendencies in terms of personality traits (such as 5-factor personality model, sociotropic-autonomous personality, entrepreneurial personality traits),^{3,4,12,13} no studies were found in which the relationship between type A-B personality traits and entrepreneurial tendencies was evaluated. It was

found that studies conducted on university students were mostly conducted on students of faculties of education, engineering, and economics and administrative sciences,^{3,14,15} while studies on entrepreneurship levels and tendencies of nursing students were found to be limited in number and recently dated.^{9,16,17} It was also determined that the existing studies did not discuss the entrepreneurial tendencies and type A-B personality traits of nursing students. For this reason, it is thought that the results of the study will make a significant contribution to the literature.

Aim

The aim of the study is to show the relationship between entrepreneurial tendencies and type A-B personality traits of nursing students.

Research Questions

In line with the purpose of the study, answers were sought to the following questions:

1. How are the entrepreneurial tendencies of nursing students?
2. Which types of personality traits do nursing students have?
3. Is there a relationship between nursing students' having type A and B personality traits and their entrepreneurial tendencies?
4. Is there a difference between entrepreneurial tendencies of nursing students with type A and B personality traits?

Method

Type of Study

The study was carried out with a cross-sectional, descriptive, and correlational design.

Population and Sample of the Study

The population of the study consists of 1288 nursing students studying in the undergraduate programs of two public universities in İstanbul. 703 nursing students determined by using purposeful sampling method and agreed to participate in the study were reached. 61 questionnaire that were not suitable for evaluation were excluded from the analysis. The sample consisted of 642 nursing students. The rate of reaching the population was determined as 49.8%.

Data Collection Instrument

The data collection instrument consists of three parts. The first one includes "Personal Information Form", the second part includes "Entrepreneurship Scale" and the third part includes "Type A-B Personality Traits Test". Information about the instruments is as follows.

Personal Information Form

It consists of 10 questions prepared to determine the socio-demographic characteristics (age, gender, number of sibling, graduated high school, class, mother education level, maternal working status, father education level, father working status, and family income level) of nursing students.

Entrepreneurship Scale

The scale, which aims to specify the entrepreneurial tendencies of university students, was developed by İçcan & Kaygın (2011). The scale consists of 28 items and 6 subscales as "self-confidence (4 items)", "innovation (6 items)", "need to succeed (5 items)", "focus of control (6 items)", "taking risks (5 items)", and "tolerance against uncertainty (2 items)". The scale is a 5-item Likert-type scale and response options vary between "1" (totally disagree) and "5" (totally agree). Cronbach alpha values of the subscales vary between 0.61 and 0.79, and they are at an acceptable level. The mean score obtained from the scale and its subscales vary between 1 and 5, and an increase in the scores means

that entrepreneurship tendencies are high, while a decrease means that entrepreneurship tendencies are low.¹⁸ Cronbach alpha coefficient of the scale was found as 0.85 in this study.

A-B Personality Traits Test

Turkish adaptation study of the test developed to define the personality types of individuals by Friedman & Rosenman (1974) was made by Arıkan & Aktaş (1988). This test with Likert-type consists of seven opposite pole questions and 14 expressions evaluating behavioural patterns related to personality traits. Response options of the test range from 1 to 8 on a linear axis. The participants are asked to mark the option that suits them best and the evaluation is made by multiplying the total score obtained by three. A minimum of 21 and a maximum of 168 points can be obtained from this test which has a cut-off point of 100. A score higher than 100 means type A personality, while a score lower than 100 means type B personality.^{19,20} Individuals with type A personality are constantly on the move, they are impatient, they have a high sense of competition, they tend to measure success and they constantly feel the pressure of time. Individuals with type B personality spend more time on their families and hobbies, they show social and carefree behaviors, they do not rush, they can rest comfortably, they do not feel the pressure of time, they accept that everyone can make mistakes, and they do not search for perfection.²¹⁻²³

Data Collection

Before collecting the data, a preliminary interview was held with the administrators, and on which days the data would be collected was determined. The participants were given all explanations (such as aim, scope, content, and data confidentiality) about the study. The data collection instrument was distributed to nursing students agreed to participate in the study and was collected back after they were filled in. It took between 10 and 15 minutes for the participants to answer the form. The data collection period took place between February and March 2018.

Data Analysis

The study data were analyzed by using IBM SPSS 24.0 (IBM SPSS Corp.; Armonk, NY, USA) statistical package program. Descriptive statistics (minimum, maximum, mean, standard deviation, number, percentage) were used to determine the sociodemographic information of the participants. By using measures of central tendency and Kurtosis-Skewness coefficients, it was found that the data were suitable for normal distribution. The correlation and difference between the scores obtained from the scales and subscales were evaluated with Pearson correlation analysis and independent groups *t*-test, respectively. Scale internal consistency was found by using Cronbach alpha internal consistency analysis. The level of significance was taken as $P < .05$.

Ethical Considerations

Approval (Date: 29/01/2018, number: 37870) was taken from the Social and Human Sciences Research Ethics Committee of İstanbul University to conduct the study. Required institutional permissions were taken from the institutions the study was conducted in. The students were also explained about the aim, scope, content and of the study, that the study data would not be shared with third persons and participation was voluntary. Informed consent was taken from the students agreed to participate in the study.

