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## Entrepreneurial Tendencies of New Graduate Baccalaureate Nurses and its Relation to their Professional Development and Career Aspiration

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### Abstract:

**Background:** Entrepreneurship is widely viewed as a crucial foundation for gaining a competitive edge in nursing field and improving new graduated nurses' ability for professional development and career aspiration. **Aim:** Assess entrepreneurial tendencies of new graduated baccalaureate nurses and its relation to their professional development and career aspiration. **Research Design:** The study used a descriptive correlational design. **Setting:** The study was conducted at Benha University Hospital in Medical, Surgical and Critical Care Units. **Sample:** All available of new graduated baccalaureate nurses (140) were incorporated into the study. **Tools of data collection:** Three main tools namely; I): Entrepreneurship scale. II): Professional development questionnaire. III): Career Aspiration Scale – Revised (CAS-R). **Results:** About two thirds (66.7%) of new graduate baccalaureate nurses had moderate level of entrepreneurial tendencies, more than half (55.7%) of them had moderate perception level toward professional development and more than two thirds (71.4%) of them had high level of career aspiration. **Conclusion:** There was a positive highly statistically significant correlation among total entrepreneurial tendencies, total perception toward professional development and total career aspiration among new graduated baccalaureate nurses. **Recommendations:** Raising awareness of new graduated nurses about entrepreneurship through frequent scientific meetings to make them more successful in the professional life and achieve their career aspiration. Conducting a study to determine how an entrepreneurship training program affects the clinical competency of newly graduated baccalaureate nurses.

**Keywords:** *Entrepreneurial tendencies, New graduate baccalaureate nurses, Professional development & Career aspiration.*

### Introduction

In recent decades, the field of entrepreneurship has made significant strides, largely as a result of economic shifts, technological advancements, and globalization. The creation of something that benefits both the individual and society is linked to entrepreneurship. The definition of entrepreneurship can be broken down into two categories: individual and organization. From the viewpoint of the individual, it can be described as "the person's creativity ability demonstrated in the institution," e.g., it is the capacity to come up with original ideas. According to **Ispir, et al., (2020)**, entrepreneurship is a behavioral trait of an individual. Entrepreneurship, according to the organization viewpoint, "implies making decisions and implementing policies in a way that achieves the goals of the work to ensure efficacy and proficiency in order to lower the danger of investment loss (**Backes et al., 2020**).

Entrepreneurship is defined by professional experts as "the ability to organize resources to utilize them in a novel manner to implement an existing idea." The three most prevalent ways for entrepreneurship to manifest itself are through work, intra-entrepreneurship, and social entrepreneurship. The

more well-known form of entrepreneurship in the workplace comprises creating a framework that allows for independent professional practice. The goal of social entrepreneurs is to advance social change in the environment in which they operate. Intra-entrepreneurs are motivated by the expansion of the company with which they are employed. (**Henrekson & Sanandaji, 2021**).

Entrepreneurial tendency is a result of a combination of personal factors and contextual circumstances, as well as nurses' desire and commitment to conduct their own work. Additionally, it depends on three variables: the individual's level of knowledge and expertise in taking new risks, their perceptions of entrepreneurial prospects inside the economic system, and their level of self-assurance in their ability to identify and assess current opportunities. (**Ocak, et al., 2019**).

Additionally, nurses' lifestyle, family environment, education, age, job experience, and support systems all have an impact on their tendency to become an entrepreneur. Because of unfavorable changes in their career plans and dissatisfaction with their work, some nurses prefer to explore entrepreneurship and some nurses exhibit entrepreneurial tendencies as a result of

advantageous traits like education and the courage to investigate different employment opportunities (Caird, 2019).

The dimensions of entrepreneurial tendency include; self-confidence, innovation, need for success, focus of control, risk taking, uncertainty tolerance. These factors are briefly explained as follows: Self-confidence; nurses who have a positive outlook who think they can solve any issue. Innovation; An entrepreneur who makes new ideas commercially viable, implements them, and transforms existing resources, systems, and products. (Chagas et al., 2020). Need for achievement is a factor influencing entrepreneurial behavior, and it is hypothesized that those with high levels of motivation have more entrepreneurial tendencies. Locus of control is divided into internal and external components, and the link between internal locus of control and entrepreneurial tendency is linear. Risk taking tendency; Entrepreneurship and risk are intertwined actions, and every entrepreneur's activity is at risk. Tolerance to uncertainty; entrepreneur's desire to venture into the unknown and capacity to respond positively in uncertain conditions (Coppelli, et al., 2021).

After joining the workforce, professional development refers to acquiring new skills through career training and ongoing education. To increase nurses' knowledge in a chosen area, it may involve enrolling in classes or workshops, going to professional conferences, or receiving a certificate (Reid et al., 2022). Professional development is crucial because it might lead to opportunities for promotions and other forms of job advancement. It can help nurses improve their current abilities and educate recently qualified nurses and also increase nurses' expertise in the nursing field, which can also help nurses stand out in a pool of applicants (Maloney et al., 2019).

