Original Article

Entrepreneurial Feelings and Potentials with Opinions on Innovation in Nursing Education of Nursing Students

Filiz Ekin, MSc
MSc, Department of Public Health Nursıng, Institute of Health Sciences, Gazıantep Universty, Gazıantep, Turkey

Zeynep Gungormus, PhD
Assoc. Prof., Department of Public Health Nursıng, Faculty of Health Sciences, Gazıantep Universty, Gazıantep, Turkey

Correspondence address: Zeynep Gungormus, Assoc. Prof., Department of Public Health Nursing, Faculty of Health Sciences, Gaziantep Universty, Gaziantep, Turkey E-mail: gungormusz@yahoo.co.uk

Abstract

Aim: The aim to identify entrepreneurial feelings and potentials with opinions on innovation ın nursing education of nursing students.
Method: The study's population includes 862 students of the Gaziantep University Faculty Nursing Department in 2015-2016. It was planned to reach all the target population so sampling was not taken. 554 students who agreed to participate in the study and filled the questionaries seamlessly were included in the survey. Data were collected with a questionnaire including socio-demographic characteristics, education and innovation correlation form and scale of entrepreneurial sense and potentials. Data were analyzed by using SPSS 18 software.
Results: The mean scores of males' risk-taking propensity, internal control feelings and entrepreneurial potential of those who spend most of their time in the city center, high school graduates' risk-taking propensity are statistically higher ($p<0.05$). When entrepreneurial potential and feelings and ideas related to innovation in nursing education are assessed; the mean scores of entrepreneurial potentials of those who state that issues related to nursing are discussed in their education, internal control feelings and entrepreneurial potential of those who follow the innovations occurring in the nursing field from literture, risk-taking propensity of those who follow the innovations occurring in the nursing field from domestic and foreign resources, desire for independence of those who follow the innovations occurring in the nursing field from their teachers, conferences and seminars are significantly higher ($p<0.05$). Risk-taking propensity of those thinking that the education they have partly includes the innovations occurring in the nursing field, desire for independence of those who think that their education doesn't include the innovations occurring in the nursing field, risk-taking propensity of those stating that their teachers teach the courses in a way that opens to innovations, internal control feelings and risk-taking propensity of those who state that they have education informed them about innovations, risk-taking propensity of those thinking that having a traditional education in their nursing training,internal control feelings and desire for independence of those stating that their lessons don't include current issues, risk-taking propensity of those stating that modern approaches aren't discussed, risk-taking propensity of those thinking that practising nursing lessons in nursing education are effective in contributing to their growing as individuals capable of generating ideas, risk-taking propensity of students who have not reached the level of thinking new things about nursing,entrepreneurial potentials of those being able to produce alternative ideas are significantly higher ($p<0.05$).

Keywords: Entrepreneurial feelings, Entrepreneurship potentials, Innovation, Nursing.

Introduction

Innovation and entrepreneurship are two concepts that are intertwined with each other. Both concepts are focused on innovation. However, while innovation is related to product, process or managerial innovation, entrepreneurship is related to the unusual activities and trends in the organization

(Sarıoglu, 2014, Johannessen et al, 2001). Entrepreneurship triggers innovation. Innovation can not happen without entrepreneurial activities but every entrepreneurship may not result in innovation (Sarıoglu, 2014, Antoncic, 2007, Zaho 2005). If profitability, growth or continuity are ensured at the end of the entrepreneurial process, it means that entrepreneurship is resulted in innovation.

As a concept, entrepreneurship and innovation including both a process (renovation / renewal) and a result (innovation) is the only to progress and to be successful socially, economically and scientificaly. While wealth and economic development of the countries are measured by owned labor, raw materials and natural resources in the industrial societies, these values largely replaced with the factors such as brain power, productive and innovative ideas, production of information and technology in information society. Lester Thurow's saying 'In the past, the countries having the raw material resources and capital accumulation had the power and control. Today, countries having the knowledge and controling it are the most powerful countries.' reveals this fact (Ottenbacher and Gnoth, 2005). Universities are the most important elements to change a public into information society. In this regard, undergraduate students' being proficient in both their specific field and education has a function that affects all strata of society. Innovation, especially in the health sector has a vital importance.

Innovation and progress in the health sector directly affect human life and its quality. As a result of the increase in population and increasingly aging of it, structures of the diseases are changing, and accordingly chronic diseases and long-term care needs are increasing. Along with the increasing and aging population, the provision, dissemination and financing of health services have important positions in government spending and make it difficult for the sustainability of health and social security systems. As the income level increases, demand for better quality health service increases.In line with these developments, countries aim to expand health insurance system and to cover gradually the entire society. Along with demand, rising health expenditures, lead to the cost control and quest for productivity in the sector (Okem, 2011). ICN presented the theme 'Quality, Cost and Nursing' in 1993, the theme 'Nurses: A Force for Change: Care Effective, Cost Effective' in 2015 and the theme 'Nurses: A force for change: Improving health systems' resilience' to the nurses who are a major force for the health sector to be sustainable, durable, cost effective, high quality and efficient. ICN states that professional advancement is enabled by the expansion of the concept of "care" which constitutes the essence of the nursing profession and making it effective. Hence, ICN emphasizes that instead of repeating the applications that have been implemented for many years, it sould be given place to new scientific knowledge-based applications and they should be made routine. In this process, defined as the innovation, it is required to provide the new service, to establish the necessary organizational structure and to educate of nurses with innovative ideas (Sarıoglu, 2014, ICN, 2009). Another development to support innovation in the field of nursing is that ICN determined the theme of 2009 as Delivering Quality, Serving Communities: Nurses Leading Care Innovations. ICN decided to give the National Nurses Association Innovation Award to the nurses with creative features since 2010 (Sarıoglu, 2014, ICN, 2012). Nurses are required to have the entrepreneurial feelings, entrepreneurial potentialsto fulfill this responsibility, and they are required to initiate and to sustain innovation. Nursing educational institutions all over the world are expanding the training capacities by applying innovative and entrepreneurial strategies, and trying to raise entrepreneurial and innovative nurses to meet the future need for qualified manpower (Sarıoglu, 2014, ICN, 2009). Therefore, the American Nurses Association (ANA), has started to work for the restructuring the curriculum of nursing education. In these studies, it is emphasized that nursing educators should pay more attention to innovative techniques in education (Sarıoglu, 2014, Bradshaw, 2001).

