

Perception of MSU – Buug Nursing Students on the Importance of Entrepreneurship and Business Marketing

Rohamina D. Omar; Krizzia Mae L. Pailden; Sheirweena D. Sheik; Lovely P. Tantan; Christa Queen G. Tutas; Abdani D. Bandera; and Arsub Varquez, Jr

Nursing Department, Mindanao State University – Buug Campus, Buug, Zamboanga Sibugay, Philippines

ABSTRACT

Nursing tasks and responsibilities are always changing as a result of advances in medical science, governmental directives, and shifts in priorities within health care, as well as, breakthroughs resulting from nursing and scientific research. As such, nursing care needs to change because of the aging population, the rise in chronic diseases, and rising costs. Therefore, there is a demand for entrepreneurial nurses to maintain and promote individual care [4]. The present study utilized the descriptive research method using questionnaire adapted from Liñán & Chen (2009) and Mosly (2017). The study covered the nursing students of the Mindanao State University-Buug Campus. The result revealed that the majority of nursing students value entrepreneurship and are motivated to start their own business in the future. This major finding conveys the need of entrepreneurship education to be taught at all levels of higher education institutions. Hence, institutions must consider entrepreneurial education seriously because it increases students' entrepreneurial attitudes.

Keywords : Perception, Entrepreneurship, Nursing Students

1 INTRODUCTION

Entrepreneurship is now viewed as a crucial dynamic element in all disciplines connected to improving human life quality [1]. Increased entrepreneurship has a favorable impact on the economy. As a result, entrepreneurship is encouraged all around the world. Furthermore, as social developments give spaces for new entrepreneurs in various domains, entrepreneurship is becoming increasingly important in nursing care [2].

For many health problems today, multidimensional thinking, multidisciplinary investigations, and novel problem-solving methodologies are necessary. Entrepreneurship concepts must have been employed in studies of health improvement and illness prevention for this goal, by creating opinions for resolving health problems and integrating new viewpoints [3]. Nursing tasks and responsibilities are always changing as a result of advances in medical science, governmental directives, and shifts in priorities within health care, as well as breakthroughs resulting from nursing and scientific research. Nursing care will need to change as a result of the aging population, the rise in chronic diseases, and rising costs. As a result, there is a demand for entrepreneurial nurses to maintain and promote individual care [4].

As the technology era in which we live is seen around the world in the delivery of high-quality, demand-driven health-care services, themes like entrepreneurship, innovation, and creativity have become increasingly important in our country and in nursing [5]. Nurses who work at all levels of the health-care system (protection, improvement, treatment, care, and rehabilitation of health) must renew themselves to keep up with scientific, technological, economic, social, and social changes and improvements in order to meet these needs [6]. Nursing education has become required in order to adopt entrepreneurship approaches intended at generating qualified nurses capable of fulfilling change and improvement demands [7,8,5].

Furthermore, entrepreneurship education helps to the improvement of entrepreneurial abilities, qualities, and behaviors, despite the fact that entrepreneurship is learning discipline [3]. Thus, it is vital to integrate the development of entrepreneurial skills that nurses need to lead and respond to changing demands into pre- and post-graduate education and training [9].

In this study, it hoped to provide answers as to the MSU-Buug Nursing Students' perceptions on the importance of entrepreneurship and business marketing.

2 LITERATURE REVIEW

2.1 Importance of entrepreneurship

The National Knowledge Commission [10] defines entrepreneurship as an individual or a group of people using their professional knowledge, skills, and competencies, as well as the monetization of a new idea, to pursue growth while generating wealth, employment, and

social good by starting a new business or diversifying an existing one (as opposed to seeking self-employment as in a profession or trade). Furthermore, entrepreneurship is a significant factor on current and professional nursing attitudes and practices [3].

Nurses that are entrepreneurial are health and social care professionals who use innovative approaches to improve patient care outcomes and reduce health-care costs [11]. Among the several definitions of entrepreneur's nurses in the literature, patient care and practice with nurse control are the most important [6].