Moreover, professional development is important to help new graduated baccalaureate nurses maintain their knowledge and skills, improve evidence-based practice, and eventually make sure they are able to meet patient needs and deliver services in a practice environment that is constantly changing. Additionally, it affects work satisfaction and turnover by limiting opportunities. It is essential to evaluate professional development because there is evidence that better clinical practice or patient outcomes do not always result from increased knowledge among healthcare providers (Fox & Richter, 2021).

Career aspiration is described as a person's professional growth, which is produced by picking employment that support their professional goals. It is a person's growth and decisions made during a person's lifespan. Access to the necessary conditions

for development and innovation should be available for a fulfilling, autonomous, and nursing career. (Mohammed, et al., 2020). A nursing profession must emphasize providing evidence-based care, increasing patient care, maintaining qualified nurses, and improving working circumstances. As a career aspiration, an organization makes continuous, institutional efforts to grow, develop, and empower its people resources to launch creative projects in order to achieve the objectives of both the person and the organization. It reflects a systematic strategy of working towards raising one's identity, wellbeing, and standard of living. (Demirhan, 2020).

Career aspiration is related to aspirations and ambitions that create impetus for career-related behaviors that lead to professional success through fulfilling career related goals. Career aspiration focuses on three constructs: Achievement aspiration, leadership aspiration and educational aspiration. The degree to which a person strives to be recognized, given responsibility, and promoted in a certain field is known as achievement aspiration. The level of a person's aspiration for leadership positions or greater influence within an organization is reflected in their level of leadership aspiration. The degree to which one wishes to receive additional education, training, and competency in a particular profession is known as educational aspiration (Gregor & O'Brien, 2016; Khan & Sherwani, 2018).

In order to connect nurse needs and goals with company needs and potential, career planning and development incorporates growing nurse development efforts with training and development programs. Company could provide training sessions to enhance nurse performance, advance career development, and help newly graduated nurses become more job-adaptable in addition to encouraging staff to provide feedback. (Gong et al., 2020).

A new graduate nurse is a licensed nurse who has recently graduated from a recognized nursing school. Career development for newly graduating baccalaureate nurses must be concentrate and particular in order to improve labor conditions and standards of care. Institution can utilize it to improve the performance and productivity of newly graduated baccalaureate nurses. In terms of human capital and output, the two are intrinsically intertwined in any organization. One of the primary issues of successful work throughout the world is the accessibility of cultured and experienced human capital capable of transforming an institution. According to previous research, nursing entrepreneurship is expected to increase career aspiration and professional development (Heslin, et al., 2019).

### Significance of the study:

Entrepreneurial tendencies in healthcare play a key part in the economy, with healthcare organizations playing a vital role in the transformational changes occurring in the public and private healthcare sectors, as well as the establishment of numerous new start-ups. However, entrepreneurial nurses account for approximately 0.5%-1% of all working nurses globally, implying that there is significant potential for entrepreneurship in the nursing profession due to people's need for healthcare services and nurses' ability to provide these requirements. Furthermore, nursing entrepreneurship is critical for increasing the profession's visibility and combining it with science, technology, and innovation in the most diverse settings and sectors of action (Jakobsen et al., 2021). The difficulties faced by nurse entrepreneurs are crucial to understanding how newly graduated baccalaureate nurses have changed their perspectives to take on the role of nurse entrepreneurs. In particular, those working in the nursing field need to be able to recognize opportunities and seek out the resources needed to turn them into health care organizations, which means they are becoming more and more required to be daring and envision new spaces of their career aspiration, leading new fields, and engaging in new professional development practices (Sanders & Kingma, 2021). From this point of view, entrepreneurial tendencies, professional development and career aspiration are very important subjects for new graduate baccalaureate nurses in their first year of work to achieve desired goals and improve the quality of human and work life. As a result, aim of the study was to investigate entrepreneurial tendencies of new graduate baccalaureate nurses and its relation to their professional development and career aspiration.

### Aim of the Study

The current study aimed to investigate entrepreneurial tendencies of new graduate baccalaureate nurses and its relation to their professional development and career aspiration

### Research Questions

1. What are the entrepreneurial tendencies levels among new graduate baccalaureate nurses?
2. What are the new graduate baccalaureate nurses' perception levels toward professional development?
3. What are the career aspiration levels among new graduate baccalaureate nurses?
4. What is relation among entrepreneurial tendencies, professional development and career aspiration among new graduate baccalaureate nurses?

### Research Design

The study used a descriptive correlational design.

### The Study Setting

The study was conducted at Benha University Hospital in Medical, Surgical and Critical Care Units.

### Subjects:

Included all available of new graduate baccalaureate nurses (140) with no more than one years of experience who are working in the above mentioned study setting.

