

Understanding of Nursing Entrepreneurship among Future Nursing Professionals in Gujrat

Rubina Inam^{*1}, Humaira Kanwal², Iram Javed³, Farwa Inayat⁴ and Mussarat Murad⁵

¹Principal, Nursing Department, University of Chenab, Gujrat, Punjab, Pakistan.

²Assistant Professor, Nursing Department, University of Chenab, Gujrat, Punjab, Pakistan.

^{3,4,5}Post RN Student, Nursing Department, University of Chenab, Gujrat, Punjab, Pakistan.

***Corresponding:** rubinainam066@gmail.com

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ABSTRACT

Background: Nursing entrepreneurship is an emerging area that provides nurses with opportunities to extend their professional roles beyond conventional clinical practice through independent healthcare services, innovative solutions, consultancy, education, and other entrepreneurial activities. Developing entrepreneurial understanding among nursing students is important because it may encourage innovation, professional autonomy, and the exploration of diverse career opportunities. However, nursing students may have limited exposure to entrepreneurship because of inadequate training, limited practical experience, and insufficient institutional support.

Objective: To assess the level of understanding regarding nursing entrepreneurship among future nursing students.

Materials and Methods: A descriptive cross-sectional study was conducted among 183 undergraduate nursing students at the University of Chenab and Aziz Bhatti Hospital, Gujrat, from February 2026 to May 2026. Participants were selected through stratified random sampling. Data were collected using a structured questionnaire comprising demographic characteristics and the Entrepreneurship Survey for Nursing Students. The entrepreneurship survey consisted of 19 items assessing entrepreneurial knowledge and awareness, attitudes, intentions, perceived behavioral control, subjective norms, and barriers. Data were analyzed using SPSS version 25. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize the findings, while appropriate inferential tests were planned to examine associations between demographic characteristics and entrepreneurship understanding. A p-value of ≤ 0.05 was considered statistically significant.

Results: Among the 183 participants, 106 (57.9%) were aged 21–30 years, 68 (37.2%) were aged 31–40 years, and 9 (4.9%) were aged 41–50 years. Males constituted 105 (57.4%) of the participants, while females accounted for 78 (42.6%). Most participants were single, 136 (74.3%), compared with 47 (25.7%) who were married. Notably, all participants, 183 (100%), reported having no previous training in entrepreneurship. The majority, 162 (88.5%), had no previous business experience, while only 21 (11.5%) reported having such experience. Regarding family entrepreneurial background, 123 (67.2%) reported no family involvement in entrepreneurship, whereas 60 (32.8%) reported an entrepreneurial family background. Overall, 166 (90.7%) participants demonstrated a moderate level of understanding of nursing entrepreneurship, while 17 (9.3%) had poor understanding. None of the participants demonstrated a good level of understanding.

Conclusion: The study found that most nursing students had a moderate understanding of nursing entrepreneurship, while a smaller proportion demonstrated poor understanding and none achieved a good level. The complete absence of previous entrepreneurship training and the limited business experience among participants highlight the need to strengthen entrepreneurship education within nursing programs. Incorporating structured entrepreneurship courses, practical activities, mentorship, and opportunities for innovation may help nursing students develop the knowledge and skills required to explore entrepreneurial roles in healthcare.

Keywords: Nursing Entrepreneurship, Nursing Students, Entrepreneurial Understanding, Entrepreneurship Education, Entrepreneurial Awareness, Nursing Education

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INTRODUCTION

The nursing profession is increasingly expanding beyond traditional hospital-based and physician-supervised roles in response to changing healthcare needs, technological advancement, and growing demand for accessible and cost-effective services (Monteagudo et al., 2025). Nursing entrepreneurship involves applying nursing knowledge and professional expertise to establish or manage innovative healthcare services and business ventures, including home healthcare, health consultancy, rehabilitation, wellness services, telehealth, and educational initiatives (Trotte et al., 2021). Nurse entrepreneurs can contribute to healthcare innovation, professional autonomy, job satisfaction, and financial independence while improving access to services, particularly in underserved communities (Chularee et al., 2024; Soder et al., 2022). Although entrepreneurship is increasingly incorporated into nursing education in developed healthcare systems, it remains relatively underdeveloped in many low- and middle-income countries, including Pakistan (de Oliveira et al., 2026). Limited exposure to entrepreneurial concepts, inadequate training, insufficient mentorship, and restricted institutional support may prevent nursing students from recognizing and pursuing entrepreneurial opportunities (Rahmanianaraki et al., 2024).