Moreover, Entrepreneurial education in the nursing curriculum is important in terms of using entrepreneurship concepts to solve health problems, innovative and creative nurse entrepreneurs, early detection of health concerns, and the adoption of efficient treatment ways [3]. In the context of the nursing profession, entrepreneurship can be applied in the workplace and in one's personal life to help nurses enhance their abilities and deliver better care [1].

Entrepreneurial competencies are a significant differentiator for nurses' entry into and professional development in the health care field. Entrepreneurial conduct provides an opportunity to form new social connections, act to ensure comprehensive treatment, make decisions, and participate in the work process with the goal of enhancing health care practices and the profession's visibility [12, 13].

Furthermore, Henderson and Robertson [14] found that even if we can't teach someone to be an entrepreneur, we can teach them the entrepreneurial skills they need to succeed. Other studies have found that students who participate in entrepreneurship programs are more likely to start their own business [15, 16].

3 METHODOLOGIES

3.1 Locale of the Study

This study was conducted in the municipality of Buug, Zamboanga Sibugay, particularly, at the Mindanao State University-Buug, Nursing Department. The Mindanao State University is one of the schools in Zamboanga Sibugay that offer B.S Nursing. The university has eight colleges such as College of Arts and Sciences, College of Education, College of Fisheries, College of Agriculture, College of Forestry and Environmental Studies, College of Public Affairs, College of Information Technology and College of Hospitality Management.

3.2 Research Design

The study made use of descriptive research method. The descriptive research method aims to describe systematically and accurately the facts and characteristics of a given population or area of interest. This design observes, describes, and documents aspects of situations as it naturally occurs. Moreover, it discovers associations and relationships between or among selected variables [17]. In this study, it utilized descriptive-quantitative research method to determine perceptions of student nurses on the importance of entrepreneurship and business marketing.

3.3 Respondents of the Study

The study covered the nursing students of the Mindanao State University-Buug Campus. All year levels were given the chance to participate, thus, a total of 123 students (first year to fourth year) was the total number of respondents.

3.4 Research Instrument

In this study the researchers used adopted survey-questionnaires from liñán & chen (2009) [18] with a 5- point Likert scale and from Mosly [19] with two-option answers – either “Yes” or “No” to measure the perception of nursing students on the importance of entrepreneurship and business marketing. The finalized instrument consisted of three (3) parts: (1) Respondent's profile; (2) Measurement Items for Entrepreneurial Intention; and, (3) Student's perception of entrepreneurship and related aspects.

Questionnaire had been chosen to examine the perception of the nursing students on the importance of entrepreneurship and business marketing. The versatility of the questionnaire is the primary justification for using it as a survey instrument. To accomplish the study aims, a questionnaire can be created in a variety of ways. The questionnaire might be long or short, the questions can be basic or complex and the branches can be simple or complex. When it comes to data collection, this makes the questionnaire more versatile and easier to administer and tabulate. A questionnaire can be created to find out what people know, think, or how they act or plan to act [20].

3.5 Data Gathering Procedure

Prior to the conduct of the study, the researchers had to prepare a formal letter and had to hand carry it to the Chairman of the Nursing Department, to the Dean of the College of Arts and Sciences and finally to the Office of the Vice Chancellor of Academic Affairs to ask permission to conduct the study.

The online survey link, with the directions for completing the questionnaires was shared through social media group exclusively created for this study. A consent form was given to the respondents to inform them about this study and to ensure them that all of their answers would be held confidential.

3.6 Research Ethics

An informed consent was obtained at the start of the study to ensure that all information, including the study's goal, is obvious to the participants and that they have the option to decline if they do not wish to participate. Throughout the study, absolute confidentiality and privacy were observed. Only the researchers have access to the completed questionnaire. Accordingly, every research study prioritizes ensuring the anonymity and safety of the respondents so that their identities are shielded from any potential negative outcomes.