Nursing undergraduate students' levels of being raised in terms of entrepreneurial potential and feelingsand how they see themselves in this regard is an important part of our work. On the other hand, another important aspect of the study is to determine to what extend students are interested in innovations in terms of nursing and their levels of contribution to field.Furthermore, this study is important because it shows the way to those who are going to study entrepreneurship and innovation in different areas of nursing.

Considering the literature on the subject, it is seen that there are no studies on entrepreneurship and innovation in nursing education.

The Aim of the Research and Questions

Therefore, our study was conducted in order to identify the opinions of nursing students about their entrepreneurial feelings, entrepreneurial potentials and innovation in nursing education. In line with this main objective, it has been sought answers to the following questions:

1- Do the defining characteristics of the students have effects on their entrepreneurial feelingsand entrepreneurial potentials?
2- Do the opinions of nursing students about innovation in nursing education have effects on their entrepreneurial feelingsand entrepreneurial potentials?
3- Do the students' entrepreneurial feelingshave effects on their entrepreneurial potentials?

Methods

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 theyregistered at the university and students of Faculty of Health Sciences who didn't study nursing were excluded from the study and dataof 554 studentswere evaluated.

The number of students registered and attending universityobtained 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 210 first. class, 109 second class, 181 third class students, and 54 fourth class 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 universityhas 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 defining characteristics of students prepared by the researchers, scale of entrepreneurial feelings and potentials, and a form for determining the opinions on innovation in nursing education were used in collecting the data. To collect the data,weekly timetable of nursingstudents at Gaziantep University Faculty of Health Sciences was gotfrom 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.

The form of opinions on innovation in nursing education

In this form, the first section is composed of five questions and their sub-groups. 'Agree' or 'disagree' responses will be given to the sub-groups of these five questions. There are 5 sub items of first question, 7 sub items of second question, 6 sub items of third question, 5 sub items of fourth question, and 6 sub items of sixth question. These questions are: opinions about what the innovations in nursing are, opinions about state of following the innovations occurring in the nursing field, opinions about whetherstudents' education includes the innovations occurring in the nursing field, opinions about thatthe nursing education increases awareness of the innovations, opinions aboutthat the nursing education contributes to the upbringing of students as individuals who are capable of producing ideas (Sahin et al, 2015).

Scale of EntrepreneurialFeelings and Potentials

Students' entrepreneurial feelings and potentials were determined with the scale developed by Hisrich and Peters (2002), and Turkish validity and reliability were conducted by Duran et al (2013). This scale consists of 36 questions and it has two sub dimensions; entrepreneurial feelingssub dimension consist of 'Internal Control Feeling', 'Independence Desire', and 'risk-taking propensity'; other sub dimension is 'entrepreneurial Potential'. Five-point Likert-style questions are scored as Disagree (1), Partly agree (2), Agree (3), Quite agree (4), Totally agree (5). The scale developed to measure entrepreneurial feelings is suitable for all ages from adolescents to adults.Cronbach alpha coefficient of this scale was found 0,873 in our study. The low scores from the scale is accepted as an indication of low entrepreneurial feelings. As the scores from scale increase, entrepreneurial feelings are also increase.

Ethical consideration

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: 2016/57 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.

Results

Findings Related to Descriptive Characteristics of students, entrepreneurialfeelings and Entrepreneurial Potentials

When descriptive characteristics were compared with entrepreneurial feelings and entrepreneurial potential; sub-dimension mean score of sense of internal control was determined statistically, significantly higher in those spending most of their lives in the city (2.8±0.7) (Table1, $p<0.05$). There was no statistically significant difference between sense of internal control and age, gender, grade, parental education and occupational status, place of residence, ratio of expense to family income, student's monthly income, student's working status, graduated high school, selecting nursing voluntarily, compliance with the interests of nursing. (Table 1, $p>0.05$).There was no significant differences between desire for independence sub-dimensionand descriptive characteristics (Table 1, $p>0.05$). When descriptive characteristics were compared with risk-taking propensity sub-dimension; sub-dimension mean scores (2.9±0.7) of males and super high school graduates (5.0±0.0) were determined statistically significantly higher (Table1, $p<0.005$). There was no statistically significant difference between risk-taking propensityand age, gender, grade, parental education and occupational status, place of

residence, ratio of expense to family income, student's monthly income, student's working status, graduated high school, selecting nursing voluntarily, compliance with the interests of nursing (Table 1, p>0.05).

When descriptive characteristics were compared with entrepreneurial potential sub-dimension; sub-dimension mean score of those spending most of their lives in the city was determined statistically, significantly higher (2.9±0.6)(Table 1, p<0.05). When descriptive characteristics were compared with entrepreneurial potential sub-dimension; there was no statistically significant difference between entrepreneurial potential sub-dimension and age, gender, grade, parental education and occupational status, place of residence, ratio of expense to family income, student's monthly income, student's working status, graduated high school, selecting nursing voluntarily, compliance with the interests of nursing (Table 1, p>0.05).

Table 1.Comparison of Descriptive Characteristics with his entrepreneurship and entrepreneurial potential.

Identıfyıng Features (%)		**Scale of the Dimensions (X±Sd)**			
		E.F.			**E.P.**
		SIC	**DI**	**RTP**	
Age	20 or less (56)	2.8±0.6	3.2±0.6	2.7±0.6	2.8±0.6
	20 or above (44)	2.7±0.7	3.2±0.6	2.7±0.7	2.8±0.6
	Statistical Analysis(t-p)	0.4-0.6	0.5-0.5	0.01-0.9	0.9-0.3
Gender	Female(74.5)	2.8±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	Male(25.5)	2.7±0.7	3.1±0.6	2.9±0.7	2.8±0.6
	Statistical Analysis (t-p)	1.1-0.2	1.2-0.1	2.6-**0.009**	0.3-0.7
Class	1st class(37.9)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	2nd class(19.7)	2.8±0.7	3.1±0.7	2.8±0.7	2.8±0.6
	3rd class(32.7)	2.8±0.7	3.3±0.6	2.7±0.7	2.7±0.6
	4th class(9.7)	2.7±0.7	3.3±0.6	2.8±0.6	2.9±0.6
	Statistical Analysis (f-p)	0.8-0.4	1.3-0.2	0.9-0.4	1.5-0.1
Mother's education	High School or Less (86.6)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	High School or Up (13.4)	2.9±0.6	3.2±0.6	2.7±0.7	2.9±0.6
	Statistical Analysis (t-p)	1.5-0.1	0.03-0.9	0.3-0.7	1.2-0.2
Father's education	High School or Less (67.5)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	High School or Up (32.5)	2.8±0.6	3.2±0.6	2.8±0.7	2.9±0.6
	Statistical Analysis (t-p)	0.5-0.5	0.2-0.8	1.0-0.2	1.5-0.1
Mother's work	Employed (8.5)	2.9±0.8	3.2±0.7	2.8±0.8	2.8±0.7
	Unemployed (91.5)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6