Undergraduate nursing students represent an important population for developing entrepreneurial thinking because their knowledge, attitudes, and perceptions may influence future career choices and their willingness to participate in healthcare innovation. Entrepreneurship education can enhance students' creativity, leadership, problem-solving abilities, and readiness to develop innovative approaches to healthcare delivery (Eminoglu & Gungormus, 2024). In Pakistan, where healthcare systems face challenges related to limited resources, population growth, and unequal access to healthcare services, strengthening entrepreneurial capacity among nurses may

provide opportunities for expanding healthcare services and addressing unmet community needs (Jarrar et al., 2023). However, limited evidence is available regarding nursing students' understanding of entrepreneurship in the Pakistani context. Assessing their current level of understanding is therefore important for identifying educational gaps and informing the development of appropriate entrepreneurship education within nursing curricula. Therefore, the present study aimed to assess the level of understanding regarding nursing entrepreneurship among future nursing professionals.

MATERIAL AND METHODS

A descriptive cross-sectional study was conducted among 183 undergraduate nursing students enrolled in BSN Generic and Post RN BSN programs at the University of Chenab and Aziz Bhatti Hospital, Gujrat, Pakistan, from February to May 2026. Participants were selected through stratified random sampling. Students who had completed at least one semester, were currently enrolled in the selected nursing programs, and provided informed consent were included, while students on academic leave, absent during data collection, unwilling to participate, or enrolled in other healthcare disciplines were excluded. After obtaining ethical approval and institutional permission, data were collected using a structured self-administered questionnaire comprising demographic characteristics and the Entrepreneurship Survey for Nursing Students adopted from Trotte et al. (2021). Data were coded, cleaned, and analyzed using SPSS version 25. Frequencies and percentages were calculated for categorical variables, while means and standard deviations were used for continuous variables and entrepreneurship scores. Written informed consent was obtained from all participants, and anonymity, confidentiality, voluntary participation, and the right to withdraw from the study were ensured throughout the research process.

RESULTS

Demographic Characteristics of Participants

Table 1: Demographics Characteristics of Participants

Demographic Variables	Category	Frequency (f)	Percentage (%)
Age	21–30 Year	106	57.9
	31–40 Year	68	37.2
	41–50 Year	9	4.9
Gender	Male	105	57.4
	Female	78	42.6
Marital Status	Single	136	74.3
	Married	47	25.7
Previous training in entrepreneurship	No	183	100.0
	Yes	0	0
Business experience	No	162	88.5
	Yes	21	11.5
Family entrepreneurial background	No	123	67.2
	Yes	60	32.8

Table 1 presents the demographic characteristics of the participants. Most participants were aged 21–30 years (57.9%), followed by 31–40 years (37.2%) and 41–50

years (4.9%). Males represented 57.4% of the participants, while females accounted for 42.6%. The majority were single (74.3%), whereas 25.7% were married. All

participants (100%) reported having no previous training in entrepreneurship. Most participants had no business experience (88.5%), and 67.2% reported having no family entrepreneurial background.

Overall Understanding about Entrepreneurship

Table 2: *Overall Understanding about Entrepreneurship*

Level of Understanding	Frequency	Percentage
Poor Understanding	17	9.3
Moderate Understanding	166	90.7
Total	183	100.0

Table 2 presents the overall level of understanding of participants regarding entrepreneurship. The findings show that the majority of participants, 166 (90.7%), had a moderate level of understanding, while only 17 (9.3%) demonstrated poor understanding. None of the participants fell into a high understanding category. Overall, the results indicate that most participants possessed a moderate level of awareness regarding entrepreneurship.