4 PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter discusses the data and are analyzed and interpreted. This includes the Respondent's Demographic profile in terms of

gender and age, the Level of Entrepreneurial Intention of MSU-Buug Nursing Students on the Importance of Entrepreneurship and Business Marketing and Perception among MSU-Buug Nursing Students on Entrepreneurship and Related Aspects. A total of 123 Nursing students participated in the study, 20 (16.3%) from first year, 24 (19.5%) from second year, 56 (45.5%) from third year and 23 (18.7%) from fourth year.

Table 1. Frequency and Percentage Distribution of Respondents' Gender and Age

The table 1 shows the frequency and percentage distribution of respondents' profile in terms of gender and age. As shown in the table, majority of the respondents were predominately female which comprised 94 respondents (76.4%) and 29 (23.6%), male respondents.

Gender	Counts	% of Total
Male	29	23.6%
Female	94	76.4%

Age Group	Counts	% of Total
18-21	93	75.6%
22-25	29	23.6%
26-29	1	12.8%

Accordingly, by utilizing various types of specialists and services, women have been successful in breaking down barriers inside the boundaries of their houses. Women enter the workforce for a variety of reasons, including their ability to learn new skills, gather knowledge, and adjust to changing conditions [21]. In addition, majority of the respondents were young women respondents aging between 18-21, 93 (75.6%); 22-25, with 29 (23.6%); and, 26-29 with only 1 (0.8%) respondent.

Table 2. Level of Entrepreneurial Intention of MSU-Buug Nursing Students on the Importance of Entrepreneurship and Business Marketing

ITEM	WEIGHTED MEAN	STANDARD DEVIATION	DESCRIPTIVE INTERPRETATION
1. I am determined to create a firm in the future.	4.2	0.9	Strongly Agree
2. I am saving money to become an entrepreneur	4.0	0.9	Agree
3. My professional goal is to become an entrepreneur	3.7	0.8	Agree
4. I will make every effort to start and run my own firm.	4.1	0.8	Agree
5. After finishing my studies, I would like to work in an established company	3.8	0.9	Agree
6. The likelihood that I will ever run my own business is very high.	4.0	0.8	Agree
GENERAL WEIGHTED MEAN	4.0	0.9	Agree

Legend: 1.0-1.7="Strongly Disagree", 1.8-2.5="Disagree", 2.6-3.3="Neutral", 3.4-4.1="Agree", 4.2-5.0="Strongly Agree"

The table 2 reveals the result for the data on the level of Entrepreneurial Intention of MSU-Buug Nursing students on the Importance of Entrepreneurship and Business Marketing. The item that has the highest weighted mean of 4.2 which means "Strongly Agree" is item number 1 with the statement, "I am determined to create a firm in the future"; item number 4 with a weighted mean of 4.1 which means "Agree" with the statement "I will make every effort to start and run my own firm"; items number 2 and 6 with a weighted mean of 4.0 which means "Agree" with the following statements, "I am saving money to become an entrepreneur" and "The likelihood that I will ever run my

own business is very high”; item number 5 with a weighted mean of 3.8 which means “Agree” with this statement, “After finishing my studies, I would like to work in an established company”; and, finally, item number 3 with a weighted mean of 3.7 which means “Agree” with this statement, “My professional goal is to become an entrepreneur”. Using the scale of Entrepreneurial Intention Adapted from Liñan & Chen (2009) with a six-item constructs, the obtained general weighted mean of 4.0 generally speaks of the fact that the nursing students “Agree” on their entrepreneurial intention.

Lián [22] conducted a study that found that entrepreneurial intent is critical for one to become interested in entrepreneurship. Entrepreneurial intents are mental attitudes like desires, aspirations, and dreams that might impact one's entrepreneurial decisions [23]. The study by Abd Hadi, Jabor, and Ali [24], supports the idea that entrepreneurial aspirations reflect the state of mind that leads people to prefer self-employment over working for someone else. As a result, entrepreneurial intention can be defined as an individual's thinking and desire to pursue entrepreneurship as a vocation. Furthermore, the institution plays a critical role in assisting the government in realizing its goals of developing and stimulating entrepreneurial ambitions among students who want to pursue business as a career after graduation. This is in line with a study by Mohd Azizet et al. [25], who found that entrepreneurship is one of the subjects that students should learn whether they are enrolled in business or other programs at institutions of higher learning (IHL) in order to instill entrepreneurship in their daily lives through the curriculum. Successful entrepreneurs as creators of work with strong foundations in knowledge, thinking skills, communication, creativity, innovative thinking, positive motivation, and good moral and ethical values in the entrepreneurial context are the goals of this introduction to the subject of entrepreneurship.