Results

The ages of nursing students in the study varied between 17 and 30, and the mean age was 20.14 ± 1.4 years. It was found that the number of siblings of students had varied between 0 and 12, and the average number of siblings was 2.71 ± 2.18 . Most of the students were female

(82.9%) and graduates of Anatolian High School (71.3%). It was determined that 52.5% of the participants' mothers and 38.9% of the participants' fathers were primary school graduates. It was found that most of the participants' mothers were unemployed (79.9%), while most of the participants' fathers were employed (73.2%). It was also identified that more than half of the students (60.9%) had a moderate level of family income (60.9%) (Table 1).

It was defined that nursing students got the highest mean score from "focus of control" subscale (3.80 ± 0.47), while they got the lowest mean score from "tolerance against uncertainty" subscale (2.11 ± 0.95). The total scale mean scores of students was 3.51 ± 0.40 (Table 2).

It was found that the scores nursing students got from type A-B personality test varied between 36 and 147. It was determined that 41.6% of the students had type A personality trait, while 58.4% had type B personality trait. Students with type A personality trait obtained 113.54 ± 9.95 from the personality trait test, while students with type B personality trait obtained 84.28 ± 13.23. All students got 96.45 ± 18.75 from the personality trait test (Table 3).

It was found that there was a statistically positive, weak, and significant correlation between "self-confidence (r: 0.159, P < .001)", "innovation (r: 0.108, P < .01)" and "the need to succeed (r: 0.198, P < .001)" subscales of entrepreneurship scale of nursing students and type A-B personality trait test mean scores. A statistically positive, weak, and significant correlation (r: 0.144, P < .001) was found between nursing students' mean scores from both scales (Table 4). Statistically, significant differences were determined between "self-confidence (t: 3.908, P < .001)", "innovation (t: 3.394, P < .001)", "need to succeed (t: 4.118, P < .001)", "focus of control (t: 1.985, P < .05)", "risk taking (t: 2.907, P < .01)" subscales of entrepreneurship scale and total scale mean scores (t: 4.233, P < .001) of nursing students with type A and B personality (Table 5).

Discussion

In this study, it was examined the relationship between nursing students' entrepreneurship tendencies and their type A and B personality traits. According to the results of the study, entrepreneurship tendencies of nursing students are above average. There are some studies showing the entrepreneurship levels of nursing students in literature. In a study conducted to determine the relationship between individual innovation level and entrepreneurship tendencies, it was reported that nursing students obtained scores above average.¹⁷ In two different studies conducted by Çakır Dolu et al.¹⁶ and Bahar et. al.⁸ to specify the factors that affected entrepreneurship levels, nursing students were found to have a high level of entrepreneurship tendencies. The results of the present study and studies conducted in the literature are similar, and it can be said that nursing students are individuals having the courage to establish their own enterprise and having high entrepreneur nurse potential.

In the study, it was identified that more than half of the students had type B personality trait. In a study conducted on university students to determine the factors affecting type A and B personality traits, it was reported that most of the students (73.01%) exhibited type B personality traits. It was also reported that students with type B personality traits had middle-income level, while students with type A personality traits had a low or high level of income.²¹ In another study conducted by Yıldız et al.²², it was found that most of the university students exhibited type A personality traits and they had a low amount of monthly expenditure. This suggests that having the low family level of income causes students to exhibit type

Table 1. Socio-Demographical Characteristics of Nursing Students (N = 642)

Characteristics	Min-Max	Mean ± SD
Age	17-30	20.14 ± 1.44
Number of sibling	0-12	2.71 ± 2.18
Gender	n	%
Female	532	82.9
Male	110	17.1
Graduated high school		
Normal high school	88	13.7
Technical high school	7	1.1
Anatolian high school	458	71.3
Science high school	21	3.3
Vocational high School	68	10.6
Class		
First class	203	31.6
Second class	142	22.1
Third class	247	38.5
Fourth class	50	7.8
Mother education level		
Illiterate	83	12.9
Literate	37	5.8
Primary school	337	52.5
Middle school	86	13.4
High school	79	12.3
University	20	3.1
Mother working status		
Yes	129	20.1
No	513	79.9
Father education level		
Illiterate	14	2.2
Literate	30	4.7
Primary school	250	38.9
Middle school	122	19.0
High school	151	23.5
University	72	11.2
Graduate	3	0.5
Father working status		
Yes	470	73.2
No	172	26.8
Family income level		
Very bad	10	1.6
Bad	109	17.0

Table 1. Socio-Demographical Characteristics of Nursing Students (N = 642) (Continued)

Characteristics	Min-Max	Mean ± SD
Middle	391	60.9
Good	130	20.2
Very good	2	0.3

Min: Minimum, Max: Maximum, SD: Standard deviation.