	Statistical Analysis (t-p)	1.0-0.3	0.4-0.6	0.3-0.7	0.09-0.9
Father's work	Employed (77.1)	2.8±0.7	3.2±0.6	2.7±0.7	2.8±0.6
	Unemployed (22.9)	2.7±0.6	3.2±0.6	2.8±0.7	2.8±0.6
	Statistical Analysis (t-p)	0.7-0.4	0.4-0.6	0.5-0.5	0.5-0.5
Growth location	Province(60.1)	2.8±0.7	3.2±0.6	2.7±0.7	2.9±0.6
	County/village(39.9)	2.7±0.6	3.1±0.6	2.7±0.7	2.7±0.6
	Statistical Analysis (t-p)	**2.0-0.03**	1.6-0.09	0.4-0.6	**2.3-0.01**
Place Of residence	State of residence (46.5)	2.±0.7	3.2±0.6	2.7±0.7	2.8±0.6
	Private dorm/student house (28.2)	2.8±0.7	3.2±0.7	2.8±0.7	2.9±0.6
	With family (26.4)	2.8±0.6	3.2±0.6	2.7±0.7	2.7±0.5
	Statistical Analysis (t-p)	0.5-0.6	0.02-0.9	1.3-0.2	1.4-0.2
Expense ratio of family income	Income less (31.9)	2.7±0.7	3.2±0.6	2.8±0.7	2.8±0.6
	Incomes equal to expenses / Income more (68.1)	2.8±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	Statistical Analysis (t-p)	0.3-0.7	1.0-0.3	0.8-0.3	1.1-0.2
Monthly income	400 TL.or/less(65.3)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	400 TL or/ up (34.7)	2.8±0.7	3.2±0.7	2.8±0.7	2.8±0.6
	Statistical Analysis (t-p)	0.5-0.5	0.4-0.6	1.3-0.1	0.5-0.5
Student's working status	Yes (11)	2.7±0.7	3.3±0.7	2.8±0.7	2.9±0.7
	No (89)	2.8±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	Statistical Analysis (t-p)	0.2-0.8	1.4-0.1	0.8-0.4	1.7-0.08
Graduated High School	state school(96.9)	2.8±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	private schools (3.1)	2.8±0.6	3.1±0.5	3.0±0.7	2.8±0.6
	Statistical Analysis (t-p)	0.4-0.6	0.4-0.6	1.6-0.09	0.2-0.7
The Name of The Graduated High School	Science high school (5.2)	3.1±0.7	3.2±0.7	2.9±0.8	3.0±0.8
	Vocational high School (2)	2.5±0.8	3.3±0.6	3.3±1.2	2.7±0.6
	High school(24)	2.7±0.7	3.1±0.7	2.6±0.7	2.7±0.6
	Super hıgh school(0.2)	2.8±0.0	3.6±0.0	5.0±0.0	2.5±0.0
	Statistical Analysis (t-p)	1.4-0.1	0.7-0.5	**5.3-0.0**	0.6-0.4
Selecting nursing	Yes (28.9)	2.8±0.6	3.2±0.6	2.7±0.7	2.8±0.6

voluntarily	No (42.1)	2.8±0.7	3.2±0.6	2.7±0.7	2.8±0.6
	Undecided (29.1)	2.7±0.7	3.2±0.6	2.8±0.7	2.8±0.6
	Statistical Analysis (t-p)	0.08-0.9	0.4-0.6	0.1-0.8	0.07-0.9
Compliance with interests of nursing	Yes (38.4)	2.8±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	No (23.1)	2.8±0.7	3.3±0.7	2.9±0.7	2.8±0.6
	Undecided (38.4)	2.7±0.6	3.2±0.6	2.7±0.7	2.7±0.6
	Statistical Analysis (t-p)	0.8-0.4	1.0-0.3	2.4-0.08	0.9-0.1

SIC: Sense of internal control, **DI**: Desire for independence, **RTP**:Risk-taking propensity, **E.P**: Entrepreneurial potential, **E.F**: Entrepreneurial feelings

Findings about Innovation-related characteristics

Opinions about what the innovations in nursing are, opinions about the state of following the innovations occurring in the nursing field, opinions about whether students' education includes the innovations occurring in the nursing field, opinions about whether the nursing education increases awareness of the innovations, opinions about whether the nursing education contributes to the training of students as individualscapable of producing ideas-, and entrepreneurial feelings and entrepreneurial potential.

In the section of opinions about what the innovations in nursing are; it was determined that entrepreneurial potential mean scoresof those agreed with the statement 'nursing related issues which are need to be discussed are being discussed' were higher, and a statistically significant difference between them was found out (2.8±0.6) (Table 2, $p<0.05$).

In the section of the state of following the innovations occurring in the nursing field; those following the innovations in nursing from nursing journals have higher mean score (2.9±0.6), of sense of internal control and entrepreneurial potential; those following the innovations in nursing from domestic and foreign resources (2.8±0.7) have higher mean score of risk-taking propensity; those following the innovations in nursing from their teachers(3.3±0.7) and from conferences and seminars(3.2±0.6) have higher mean score of desire for independence, and it was determined to have statistically significant difference between them (Table 2, $p<0.05$).