### Tools of Data Collection

Three tools were used for collecting data as following:

#### Tool (I): Entrepreneurship Scale

It was developed by Yılmaz & Sünbül (2008) and modified by Tiftik & Zincirkiran, (2014) to assess levels of entrepreneurial tendencies among new graduate baccalaureate nurses. It consisted of two parts: **First part**; included personal characteristics of new graduate baccalaureate nurses as department, age, gender, unit, Pre university education, and training about entrepreneurship. **Second part**; the scale consisted of 32 items subdivided under five subscales as following:

Subscales	No of items	Example
Self-confidence	8	Like to challenge the old ideas and applications and seek better ones
Utilizing the opportunities	7	Can cement good relations with different people.
Bearing risk	4	Have problem with orientating myself to a new environment or applications.
Control oriented	4	Try to do better than my previous performance in my job.
Determination	4	Decisions are effective in my work.
Innovativeness	3	Engage in projects and businesses which provide a new perspective.
Will to succeed	2	Can take effective decisions regarding work in the future.
<b>Total</b>	<b>32</b>	

### Scoring System

Nurses' responses were measured by using a 5-point Likert scale. Ranging from; 1 (never) to 4 (very often). The score of items was summed-up and the total divided by the number of the items, giving the mean score. The level of entrepreneurial tendencies was categorized as the following; high level  $\geq 75\%$ , moderate level from 60 % to less than 75%, and low level  $< 60\%$ .

#### Tool (II): Professional development questionnaire:

It was developed by the researchers based on Maloney et al., (2019) ; Fox & Richter, (2021) & Reid et al., (2022) to assess levels of new graduate baccalaureate nurses' perception toward professional development. It included 22 items subdivided under three dimensions as following:

Dimensions	No of items	Example
Importance of professional development	10	Keeping nurses up to date to general world changes
Activities for professional development	6	Participating in training courses
Motivation for professional development	6	Taking part in professional development activities allow to have a say in hospital policy
<b>Total</b>	<b>22</b>	

**Scoring system:**

Subjects' responses were measured on a three point Likert Scale as the following (3) for agree, (2) for neutral and (1) for disagree. The score of items was summed-up and converted into percent scores and the total divided by the number of the items, giving the mean score. The level of perception was categorized as the following; high level  $\geq 75\%$ , moderate level from 60 % to less than 75%, and low level  $< 60\%$ .

**Tool(III): Career Aspiration Scale-Revised(CAS-R)**

It was developed by O'Brien, (1996) and revised by Gregor & O'Brien (2016) to measure level of career aspiration among new graduate baccalaureate nurses. It consisted of 24 items divided into three dimension distributing as the following:

Dimensions	Number of items	Example
Achievement Aspiration	8	Want my work to have a lasting impact on my field
Leadership Aspiration	8	Hope to become a leader in my career field
Educational Aspiration	8	Plan to reach the highest level of education in my field
<b>Tota</b>	<b>24</b>	

**Scoring system:**

The responses of the statements were measured by using 5 points Likert scale ranging from 0 (not at all true of me) to 4 (very true of me). The score of items was summed-up and the total divided by the number of the items, giving the mean score. The level of career aspiration was categorized as the following; high level  $\geq 75\%$ , moderate level from 60 % to less than 75%, and low level  $< 60\%$ .

**Methods**

The study was carried out in the following manner

**Approval**

An official approval was obtained from the director of Benha University Hospital to allow the researchers to collect data, this approval was given after the aim of the study was clarified.

**Preparatory phase**

This phase took about two months from April 2022 to end of May 2022. It included a review of recent national and international related literature using journals, periodicals, textbooks, the internet, and

theoretical knowledge of the various aspects concerning the study topics.

**Pilot study**

Pilot study was conducted at June 2022 to assess tools face and content validity; it also served in estimating the time needed for filling the three tools. It was done on 10% of the total subjects (14 new graduate baccalaureate nurses). The tool was finalized based on the result of the pilot study. No modifications were done so the pilot study was included in the main sample.

**Field work**

The actual field work was conducted at July 2022 to August 2022. The researchers gathered data on their own by interviewing new graduate baccalaureate nurses and explaining the aim of study to them. The data was collected from new graduate baccalaureate nurses based on their availability for two days each week; the number of new graduate baccalaureate nurses interviewed daily ranged from 8 to 10. The time it took to complete the questionnaire sheet was around 20 to 30 minutes.

**Tools Validity and Reliability**

The three tools contents were adapted, developed and translated into Arabic and tested for its content validity by five Experts from different nursing faculties in the field of Nursing Administration. Based on their recommendations the necessary modifications were made. Also, the reliability of the tools was conducted to determine the internal consistency and homogeneity of the used tools by Cronbach's Alpha test. The internal consistency of entrepreneurship scale was  $\alpha = 0.892$ , professional development questionnaire was  $\alpha = 0.889$  and career aspiration scale was  $\alpha = 0.915$ .