Table 2. Entrepreneurship Tendencies of Nursing Students (N = 642)

Entrepreneurship Scale	Min-Max	Med	Mean ± SD
Self-confidence	1.00-5.00	3.75	3.67 ± 0.63
Innovation	1.67-5.00	3.67	3.64 ± 0.51
Need to succeed	1.20-5.00	3.40	3.45 ± 0.63
Focus of control	1.00-5.00	3.83	3.80 ± 0.47
Taking risks	1.20-5.00	3.60	3.50 ± 0.59
Tolerance against uncertainty	1.00-5.00	2.00	2.11 ± 0.95
Scale Total	1.36-4.75	3.50	3.51 ± 0.40

Min: Minimum, Max: Maximum, Med: Median, SD: Standard deviation.

Table 3. A-B Type Personality Traits of Nursing Students (N = 642)

Personality Type	n	%	Min-Max	Med	Mean ± SD
Those with type A personality traits	267	41.6	102-147	111.00	113.54 ± 9.95
Those with type B personality traits	375	58.4	36-99	87.00	84.28 ± 13.23
Total	642	100	36-147	96.00	96.45 ± 18.75

Min: Minimum, Max: Maximum, Med: Median, SD: Standard deviation.

Table 4. The Relationship between Entrepreneurial Tendency of Nursing Students and A-B Type Personality Traits (N = 642)

Scales		A-B Personality Traits Test	
		r	P
Entrepreneurship Scale	Self-confidence	0.159	<.001
	Innovation	0.108	.006*
	Need to succeed	0.198	<.001
	Focus of control	0.076	.054
	Taking risks	0.059	.136
	Tolerance against uncertainty	-0.068	.083
	Total	0.144	<.001

r: Pearson correlation, P: Significance level.
 *P < .01.

Table 5. Difference between Entrepreneurial Tendency of Nursing Students with A and B Type Personalities (N = 642).

Entrepreneurship Scale	Personality type	n	Mean ± SD	t	P
Self-confidence	A type personality	267	3.79 ± 0.60	3.908	<.001
	B type personality	375	3.59 ± 0.65		
Innovation	A type personality	267	3.72 ± 0.49	3.394	<.001
	B type personality	375	3.58 ± 0.52		
Need to succeed	A type personality	267	3.57 ± 0.62	4.188	<.001
	B type personality	375	3.36 ± 0.63		
Focus of control	A type personality	267	3.85 ± 0.46	1.985	.048*
	B type personality	375	3.77 ± 0.47		
Taking risks	A type personality	267	3.57 ± 0.54	2.907	.004**
	B type personality	375	3.44 ± 0.61		
Tolerance against uncertainty	A type personality	267	2.10 ± 0.97	-0.129	.898
	B type personality	375	2.11 ± 0.94		
Scale total	A type personality	267	3.59 ± 0.38	4.233	<.001
	B type personality	375	3.45 ± 0.41		

SD: Standard deviation, t: Independent group t test, P: Significance level.
 *P < .05.
 **P < .01.

A personality traits. In this study in which more than half of the nursing students had type B personality traits, it can be said that the result which showed most of the students had the middle level of family income is consistent with the literature.

In the study, it was found that entrepreneurship tendencies of nursing students with type A and B personality traits differed, and students with type A personality traits had higher entrepreneurship tendencies. It has been reported in the literature that personality traits of individuals are different from each other and behaviors towards action are related to personality traits.²³ Thus, a relationship was determined between personality factors and entrepreneurship tendencies in a study recently conducted on nursing students.²⁴ In addition, it is reported in the literature that individuals with type A personality traits exhibit original and idealist entrepreneurship features since they are competitive, ambitious, and disciplined,²⁵ and the results obtained are in compatible with the literature.

The study showed that nursing students had above average of entrepreneurship tendencies and more than half had type

B personality traits. It was also concluded that there is a correlation between entrepreneurship tendency and type A and B personality traits, and nursing students with type A personality traits had higher entrepreneurship tendencies than students with type B personality traits.

Limitations of the Study

The results of the data are limited to nursing students studying at two public universities during the 2018-2019 academic year.

Conclusion

Education is very important in increasing entrepreneurship tendencies. It is recommended for academic staff in nursing to realize how associated entrepreneurship is with the profession of nursing and to integrate the fields of business and nursing to develop entrepreneurship. For the development of entrepreneurship in the field of nursing, education that shapes the minds of students, enables the development of knowledge and skills, and forms entrepreneurship culture should be given. In the changing world of healthcare services, the process of integrating skills is discussed and the importance of entrepreneurship is gradually increasing in providing high-quality healthcare services. Entrepreneur nurses identifying the needs in healthcare services and responding to these needs in the light of scientific developments make significant contributions to professionalization and continuity of service. Entrepreneurship education should be integrated to the curriculum of undergraduate and postgraduate nursing programs in developing the entrepreneurship skills of nurses undertaking significant responsibilities in improving healthcare. There are limited numbers of studies conducted on entrepreneurship in healthcare sector and especially in the field of nursing and therefore further studies are recommended.

Ethics Committee Approval: Approval (Date: 29/01/2018, number: 37870) was taken from the Social and Human Sciences Research Ethics Committee of Istanbul University.

Informed Consent: Informed consent was taken from the students agreed to participate in the study.

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