In the section of opinions about whether students' education includes the innovations occurring in the nursing field; those stating that they get educationunaware of the innovations occurring in nursing have higher (2.8±0.7) mean score of sense of internal control; those stating that the lessons don't contain the innovations occurring in nursing have higher (3.3±0.7), mean score of desire for independence; those who don't agree with the expression (2.8±0.6), 'not totally butpartially yes'(2.8±0.7), those stating that the lessons aren't open to the innovations, and those stating that they get educationunaware of the innovations occurring in nursing have higher (2.8±0.7), mean score of risk-taking propensityand it was determined to have statistically significant difference between them (Table 2, $p<0.05$).

In the section of opinions about whether the nursing education increases awareness of the innovations; those stating that the courses don't contain the current issues have higher (2.8±0.7), mean score of sense of internal control; ; those stating that there is traditional education (2.8±0.7), those stating that the courses don't contain the current issues (2.9±0.6), and those stating that modernapproaches are not discussed (2.8±0.7) have higher mean score of risk-taking propensity, and it was determined to have statistically significant difference between them (Table 2, $p<0.05$).In the section of opinions about whether the nursing education contributes to the upbringing of students as an individual capable of producing ideas; those stating that current issues from real life contribute and those

stating that they started thinking about new things related to health have higher (2.9±0.7) mean score of risk-taking propensity (2.8±0.7); those stating that they can produce alternative ideas have higher (2.9±0.6), mean score of entrepreneurial potential, and it was determined to have statistically significant difference between them (Table 2, p<0.05).

A positive relationship between Entrepreneurial feelings (sense of internal control (2.8±0.6), risk-taking propensity (2.7±0.7), desire for independence (3.2±0.6), entrepreneurial potential (2.8±0.6)) was determined in the correlation analysis (Table 3, p<0.05).

Table 2. Comparing with the Entrepreneurship Innovation and Entrepreneurship His Potential Related Features

Innovatıon Related Propertıes	%	Sub Scale Dımensıons (X±SD)			
		SIC	DI	RTP	E.P
Opinions about what the innovations in nursing are					
New methods and techniques are used	I agree(58.3)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	I disagree(41.7)	2.8±0.7	3.2±0.6	2.7±0.7	2.8±0.6
Statistical Analysis (t-p)		1.2-0.1	1.1-0.2	0.3-0.7	0.7-0.4
Besides theoretical subjects are offered the possibility of application	I agree(56.7)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	I disagree (43.3)	2.8±0.7	3.2±0.7	2.8±0.7	2.8±0.6
Statistical Analysis (t-p)		1.6-0.1	1.0-0.3	0.6-0.5	0.6-0.4
Nursing related issues which are need to be discussed are being discussed	I agree(55.6)	2.8±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	I disagree (44.4)	2.8±0.6	3.2±0.7	2.7±0.7	2.7±0.6
Statistical Analysis (t-p)		0.04-0.9	0.4-0.6	0.3-0.7	**1.9-0.05**
Nursing İnformation systems offered	I agree (65.5)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	I disagree (34.5)	2.8±06	3.3±0.7	2.8±0.7	2.8±0.6
Statistical Analysis (t-p)		0.8-0.4	1.1-0.2	1.5-0.1	0.9-0.3
There is nothing new in Nursing	I agree (28.3)	2.8±0.7	3.2±0.7	2.8±0.6	2.8±0.6
	I disagree (71.7)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
Statistical Analysis (t-p)		0.8-0.1	0.06-0.9	0.7-0.4	0.1-0.8
Opinions about the state of following the innovations occurring in the nursing field					
I do not follow	I agree (25.5)	2.7±0.7	3.2±0.6	2.8±0.8	2.7±0.6
	I disagree (74.5)	2.8±0.6	3.2±0.6	2.7±0.6	2.8±0.6
Statistical Analysis (t-p)		0.8-0.4	0.5-0.5	1.0-0.3	1.3-0.1

Journal of nursing	I agree (42.6)	2.9±0.6	3.2±0.6	2.8±0.7	2.9±0.6
	I disagree (57.4)	2.7±0.6	3.2±0.6	2.7±0.7	2.7±0.6
Statistical Analysis (t-p)		**3.0-0.002**	0.3-0.7	1.4-0.1	**2.3-0.01**
And read the article in the Course	I agree (53.4)	2.8±0.7	3.2±0.6	2.7±0.6	2.8±0.6
	I disagree (46.6)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
Statistical Analysis (t-p)		1.1-0.2	1.3-0.1	0.5-0.5	1.0-0.3
Courses will be offered at the university	I agree (80.9)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	I disagree (19.1)	2.8±0.7	3.2±0.7	2.8±0.6	2.8±0.6
Statistical Analysis (t-p)		1.4-0.1	0.1-0.8	1.0-0.3	0.6-0.5
Domestic and foreign resources	I agree (31.2)	2.8±0.7	3.2±0.7	2.8±0.7	2.9±0.6
	I disagree (68.8)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
Statistical Analysis (t-p)		1.4-0.1	1.4-0.6	**2.5-0.01**	1.6-0.1
To take advantage of teacher	I agree (73.6)	2.7±0.6	3.3±0.7	2.7±0.7	2.8±0.6
	I disagree (26.4)	2.8±0.7	3.2±0.6	2.8±0.6	2.7±0.6
Statistical Analysis (t-p)		1.0-0.2	**2.1-0.03**	1.6-0.08	1.4-0.1
Conference and the seminar	I agree (31.8)	2.8±0.7	3.2±0.6	2.8±0.7	2.8±0.6
	I disagree (68.2)	2.7±0.6	3.1±0.7	2.7±0.7	2.8±0.6
Statistical Analysis (t-p)		1.0-0.2	**2.1-0.04**	1.1-0.1	0.1-0.9
Opinions about whether students' education includes the innovations occurring in the nursing field					
The lack of technological infrastructure of classroom	I agree (83.9)	2.8±0.7	3.2±0.6	2.7±0.7	2.8±0.6
	I disagree (16.1)	2.7±0.6	3.2±0.6	2.8±0.7	2.9±0.6
Statistical Analysis (t-p)		0.1-0.8	0.2-0.7	0.9-0.3	0.9-0.3
Not totally, partially yes	I agree (66.6)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	I disagree (34.4)	2.8±0.7	3.2±0.6	2.8±0.6	2.8±0.6
Statistical Analysis (t-p)		1.3-0.1	0.6-0.5	**2.0-0.04**	1.0-0.2
Contains innovations in nursing	I agree (52.2)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	I disagree (47.8)	2.8±0.7	3.3±0.7	2.8±0.7	2.8±0.6
Statistical Analysis (t-p)		1.6-0.09	**1.8-0.05**	1.8-0.07	0.4-0.6
Courses are taught as open to	I agree (53.6)	2.7±0.6	3.2±0.6	2.7±0.6	2.8±0.6