**Ethical consideration**

The participants' rights would be protected by ensuring voluntary participation, so informed consent was obtained by explaining the objectives of the study. The participants were assured that all gathered data was used for research purposes only and allow to withdraw from the study at any time without giving reason and confidentially of the gathered data and results were secured.

**Statistical Design**

The collected data organized, tabulated and statistical analyzed using statistical package for social science (SPSS) version 26 for windows, running on IBM compatible computer. Descriptive statistics were applied (e.g. frequency, percentages, mean and standard deviation). Test of significance, correlation coefficient (r) was used. A significant level value was considered when p-value  $< 0.05$  and a highly significant level value was considered when p-value  $< 0.001$ , while p-value  $> 0.05$  indicates non-significant results.

**Results:**

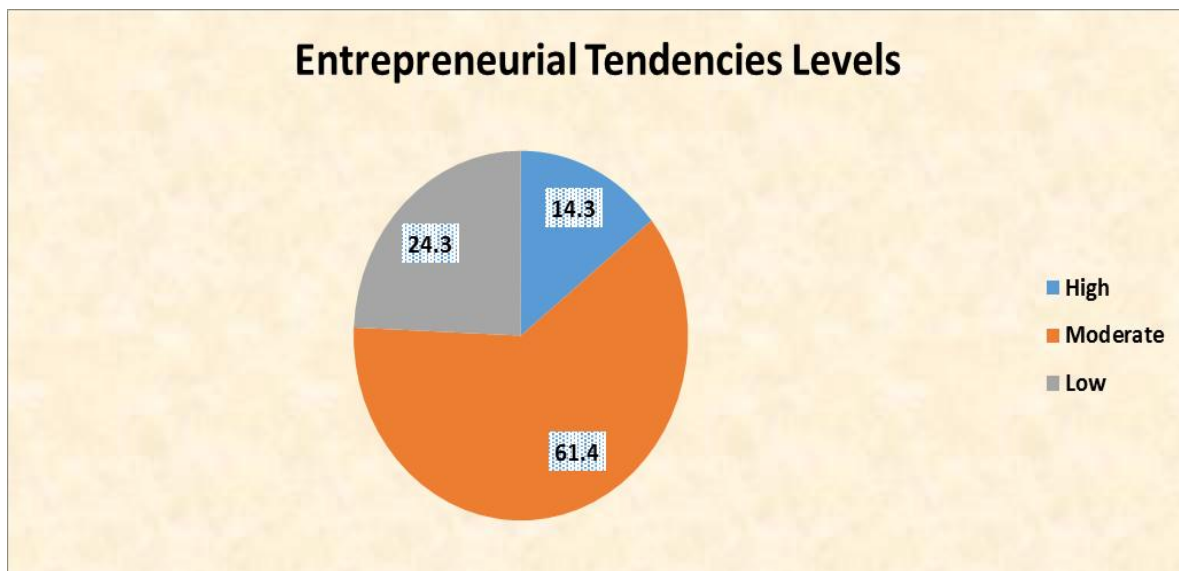
**Table (1): Distribution of the studied new graduated baccalaureate nurses according to their personal characteristics (n=140).**

Personal characteristics		No	%
Department	Medical	29	20.8%
	Surgical	20	14.2 %
	Critical	91	65%
Age	≤23 years	70	50.0
	24 years	56	40.0
	25 years	14	10.0
	<b>Mean ± SD</b>	<b>23.60±0.66</b>	
Gender	Female	90	64.3
	Male	50	35.7
Pre university education	Nursing technical institute	34	24.3
	High secondary school	106	75.7
Training about entrepreneurship	Yes	54	38.6
	No	86	61.4

**Table (2): Ranking with Mean and standard deviation of entrepreneurial tendencies dimensions among new graduate baccalaureate nurses (n=140).**

Entrepreneurial tendencies dimensions	Max score	Mean ± SD	Mean %*	Ranking
Self-confidence	40	26.61±2.17	66.5%	2
Utilizing the opportunities	35	21.91±1.54	62.6%	5
Bearing Risk	20	12.27±1.92	61.4%	6
Control oriented	20	13.06±1.03	65.3%	3
Determination	20	12.94±2.12	64.7%	4
Innovativeness	15	9.04±1.62	60.3%	7
Will to Succeed	10	6.95±1.33	69.5%	1
<b>Total entrepreneurial tendencies</b>	<b>160</b>	<b>102.78±11.73</b>	<b>64.2%</b>	

\* Percentages are calculated relative to maximum score.