Table 3. Perception among MSU-Buug Nursing Students on Entrepreneurship and Related Aspects

Items	YES	% of Total	No	% of Total
1. Do you plan to establish your own business in the future?	116	94.31	7	5.69
2. Is Freedom and independence very important to be my own boss?	118	95.93	5	4.07
3. Is it important to realize my dream by working on something that I enjoy?	123	100.00	0	0.00
4. Do you consider yourself as an entrepreneur?	94	76.42	29	23.58
5. Large financial profits represent a driver for being an entrepreneur.	92	74.80	31	25.20
6. People around me think that I can start my own business.	73	59.35	50	40.65
7. I know how to seek funds to start my own business.	80	65.04	43	34.96
8. The government supports the starting of new business.	63	51.22	60	48.78
9. The financial risk associated with being self-employed is not important to me.	31	25.20	92	74.80

Table 3 reveals the results for data on the perception of entrepreneurship and related aspects among MSU-Buug Nursing Students. Majority of the students responded “Yes” on the item number 3 with the sentence, “Is it important to realize my dream by working on something that I enjoy?” with 100% response rate; item number 2 with a percentage of 95.93% with the sentence, “Is Freedom and independence very important to be my own boss?”; item number 1 with a percentage of 94.31% with the sentence, “Do you plan to establish your own business in the future?”; item number 4 with a percentage of 76.42% with the sentence, “Do you consider yourself as an entrepreneur?”; item number 5 with a percentage of 74.80% with the sentence, “Large financial profits represent a driver for being an entrepreneur”; item number 7 with a percentage of 65.04% with the sentence, “I know how to seek funds to start my own business?”; item number 6 with a percentage of 59.35% with the sentence, “People around me think that I can start my own business”; item number 8 with a percentage of 51.22% with the sentence, “The government supports the starting of new business”; and, lastly, item number 9 with the lowest percentage of 25.20% with the sentence, “The financial risk associated with being self-employed is not important to me.” From the data, it can be said that the respondents showed positive responses on entrepreneurship and its related aspects.

The study of Liñan et al. [26] assessed students' perceptions of their own abilities and skills, such as opportunity recognition, creativity, problem-solving skills, leadership and communication skills, product and service creation, and networking skills. Students who attended or participated in an entrepreneurship program, accordingly [27], are more likely to start their own business. According to Upton et al. [28], 40% of students who took any entrepreneurship classes went on to start their own businesses. Liñan et al. [26] investigated students' perceptions of their own abilities and skills, including opportunity recognition, creativity, problem-solving skills, leadership and communication skills, development of new products and services, and networking skills. In addition, Antonie et al. [29] discovered a number of factors that influence student enthusiasm in entrepreneurship. They said that a person's psychological features will influence the characteristics of their behavior, such as subjective attitudes and norms, and that this will lead them to rethink their occupations in the future, based on the model he constructed.

5 CONCLUSIONS

The study focused on nursing students' perceptions on the value of entrepreneurship and business marketing convey the fact that majority of the students really value entrepreneurship and are motivated to start their own business in the future. This major finding offers an indispensable insight as to the need of teaching entrepreneurship education in all levels of higher education institutions. As a result, institutions must ponder truly on offering entrepreneurial education because it increases students' entrepreneurial attitudes and advocate on the necessity of examining the intents of students who, through university programs and the rising infusion of entrepreneurship across educational curricula, increasingly experience lower hurdles to beginning their own enterprises [30].

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