innovation	I disagree (46.4)	2.8±0.7	3.2±0.7	2.8±0.7	2.8±0.6
Statistical Analysis (t-p)		1.4-0.1	0.4-0.6	**1.9-0.05**	0.2-0.7
Education unaware of the Innovation	I agree (34.1)	2.8±0.7	3.2±0.7	2.8±0.7	2.8±0.6
	I disagree (65.9)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
Statistical Analysis (t-p)		**2.0-0.03**	0.3-0.7	**2.3-0.02**	0.09-0.9
Opinions about whether the nursing education increases awareness of the innovations					
No, there are traditional training	I agree (48.7)	2.8±0.7	3.2±0.7	2.8±0.7	2.8±0.6
	I disagree (51.3)	2.7±0.6	3.2±0.6	2.6±0.6	2.8±0.6
Statistical Analysis (t-p)		0.7-0.4	0.4-0.6	**3.5-0.0**	0.2-0.7
Nursing is no longer with us I'm interested	I agree(67.9)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	I disagree (32.1)	2.8±0.7	3.2±0.7	2.8±0.6	2.8±0.6
Statistical Analysis (t-p)		0.3-0.7	0.1-0.8	0.5-0.5	0.2-0.7
Nursıng related news engagıng	I agree (69.3)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	I disagree (30.7)	2.8±0.7	3.2±0.7	2.9±0.6	2.8±0.6
Statistical Analysis (t-p)		**2.0-0.03**	0.8-0.4	**2.5-0.01**	0.5-0.5
Modern approaches discussed	I agree (58.3)	2.7±0.6	3.2±0.6	2.7±0.6	2.8±0.6
	I disagree (41.7)	2.8±0.7	3.3±0.7	2.8±0.7	2.8±0.6
Statistical Analysis (t-p)		1.0-0.3	1.3-0.1	**2.5-0.01**	0.7-0.4
Sense of curıosıty beıng wıth ıncentıves	I agree (59.7)	2.8±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	I disagree (40.3)	2.7±0.7	3.2±0.7	2.7±0.7	2.8±0.6
Statistical Analysis (t-p)		0.4-0.6	0.4-0.6	0.1-0.8	1.3-0.1
Opinions about whether the nursing education contributes to the training of students as individuals capable of producing ideas					
Those stating that current issues from real life	I agree (81.6)	2.8±0.6	3.2±0.6	2.9±0.7	2.8±0.6
	I disagree (18.4)	2.8±0.7	3.2±0.7	2.7±0.7	2.8±0.6
Statistical Analysis (t-p)		0.09-0.9	0.1-0.8	**1.9-0.04**	0.7-0.4
Partially, but not enough	I agree (70.4)	2.8±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	I disagree (29.6)	2.7±0.7	3.2±0.7	2.7±0.7	2.8±0.6
Statistical Analysis (t-p)		0.2-0.8	0.1-0.8	0.1-0.8	0.4-0.6
Rote and old resources used	I agree (46.6)	2.8±0.6	3.2±0.6	2.8±0.7	2.8±0.6

	I disagree (53.4)	2.7±0.6	3.2±0.6	2.7±0.6	2.8±0.6
Statistical Analysis (t-p)		0.9-0.3	0.6-0.5	1.2-0.2	1.6-0.09
I began to think differently	I agree (57.6)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	I disagree (42.4)	2.8±0.7	3.2±0.7	2.8±0.7	2.8±0.6
Statistical Analysis (t-p)		0.7-0.4	0.2-0.8	1.6-0.1	1.1-0.2
I began to think of new things about health	I agree (69.9)	2.7±0.6	3.2±0.6	2.7±0.7	2.8±0.6
	I disagree (30.1)	2.8±0.7	3.2±0.7	2.8±0.7	2.7±0.6
Statistical Analysis (t-p)		0.8-0.4	0.04-0.9	**1.9-0.04**	1.1-0.2
Alternatively, you can generate ideas	I agree (62.8)	2.8±0.6	3.2±0.6	2.7±0.7	2.9±0.6
	I disagree (37.2)	2.7±0.7	3.2±0.7	2.8±0.7	2.7±0.6
Statistical Analysis (t-p)		0.7-0.4	0.4-0.6	0.6-0.5	**2.9-0.003**

SIC: Sense of internal control, **DI**: Desire for independence, **RTP**: Risk-taking propensity, **E.P**: Entrepreneurial potential

Table 3. Entrepreneurial Potential Correlation Analysis and Entrepreneurship feelings

Entrepreneurial feelings	**(X±SS)**	**Entrepreneurial potential (2.8±0.6)**	**p**
Sense of internal control	(2.8±0.6)	r=0.433	0.000
Desire for independence	(3.2±0.6)	r=0.339	0.000
Risk-taking propensity	(2.7±0.7)	r=0.464	0.000

Discussion

Today, higher education programs all over the world are trying to expand its training capacity by applying innovative strategies to meet the needs of the future workforce. However, the founder of modern nursing, Florence Nightingale, - in her saying 'More livable world; such a world will not be granted to us, then we should try to create this world without hesitation. We must change the life instead of conforming to it'- drew attention to the need and inevitability of change in the 1800's (Sarıoglu, 2014, Sahin et al, 2015, Kose, 2012). Florence Nightingale's this idea is considered to be the first stepfor the existence of innovation innursing. Today, nursing educators state that radical changes in the existing curriculum is necessary for innovation. Implementing innovative strategies in nursing education has become essential in order to educate nurses capable of meeting the expectations of the globalizing world. Therefore, education and innovation are within the field of interest of public health covering many areas of nursing and especially public health nursing (Dil et al, 2012). Considering the literature on the subject; there are no studies about innovation in nursing education and students. Therefore, the findings of this study were discussed with the findings of other studies on university students and adults.