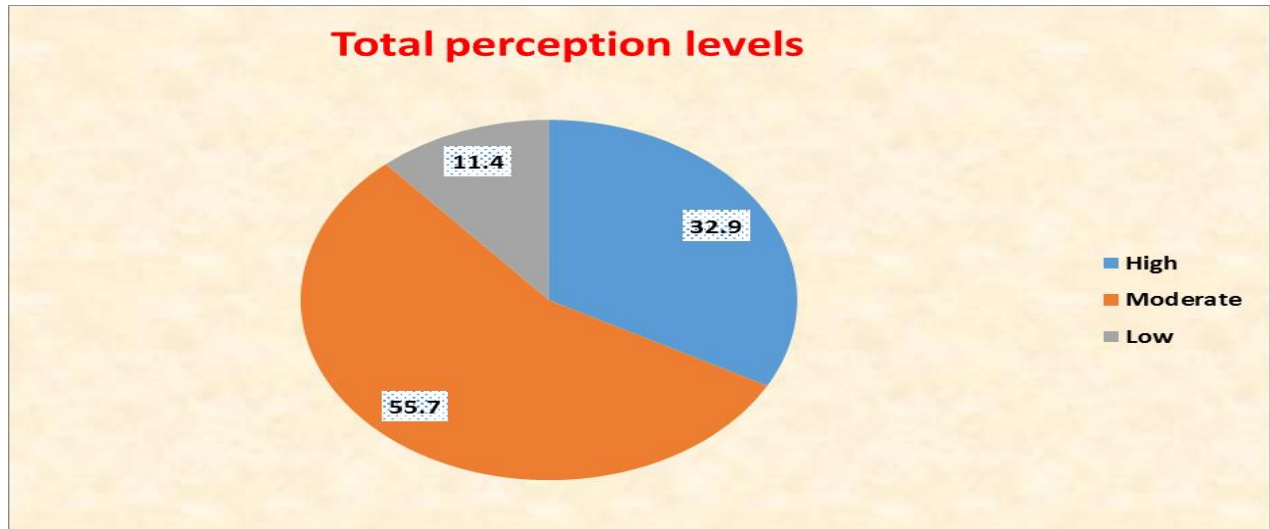


**Figure (1): Total levels of entrepreneurial tendencies among new graduate baccalaureate nurses.**

**Table (3): Mean and standard deviation of new graduate baccalaureate nurses' perception toward professional development dimensions (n=140).**

Professional development dimensions	Max score	Mean ± SD	Mean %*	Ranking
Importance of professional development	30	19.48±2.40	64.9%	3
Activities for professional development	18	12.43±1.28	69.1%	2
Motivation for professional development	18	13.28±2.49	73.8%	1
<b>Total perception</b>	<b>66</b>	<b>45.19±6.17</b>	<b>68.54%</b>	

\* Percentages are calculated relative to maximum score.

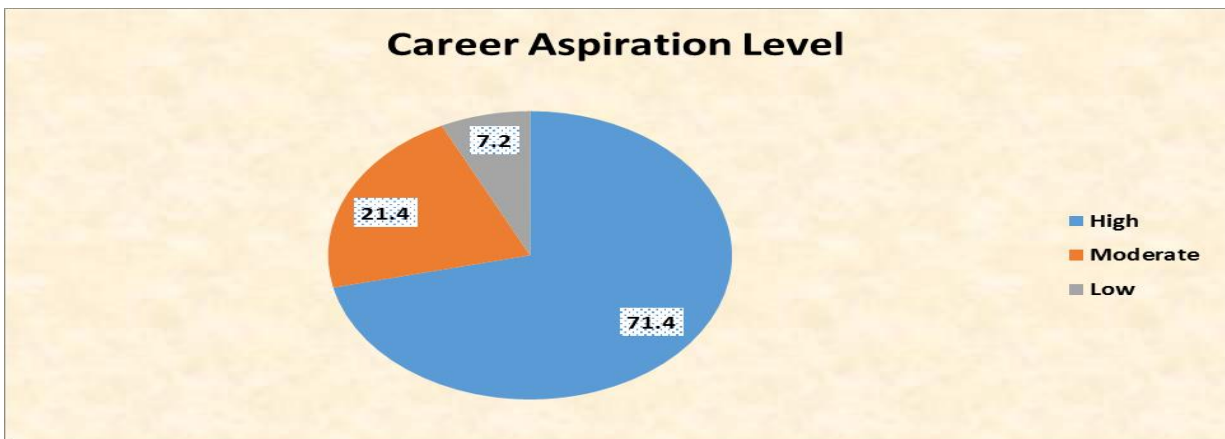


**Figure (2): Total levels of new graduated baccalaureate nurses' perception toward professional development**

**Table (4): Mean and standard deviation of career aspiration dimensions among new graduate baccalaureate nurses (n=140)**

Career Aspiration dimensions	Max score	Mean ± SD	Mean %*	Ranking
Achievement aspiration	40	33.14±3.91	82.9%	1
Leadership aspiration	40	25.82±3.04	64.6%	3
Educational aspiration	40	31.49±3.53	78.7%	2
<b>Total Career Aspiration</b>	<b>120</b>	<b>90.45±10.48</b>	<b>75.4%</b>	

\* Percentages are calculated relative to maximum score.