DISCUSSION

The present study assessed the understanding of nursing entrepreneurship among undergraduate nursing students in Gujrat, Pakistan. The main finding was that the majority of participants (90.7%) demonstrated a moderate level of understanding, while 9.3% demonstrated poor understanding and none demonstrated a good level of understanding. This finding suggests that participants may have some awareness of entrepreneurship but may lack the advanced knowledge and practical preparation required to confidently explore entrepreneurial opportunities in healthcare. The predominance of participants aged 21–30 years (57.9%) reflects the relatively young age structure of the study population. Undergraduate nursing students are generally at an important stage of professional development during which exposure to emerging areas of nursing practice can influence their perceptions of future career opportunities. Entrepreneurship education during this period may help students recognize that nursing careers can extend beyond conventional hospital-based employment. A notable finding was that all participants (100%) reported having no previous formal training in entrepreneurship. This finding represents an important educational gap. Previous literature has identified insufficient entrepreneurship education as a recurring issue in nursing. Arnaert et al. reported that nurses entering entrepreneurial roles may face gaps in business, strategic, interpersonal, and leadership competencies and recommended introducing entrepreneurial concepts during initial nursing education. The absence of formal entrepreneurship training in the current study may partly explain why none of the participants demonstrated a good level of understanding. However, because the study used a cross-sectional design, a causal relationship between lack of training and entrepreneurship understanding cannot be established. The finding should therefore be interpreted as an educational gap rather than evidence that absence of training directly caused lower understanding.

The present study also found that 88.5% of participants had no previous business experience. Limited practical

exposure may restrict students' opportunities to develop skills related to business planning, financial management, marketing, leadership, risk assessment, and service development. These competencies are particularly relevant to nurses who may wish to establish independent healthcare services or develop innovative solutions within existing organizations. Arnaert et al. identified business and strategic competencies as important areas of preparation for nurses entering entrepreneurial roles.

The finding that 32.8% of participants reported a family entrepreneurial background is also noteworthy. Exposure to entrepreneurship within the family may provide informal opportunities for students to observe business activities and develop familiarity with entrepreneurial decision-making. Nevertheless, the current study did not examine whether family entrepreneurial background was statistically associated with higher entrepreneurship understanding. Therefore, this relationship should not be assumed without inferential analysis.

The overall finding of moderate understanding is consistent with the broader literature indicating that entrepreneurship education remains incompletely integrated into nursing education. A 2024 scoping review found that entrepreneurship education is not yet a consistent reality for nursing students internationally and that there is considerable variation in educational content and teaching approaches. Similarly, Rixon et al. (2026) found that nursing-focused entrepreneurship education remains limited and fragmented, with gaps in competencies such as financial literacy and risk management. The authors emphasized the need for nursing-specific entrepreneurship education supported by comprehensive competency frameworks and stronger evaluation. The current findings also have implications for nursing curriculum development in Pakistan. Entrepreneurship education should not necessarily be limited to teaching students how to establish businesses. It can also include innovation, leadership, problem-solving, identification of healthcare needs, service development, project planning, financial literacy, communication, networking, and social entrepreneurship. Such competencies may help nurses contribute to healthcare innovation whether they work independently or within established healthcare organizations. Trotte et al. (2021) demonstrated that entrepreneurship-related characteristics can be assessed among nursing students and highlighted the relevance of entrepreneurial tendency and students' perceptions of entrepreneurship in nursing education.

Their findings support the broader argument that entrepreneurship should be considered as part of professional development for nursing students rather than being viewed exclusively as a business-oriented activity.

CONCLUSION

The findings of this study provide important insights into the demographic profile and understanding of nursing entrepreneurship among participants. The study concludes that the majority of participants were young adults, predominantly aged 21–30 years, with a slightly higher proportion of males and most being single. A large proportion of participants had no previous training in entrepreneurship and very limited business experience, although nearly one-third reported a family entrepreneurial background. Overall, the level of understanding of entrepreneurship among participants was found to be mostly moderate, with a small proportion demonstrating poor understanding and none showing a high level of understanding. These results indicate that while basic awareness of entrepreneurship exists among nurses, there is a clear lack of formal training, practical exposure, and advanced knowledge. The study highlights a significant gap in entrepreneurship education within nursing, suggesting the need for curriculum integration, capacity-building programs, and exposure to entrepreneurial activities to enhance nurses' competencies in this emerging field.

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