Comparison of Descriptive Characteristicswith Entrepreneurial feelings(Sense of internal control, Desire for independence, risk taking propensity) and Entrepreneurial Potential In individual approach defining or explaining to become an entrepreneur, entrepreneurship is

explained mostly with psychological and demographic characteristics. Factors such as age, gender, grade, parental education and occupational status, place of residence, income, education level, interest in occupations constitute demographic factors.In the individual approach,one issue which is mostly focussed on is psychological approach. As the main determinants of entrepreneurship, psychological factors such assuccess needs (entrepreneurial potential), internal sense of control, risk taking propensity, the desire for independence (entrepreneurial feelings) have come into prominence (Ozden et al, 2008).

Super high school graduates have higher mean score in the subdimension of risk-taking propensity. Unlike our study, in the study conducted by Cicek et al. (2015), super high school graduates' mean score in the subdimension of risk-taking propensity wasn't significant. The reason for why super high school graduates have higher mean score in our study is the abolition of the super high schools in our country, in 2004. Therefore, the number of super high school graduates in our university is very few since the majority of students attending university now graduated in the years following 2004.

Internal control feelings and entrepreneurial potential sub-dimensions mean scores of those who spend most of their lives in the city center are significantly higher. In their study, Yelkikalan et al. (2010) determined that entrepreneurial inclination of individuals indicate differences at the regional level.According to this study, families don't have any effects on entrepreneurial inclination. They determined that individuals' lifestyles and socio-economic status vary from country to country according to their traditions and beliefs.Perceived internal sense of control is the belief that people can affect theoutcomes 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.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 observedunder 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. These children with extrinsic motivation think that they don't have ability to influence events in their lives. In brief, it can be stated that children who don't grow up in the city have less entrepreneurial skills. In a patriarchal society, males have more opportunities to have more effective education; besides it has been an expected result that the increase in risk taking propensity dimension of those living in the city.

Bozkurt (2013) suggests that the ideal age range for entrepreneurship is between 20 and 50 years in her study revealing that the importance of personality in the entrepreneurial inclination.In a study conducted by Sinha in India, it has been demonstrated that people have more entrepreneurial traits at younger ages. From this point of view, it is understood that entrepreneurial potentials of university students are higher than those of the elder. However, due to the ages of the majority of the students who participated in our study are twenty and lower, it has been concluded that their entrepreneurial potential will increase in the later period. It is thought that opportunities offered to students to be entrepreneurs at school and in their daily lives are insufficient for now.

In our study, gender and risk taking propensity subdimension which was one the entrepreneurial feelings were determined to be higher in males. In the studies conducted, it was concluded that male students were more entrepreneurial than female students (Cicek, 2015). Similar studies on university students were conducted by Emsen et al. (2001), Wang and Wong (2004). In their studies, they determined that gender affected entrepreneurship.It can be considered that this case is related to the environment and opportunities offered by the environment.As in our study, due to therisk taking abilities of male students are higher than those of female students, it can be said that risk taking propensity develop in parallel with entrepreneurial feelings.

In analogy to our study, in the study conducted by Duran et al. (2013), it was determined that

there were no differences between the mean scores of 'entrepreneurial feelings and potential' and class levels. In two public universities, Ipcioglu and Taser in 2009, conducted a study on entrepreneurial feelings of 1st and 4th grade students at business administration department in which entrepreneurial individuals aimed to be educated. According to the results of this research; it was found out that compared to the first graders, fourth graders' risk-taking propensity, the 'tolerance against uncertainty and feelings of self-confidence increased. In the studyconducted on university students, Wang and Wong (2004) identified that educational level had effect on entrepreneurship. In our study, it was observed that there wasn't statistically significant relationship between the risk-taking ability of 1st, 2nd, 3rd and 4th graders and their mean scores were very close. Based on this, it can be said that the education given them don't develop the entrepreneurial potentials and the feelings.It can be considered as the most important reasons for this situation are lacking of entrepreneurship-related courses in nursing curriculum, and performing course related practises insufficiently due to the crowded classrooms.

In this study, it was found out that the familial characteristics (such as parental education and occupational status, place of residence, income etc.) didn't have effects on entrepreneurial feeling and entrepreneurial potential.Unlike our study, in different studies, it determined that the familial characteristics and the occupation of head of the family affected entrepreneurship (Emsen ve ark, 2001,Wang ve Wong 20). This difference is believed to result from the characteristics of students profiles in our study group.

Comparing the Innovation Related Features with Entrepreneurial feelings and Entrepreneurial Potential

In recent years, with the increased awareness of the importance of innovation in nursing, innovative developments in the field of nursing has increased both in the world and in Turkey. One of these developments is that American Nurses Association (ANA) started working to restructure the curriculum of nursing education in the 1980s. In these studies, it was emphasized that nursing educators should pay more attention to innovative techniques in the education process.

In the section of opinions about what the innovations in nursing are;ourfindings indicate that innovative practicesrelated to nursing are mainly used in the courses in various ways. This indicatesthat more than half of the students are satisfied in terms of innovative education. Moreover, from the innovative perspective, that the innovations in nursing focus on different issues and concepts from other health disciplines, that due to the nursing profession - trying to adapt to technology developing and changing in a constant speed- opens to innovative approaches, and that there is more focus on new information systems in nursing are important element in terms of students' benefiting from the technology and being innovative. This situation is important because it shows that education in the nursing field is not uniform and started to expand itsfield. For example, innovations in the field of Nursing Information Systems (NIS) have brought about significant changes in the contents of university courses. Today, that nursing services can be planned, saved, and reflected in the electronic media has started to be seen as a necessity (Abazaoglu, 2014). In this aspect, It has been possible for students having NIS education to update their former knowledge and to evaluate knowledge with a new formation and innovative sense. Thus, according to needs restructuring, andreforming the findings, which are obtained in the light of present data and by means of knowledge learnt in the educational environment, has been the common point of education and innovation.

In addition, the mean scores of entrepreneurial potentials of those who state that issues related to nursing are discussed in their education was identified to be higher; and a statistically significant difference between them was found out. Thus, students think that they have achieved significant innovative capability in these fields with the information they obtained and can do the works which can be described as entrepreneurship (2.8±0.6).