**Figure (1): Clarifies that more than two thirds (71.4%) of newly graduate baccalaureate nurses had high level of career aspiration, while the lowest percentage (7.2%) of them had low level.**

**Table (5): Correlation matrix of total entrepreneurial tendencies, total perception toward professional development and total career aspiration among new graduate baccalaureate nurses (n=160).**

Elements	Total entrepreneurship		Total professional development		Total career aspiration	
	r	p-value	r	p-value	r	p-value
Total entrepreneurial tendencies	1	-	0.571	0.000**	0.615	0.000**
Total perception toward professional development	0.571	0.000**	1	-	0.501	0.000**
Total career aspiration	0.615	0.000**	0.501	0.000**	1	-

**Table (1):** Shows that almost two thirds (65%) of new graduate baccalaureate nurses were working at critical care units and half (50%) of them aged less than 23 years with mean and standard deviation  $23.60 \pm 0.66$  years. While, 64.3% of them were females. In relation to their pre university education 75.7% of them were had high secondary school. In addition, less than two thirds (61.4 %) of new graduate baccalaureate nurses didn't attend previous training about entrepreneurship.

**Table (2):** Shows that the highest mean percentage (69.5%) of entrepreneurial tendencies dimensions among new graduate baccalaureate nurses with mean and standard deviation  $6.95 \pm 1.33$  was related to will to succeed, while the lowest mean percentage (61.4%) with mean and standard deviation was  $12.27 \pm 1.92$  related to bearing risk.

**Figure (1):** Clarifies that about two thirds (66.7%) of newly graduate baccalaureate nurses had moderate level of entrepreneurial tendencies, while the lowest percentage (14.3%) of newly graduate baccalaureate nurses had high level of entrepreneurial tendencies.

**Table (3):** Illustrates that the highest mean percentage (73%) of new graduate baccalaureate nurses' perception toward professional development dimensions with mean and standard deviation  $13.28 \pm 2.49$  was related to motivation for professional development dimensions, while the lowest mean percentage (64.9%) with mean and standard deviation  $19.48 \pm 2.40$  was related to importance of professional development dimensions.

**Figure (2):** Clarifies that more than half (55.7%) of newly graduate baccalaureate nurses had moderate level of perception toward professional development, while the lowest percentage (11.4%) of newly graduate baccalaureate nurses had low perception level.

**Table (4):** Indicates that the highest mean percentage (82.9%) of career aspiration dimensions among new graduate baccalaureate nurses with mean and standard deviation  $33.14 \pm 3$  was related to achievement aspiration dimensions, while the lowest mean percentage (64.6%) with mean and standard deviation  $25.82 \pm 3.04$  was related to leadership aspiration dimensions.

**Figure (3):** Clarifies that more than two thirds (71.4%) of newly graduate baccalaureate nurses had high level of career aspiration, while the lowest percentage (7.2%) of them had low level.

**Table (5):** Shows that there was a highly statistically significant positive correlation among total entrepreneurial tendencies, total perception toward professional development and total career aspiration among new graduated baccalaureate nurses.

### Discussion

To adapt to shifting paradigms, nurses must be able of become leaders and managers, entrepreneurs, and employers on healthcare teams. An entrepreneurial tendency represents an individual's desire and aptitude to obtain, organize, and use the resources needed to establish and build a business with a specific career goal (Vamvaka et al., 2020). The unique experience of nurses qualifies them as one of the healthcare members with the necessary skills for entrepreneurship, as they can generate opportunities focused on health activities as healthcare experts, while also contributing creative approaches and solutions to health problems in a variety of social contexts. As a result, entrepreneurship is crucial for nurses' professional development and should be recognized as a skill for nursing administration (Colichi et al., 2019).

Regarding the personal characteristics of studied new graduate baccalaureate nurses the results revealed that more than half of new graduated nurses were working at medical department and half of them aged less than 23 years with mean and standard deviation  $23.60 \pm 0.66$  years. In addition, less than two thirds of them were females. In relation to their pre university education about three quarters of them were had high secondary school and less than two thirds of new graduate baccalaureate nurses didn't attend previous training about entrepreneurship. Concerning levels of entrepreneurial tendencies among new graduate baccalaureate nurses, it is indicated from the present study findings that about two thirds of newly graduate baccalaureate nurses had moderate level of entrepreneurial tendencies, while the

lowest percentage of newly graduate baccalaureate nurses had high level of entrepreneurial tendencies. This could be attributed to new graduate baccalaureate nurses' lack of training programs about entrepreneurship which are helpful in supporting new graduate baccalaureate nurses in their first year of practice. However, they strive to do their best when the task is difficult, have faith in their ability to carry out goals, and like participating in work that allows them to gain new experiences.

This study result was in agreement with **Mohammed, Ahmed & Nagib (2022)** who verified that the majority of Minia nursing intern nurses presented a moderate level of entrepreneurial awareness, intention, and self-care practice, whereas Cairo nursing intern students demonstrated a high level of entrepreneurial awareness, intention, and self-care practice. In the same line, **Iwu et al., (2020)** showed that the participants had moderate knowledge of what entrepreneurship entails. While, **Lingen & Niekerk (2015)** found in their study that the respondents had an above-average entrepreneurial tendency.