In the section of the state of following the innovations occurring in the nursing field; the mean score of internal control feelings and entrepreneurial potential of those who follow the innovations occurring in the nursing field from nursing journals (2.9±0.6), the mean score of risk-taking propensity of those who follow the innovations occurring in the nursing field from domestic and foreign resources (2.8±0.7), the

mean score of desire for independence of those who follow the innovations occurring in the nursing field from their teachers (3.3±0.7), conferences and seminars (3.2±0.6) were determined to be higher and to have statistically significant difference between them. Only 25.5 % of the participants stated that they didn't follow the innovative development in nursing field. However, 74.5 % of students stated that they followed the innovations in various ways, and among these; the rate of those stated that they follow the innovations through 'courses at university and their teachers' was found out to be the highest level. 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 in undergraduate education institutions asindividuals who are independent, have a sense of internal control and have innovative insights. In this regard, that the undergraduate students are proficient in both their education and in their field will have a function to meet the community's health care needs by following domestic and international nursing journals.

In the section of opinions about whether students' education includes the innovations occurring in the nursing field; Those agree with the expressions of 'technological infrastructure is inadequate in the classroom' (83.9%), 'not totally, butpartially yes' (66.6%), 'lessons contain the innovations occurring in nursing' (52.2%), 'lessons open to the innovations' (53.6%) and those don't agree with the expression 'getting educationunaware of the innovations occurring in nursing' (65.9%) constituted the majority. As indicated, findings are not in desirable level. This is an important problem. Developments such as, that the practicesare evidence-based in recent years, that students are educated to convert the knowledge into skills by simulation techniques, trying to ensure the standardization in patient care, and the increase in accreditation activities and etc. Can be indicated as examples of innovative efforts in nursing field (Sarioglu, 2014, Sahin et al, 2015). To develop skills obtained by innovation, it is needed to reach the advanced levels in nursing education and technological infrastructure, and to update programs accordingly. However, 65.9% of the students state that they have educationaware of the innovations occurring in nursing. To increase this rate further; a mind structure opening to innovation and education in occupational field.Those stating that they get educationunaware of the innovations occurring in nursing have higher mean score of sense of internal control; those stating that the lessons don't (2.8±0.7) contain the innovations occurring in nursing (3.3±0.7), have higher mean score of desire for independence; those who don't agree with the expression 'not totally but partially yes' , those stating that the lessons aren't open to the innovations, and those stating that they get educationunaware of the innovations occurring in nursing (2.8±0.6), have higher mean score of risk-taking propensity, (2.8±0.7) and it was determined to have statistically significant difference between them.According to the report of Organization for Economic Cooperation and Development (OECD) in 2009, it was concluded that education didn't reduce unemployment in Turkey as in OECD countries. Additionally, in this study, when jobfinding rates of those having a lower graduation level than high school education was compared with jobfinding rates of those with higher education, the rate of those with higher education was found out to be good, though minimal. To complete the economic development, in all phases of the education given to the qualified and sufficient numbers of labor force, programs that will prepare them for the profession must be established. Particularly the reduction of the labor force formed by unqualified personnel is through a quality vocational education (Duran et al 2013). This situation reveals that entrepreneurial feelings (sense of internal control, Desire for Independence, Risk Taking), the the demands and needs for success (Entrepreneurial Potential) should be instilled in the students during the lessons, in the undergraduate education. Entrepreneurship education requested by students since it provides them necessary skills and confidence to develop their own initiatives. Entrepreneurs of the futurewants to find new ways through innovation to improve new products, services and technological processes.Entrepreneurship education should handle creativity in the new ventures together with entrepreneurial attitudes and behaviors. Educators must believe that entrepreneurs can change the perceptions of their entrepreneurial

intentions. In other words, getting the desired benefit from the education is related to the degree which students can change their entrepreneurial feelings.

In the section of that the nursing education increases the awareness of the innovations; Students who agreed with the expressions of 'there is traditional education' (51.3 %), 'now, I'm interested in news related to nursing' (61.9 %), 'lessons include contemporary issues'(61.3%), 'modern approaches are discussed' (58.3%), and 'intriguing and encouragingconversations are made' (59.7%) constituted the majority. In our study, while 48.7 % of students agreed with the statement 'there is traditional education', 51.3 % of them didn't agreed. In the other statements that are positive, the percentage of students stating that they agree is much higher than those stating that they don't agree. In our findings; nursing students experience with nursing issues and innovation in the field of nursing education at university in various ways, and they think that their education is sufficient for innovative experience.Those stating that the courses don't contain the current issues have higher mean score of sense of internal control; those stating that there is traditional education, those stating that the courses don't contain the current issues, and those stating that modern approaches are not discussed have higher mean score of risk-taking propensity, and itwas determined to have statistically significant difference between them.It has been found out in the literature that education develops entrepreneurial feelings. Particularly, itdevelops the desire for independence and risk-taking ability. Furthermore, it has been identified in research conducted recently that the sense of internal control which people can influence the outcomesof their actions is related to entrepreneurship. In order to influence the outcomes of their actions, individuals having these developed capabilities desire an education system which is free from traditional educational models and having contemporary issues presented with modern approaches. Thus, the entrepreneurial potential of individuals will rise and they will set up their own businesses.

In the section of that the nursing education contributes to the training of students as individuals who are capable of producing ideas; Those stating that 'application classes contribute'(2.9±0.7), and 'I didn't start thinking about new things about nursing (2.8±0.7),' have higher mean score of risk-taking propensity. Those stating that 'they can produce alternative ideas (2.9±0.6),' have higher mean scores of entrepreneurial potentials. A statistically significant difference between them was found out. 70.4% of students stated that they agreed with the statement 'nursing education partially contributesto the training students as individuals who are capable of producing ideas, and 46.6% of students stated that they agreed with the statement 'rote learning system and outdated resources are used'. This, unfortunately, is not a rate to be underestimated but it was observed that students had more expressions of 'I agree' in other positive items. In this regard, it is possible to state that a considerable number of students have the potential which generates innovation with a little effort. From this perspective, there is a need to develop with practice and support the students, especially, who think that they are incompetent in term of innovation. Practicesand observations are indispensable techniques for the development of creativity in nursing. Therefore, it is impossible for students, whose nursing knowledge is insufficient, and who aren't supported enough in practise, who don't make observations, to use their innovative side completely.