These study findings were different from **Trotte et al., (2021)** who found that the general results of the study sample'

entrepreneurial tendency were being low. While, **Tiftik & Zincirkiran (2014); Al Anwer & Ghanem (2021)** reported that the research participants had higher levels of the entrepreneurial tendencies. **Oriarewo et al., (2013)** revealed in their study that graduates aged 29-31 years had the most entrepreneurial knowledge and showed the greatest tendency; graduates of Engineering/Technology and Health Science courses were the most concerned in entrepreneurship.

Additionally, the results showed that the highest mean percentage of entrepreneurial tendencies dimensions among new graduate baccalaureate nurses with mean and standard deviation  $6.95 \pm 1.33$  was related to will to succeed dimension, while the lowest mean percentage with mean and standard deviation was  $12.27 \pm 1.92$  related to bearing risk dimension. This might be due to new graduate baccalaureate nurses have the ability to take decisions effectively and plan the goals of their work in the future but they lacks trust in carrying out plans and have a problem with orientation to a new environment or applications.

This finding was supported by **Trotte et al., (2021)** who reported that a high score on need for achievement and success can show that young nurses, as they get closer to entering the job market, are more alert in looking for or generating possibilities, with self-confidence and drive in their attitudes and knowledge to achieve their professional goals.

In the same respect, **Ferreira (2018)** demonstrated that the entrepreneurial tendencies with the best scores

were "the need for success and determination" and the main negative assessment of the entrepreneurial profile was "risk taking". On contrary, **El Desoky et al., (2021)** indicated that the risk-taking domain was seen as having the highest mean score, ranking first among nursing staff. Also, the findings of **Owusu & Asiamah (2018)** demonstrated that nurse-midwife entrepreneurs face risks in varied degrees. The risk-taking proclivity is higher when establishing and expanding the work.

Regarding levels of new graduate baccalaureate nurses' perception toward professional development, the current study findings revealed that that more than half of newly graduate baccalaureate nurses had moderate level of perception toward professional development, while the lowest percentage of newly graduate baccalaureate nurses had low perception level. This could be explained as new graduated nurses consider participation in professional development activities improve career pathway within the hospital and enable to acquiring knowledge and skills that didn't receive during basic training which help carry out required standards to increase quality of nursing care. However, they don't have enough opportunities to take part in professional development activities especially participating in scientific nursing research.

In this respect, **Hussein et al., (2017)** confirmed that It is vital to facilitate the successful transition of new graduate nurses into acute care settings in order to ensure a safe and competent staff. Transitional assistance programmes can benefit new graduate nurses during their first year of practice. Additionally, **Yu, Huang & Liu (2022)** conveyed that Nurses held a positive attitude towards continuing professional development

This finding was consistent with **Oducado & Palma (2020)** who demonstrated in their study results that nurses were generally aware of the continuing professional development law and its implementing rules

and regulations. However, while nurses understood the concept of professional development, more than half were not aware of learning activities under self-directed learning.

On contrary, this finding was not matched with **Willman (2020)** who indicated that participating newly graduated registered nurses evaluated their clinical competence as highest in clinical leadership and lowest in professional development after two months of work experience. **Hariyati et al. (2017)** demonstrated that perception of the continuing professional development was very good among nurses.



Moreover, the study results illustrated that the highest mean percentage **new graduate baccalaureate nurses' perception toward professional development** dimensions with mean and standard deviation  $13.28 \pm 2.49$  with was related to motivation for professional development dimension, while the lowest mean percentage with mean and standard deviation  $19.48 \pm 2.40$  was related to importance of professional development dimension. This might be due to professional development allow new graduate baccalaureate nurses to have a say in hospital policy and chance for other positions within the hospital. However, they need suitable support from their supervisors through conduction of orientation programs which raise their awareness about the importance of professional development

This result was in accordance with **Parker et al., (2014)** who indicated that new graduate nurses were satisfied with their recruitment process and support for professional development. It is concluded that the factors impacting on the new graduates nurses' experience

are the nature of the workplace environment, the level of support available, the predisposition to learn and adapt to workplace cultures and the amount of prior experience. **Similarly, Schultze (2017)** found that new graduates emphasised the topics of communication and trust, management support, mentoring and role modelling, technical skill development, and confidence building.

On the opposite side, **Price & Reichert (2017)** nurses were aware of the necessity of continued professional development as an articulated need and expectation across the various career stages. Early-career nurses expected enough training and education to ease workplace transitions, as well as continuous education opportunities for career advancement throughout their careers. Also, **Hariyati et al., (2017)** found that almost all nurses understand the importance of continuing professional development and its benefits to improve competence.

In relation to levels of career aspiration among new graduate baccalaureate nurses more than two thirds of newly graduated nurses had high level of career aspiration, while the lowest percentage of them had low level. This may be due to new graduate baccalaureate nurses aspire to have contributions at the work and want to become leaders in the hospital. New graduate baccalaureate nurses would attend continuing education courses to expand their knowledge and advance their career.

These results are in line with those of **Arhin (2018)** who revealed that the majority of participants had positive career aspirations. Also, **Al Anwer & Ghanem (2021)** reported that the nursing students perceived high career aspirations. **Nagib,**

**Mohammed & Ahmed (2022)** reported in their study that the majority of staff nurses at Specialists pediatric Cairo university Hospital had high career aspiration level while more than half of staff nurses at Minia University Hospital had high career aspiration level.

Regarding dimensions of career aspiration among new graduate baccalaureate nurses, the present study revealed that the highest mean percentage with mean and standard deviation  $33.14 \pm 3.91$  with was related to achievement aspiration dimension, while the lowest mean percentage with mean and standard deviation  $25.82 \pm 3.04$  was related to leadership aspiration dimension. These can be interpreted that new graduated nurses want to be one of the best personnel in their field and plan to obtain many promotions in their workplace. Although, New graduated nurses view managerial positions as rewarding possibilities, many did not believe the benefits outweighed their concerns. They wish to be motivated and recognized for their accomplishments.

This result was matched with **Nagib, et al., (2022)** who revealed that nursing staff reported high level of career aspiration dimension "achievement aspiration, followed by "leadership aspiration, and finally educational aspiration. They confirmed that the development of leadership aspirations was also significantly influenced by informal mentorship. On the other hand, **Al Anwer & Ghanem (2021)** indicated that the highest mean score of the participant nursing students' career aspiration was regarding educational aspiration followed by achievement aspiration

Furthermore, the results of the existing study demonstrated that was a positive highly statistically significant correlation was found among total entrepreneurial tendencies, total perception toward professional development and total career aspiration among new graduated baccalaureate nurses. This could be explained as entrepreneurship encompasses a huge learning process that helps nurses especially new build their capacity to think creatively, critically, and from a wider health perspective, as well as to question the established nursing culture and function. Nurse entrepreneurs pose a tremendous opportunity for development of the professional nursing role and identity. This development is important for patients and nurse professionals, as nursing career aspiration and future health challenges call for new ways of thinking and acting.

In this respect, **Hu et al. (2022)** in their study suggested that human resources' (HR) entrepreneurial ability should be seen as a crucial foundation for entrepreneurial success, and that in order to increase opportunities for on-the-job entrepreneurship, HR's career development system must be improved. The organization should also implement specific and

tailored entrepreneurial support policies in order to foster HR's entrepreneurship. Additionally, **Seibert et al. (2017)** found that giving staff nurses opportunities for leadership development improved their desires to occupy executive roles in their organizations and raised their career aspiration to lead.

This finding was congruent with **Al Anwer & Ghanem (2021)** who clarified that a high statistically significant positive correlation was found between overall entrepreneurial intention and career aspiration among Faculty of Nursing students. Also, **Ifeanyi-obi & Ewarum (2019)** reported that entrepreneurship course education had a positive effect on career aspiration and choice of the nursing students. In addition, **Zia, et al., (2022)** shows that there was a positive strong relationship between job aspirations and professional development.

### Conclusion

About two thirds of new graduate baccalaureate nurses had moderate level of entrepreneurial tendencies, more than half of new graduate baccalaureate nurses had moderate level of perception toward professional development and more than two thirds of new graduate baccalaureate nurses had high level of career aspiration. Moreover, there was a highly statistically significant positive correlation among total entrepreneurial tendencies, total perception toward professional development and total career aspiration among new graduated baccalaureate nurses.

### Recommendations

The following recommendations have been proposed in light of the current study's findings.

#### For top management level:

- Raising awareness of new graduated nurses about entrepreneurship through frequent scientific meetings to make them more successful in the professional life and achieve their career aspiration.
- Need to support new graduated nurses innovativeness by providing a working environment that contributes to the explosion of energies and the invention of ideas, which leads to increased personal and organizational development.
- Providing new graduated nurses with opportunities to participate in professional development programs so they can utilize their skills to complete the task at hand and assume responsibility for their action.
- Ensuring that nursing leaders they convey positive images of manager roles as well as actively identifying and supporting staff nurses who have leadership aspirations.

#### For education level:

- Integrating entrepreneurship into undergraduate nursing courses to prepare nursing students for the best professional practice and future market needs.
- Conducting continuous professional development programs for nurses based on their needs.
- Conducting educational programs about entrepreneurship that help nurses formulate their job future.

#### For further researches:

- Conducting a study to determine how an entrepreneurship training program affects the clinical competency of newly graduated baccalaureate nurses.
- Investigating the relation between entrepreneurial practices and decision-making abilities among head nurses.

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