In the modern countries, one of the most fundamental criticism of the compulsory education and the education system is related its preventing the development of creativity. In the traditional education systems, students' creativity doesn't develop due to the rote learning, learning exactly what is written in books, transferring the knowledge without doing experiments and practices and etc. However, students must educated in accordance with the requirements of the changing World (Abazaoglu, 2014). Because, both knowledge and analysis are used simultaneously for innovation. There fore, it is necessary for the students to identify, formulate and find alternative solutions in case of having a problem. In this aspect, students should be given opportunities and resources to develop their creativity, and knowledge to improve their innovative sides. Students shouln't be contented with what they have and they should be in search of new things, and create innovations based on what they have. Otherwise, this would be just a memorization and remains at a level that doesn't go beyond imitation.

Whereas, thinking, action and quest for innovation should take place together for the development. From this perspective, to improve students' efficiency and productivity, just knowing the scientific developments is not enough. Based on what students learnt, they should be directed to research new information and should develop new ideas. The acquired content must provide the opportunities to search for scientific answers and to evaluate the data in a scientific context. Furthermore, this acquired content can provide tranfer into other scientific facts, and can reshape between the different cases. In this regard, a student with innovative ideas must have skills such as synthesis, analytical thinking and presenting what they obtained in the practice field by reshaping them.

These students should have qualifications to produce new ideas as a result of their education, to separate events in their environment into parts and to be able to rebuild in different forms (Sahin et al, 2015). As in each systematic education, one of the main features of nursing education is its being scientific. Students having nursing education must have developed thinking skills must look at the events with an innovative level of perception.

Conclusıon And Suggestıons

It was identified that the more Entrepreneurial Potentials students have, the more Entrepreneurial feelings they have. Therefore, education counseling and support programs should be strengthened to develop students' entrepreneurial feelings in nursing education.

References

Abazaoglu I. (2014). Applications for Professional Development and Teacher Training Programs Teacher in the world. Turkish Studies - International Periodical for the Languages, Literature and History of Turkish. Ankara-Turkey.

Antoncic B. (2007). Intrapreneurship: a comparative structturale quation modeling study. *Industrial Management and Data Systems*; (107), 309-325.

Bozkurt O, Erdurur K. (2013). The effect of entrepreneurial orientation of the entrepreneurial personality traits: a study on potential entrepreneurs. Entrepreneurship and Development Magazine. *Journal of Entrepreneurship and Development*; (8), 2-10.

Bradshaw MJ. (2001). Fuszard's Innovative Teaching Strategies In Nursing. In: Effective Learning: What Teachers Need To Know, 3rd ed. USA, Aspen Publishers, 17-26.

Cicek E. (2015). Because of the war ımmıgrants from syrıa to turkey unıversıty students' lıfe satısfactıon and healthy lıfestyle behavıor changes. Gaziantep University Faculty of Health Sciences, *Master Thesis*, Gaziantep.

Dil S, Uzun M, Aykanat B. (2012). Innovation in nursing education. *International Journal of Human Sciences;* (9), 1217-1228.

Duran C, Buber H, Gumustekin G. (2013). Contribution of Education to the Feelings of Entrepreneurship: The Case of Kütahya Vocational High School Machine Program. Journal of Entrepreneurship and Development; 8(2); 7-32.

Emsen ÖS, Yilmaz Ö, Çınar S. (2001). Professional Tendencies and Entrepreneurship in the Young Generation: An Empirical Study. *Journal of Productivity*, 1, 153–176.

Hisrich RD, Peters MP. (1980). Entrepreneurship, McGraw-Hill Higher Pervin, L. A. , Personality: Theory, Assesmentand Research, John Wiley&Sons, New York.

International Council of Nurses (ICN). (2012). Closing the gap: from evidence to action. December 22, 2013.

International Council of Nurses (ICN). (2009). Delivering quality, serving communities: nurses leading care innovations. April 29, 2013.

Ipcioglu I, Taser A. (2009). Given the Department of Management Entrepreneurship Education Candidate Impact on Students, *Suleyman Demirel University Journal of the Institute of Social Sciences;* (2),10-11.

Johannessen J, Olsen B, Lumpkin GT. (2001). Innovation as newness: what is new, how new, and newtow hom.? *European Journal of Innovation Management;* (4), 20-31.

Kose B.(2012). Consumer Innovation and Adoption of Innovation: Innovation as a mobile. Institute of Social Sciences, Business Administration Department, *Doctoral Thesis*, Afyonkarahisar, Afyon Kocatepe University.

Ottenbacher M, Gnoth J. (2005). How to develop successful hospitality innovation. *Cornell Hotel and Restaurant Administration Quarterly;* (46), 205-222.

Okem G. (2011), Innovation in health in Turkey's accession process to the European Union, Turkish Industrialists' and Businessmen's Association Istanbul-Turkey.

Ozden K, Temurlenk S, Başar S. (2008). Trends in Entrepreneurship: A Study on Kyrgyzstan-Turkey Manas University and Ataturk University Students. *Review of Social, Economic & Business Studies*; 11(12),1-20.

Sahin V, Bilgili M, Kocalar A.(2015). Geography undergraduate students' vıews of ınnovatıon ın educatıon, , İnternational Periodical for the Languages, Literature and History of Turkish or Turkic, Ankara –Turkey.

Sarıoglu A. (2014).Validity and Reliability of the Individual Innovation Scale in Nursing, Ataturk University, Faculty of Health Sciences, *Master's Thesis*, Erzurum.

Yelkikalan N, Akatay A, Yıldırım HM, Karadeniz Y, Kose C, Koncagul O, Ozer E. (2010). University Entrepreneurship Education in the world and in Turkey: A Comparative Analysis of Social and Economic Research, *Journal of KMU* (19), 51-59.

Wang CK, Wong P. (2004). Entrepreneurial Interest of University Students in Singapore, *Technovation*, 24, 163–72.

Zaho F. (2005). Exploring the synergy between entrepreneurship and innovation. *International Journal of Entrepreneurial Behaviour and Research;* (11), 25-41.