



Research Article

Entrepreneurial Talent and Personality Among Rural Students: A Correlational Study

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DOI: <https://doi.org/10.5281/zenodo.17169597>

ABSTRACT

The present research investigation aimed to study the relation between entrepreneurial talent and personality among rural students in India. 200 students in the age group 18 to 30 years. belonging in rural areas was selected for this study. The Entrepreneurial Talent Scale and Personality Traits Inventory were used for data collection. The obtained data have been analysed by using Pearson product-moment correlation. Results revealed a positive correlation between personality type A and entrepreneurial talent. And vice versa, a negative correlation between personality type B and entrepreneurial talent. The results are discussed on the basis of a review of related literature and the statistical analysis.

Manuscript Information

- ISSN No: 2583-7397
- Received: 10-08-2025
- Accepted: 13-09-2025
- Published: 21-09-2025
- IJCRM:4(5); 2025: 123-128
- ©2025, All Rights Reserved
- Plagiarism Checked: Yes
- Peer Review Process: Yes

How to Cite this Article

Minchekar VS, Kashyap RG. Entrepreneurial talent and personality among rural students: a correlational study. Int J Contemp Res Multidiscip. 2025;4(5):123-128.

Access this Article Online



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KEYWORDS: Entrepreneurial Talent, Personality, Rural Students.

1. INTRODUCTION

Entrepreneur is a French word which means between-taker or go- between. In the initial days the clarification of the advancement of the theory of entrepreneurship can be exactly given by the example of Marco Polo – He was one of the beginners to ascertain trading from west to east. The idea which he used was to make a convention with a money person and

take a loan on a high interest rate and on the other hand he himself would tolerate all the bodily and emotional risks. Next, the Middle Ages were the time when the industrialist would be an actor or in charge of large production projects like great architectural works, and would be provided assets by the government, and the individual did not take any risk, but provided his services. The idea of taking risks by entrepreneurs

again evolved in the 17th century, when an entrepreneur would be given an exacting job by the government but an agreement was signed according to which the price was fixed but any profits and losses would be borne by the entrepreneur. J.A. Timmons defines 'Entrepreneurship is the ability to create and build something from practically nothing'. Entrepreneurship culture means a set of values, norms, and traits that are favorable to the growth of entrepreneurship. In India, a large number of people are looking for entrepreneurship as a career option. A rising number of educated youths are getting fascinated by entrepreneurship and is setting up their business enterprises. Robert Ronstadt states that 'Entrepreneurship is a dynamic process of creating incremental wealth'. This wealth is created by individuals who presume the major risks in terms of equity, time, and career dedication of as long as value for some product or service. The product or service itself may or may not be new or only one of its kind but value must, in one way or another, be infused by the entrepreneur by protecting and allocating the compulsory skills and resources. Entrepreneurship is an original human activity involving the enlistment of resources from one level of creative use to a higher level of use. It is the procedure by which the individual pursues chance without regard to what is currently controlled. Entrepreneurship involves an enthusiasm to take liability and ability to put mind to a task and see it through from commencement to completion. Another ingredient of entrepreneurship is sensing opportunity, while others see chaos, disagreement, and confusion. Concentration of Entrepreneurship is going alongside time with established, and serving as a change agent. During the last three decades, the concept of entrepreneurship has gained prime significance both in research and in action for faster economic growth in the developing countries.

Gordon Allport (1948) defined personality as "The dynamic organisation within the individual of those psycho-physical systems that determine his characteristic, behaviour and thought. Krech and Crutchfield (1969) say, "The study of personality is one of psychology's most Intriguing puzzles and most difficult challenges". Cattell (1950) has defined personality as "that which permits a prediction of what a person will do in a given situation. The goal of psychological research in personality is thus to establish laws about what different people will do in all kinds of social and general environmental situations. Personality is concerned with all the behaviors of the individual, both overt and under the skin." Eysenck (1953), defining personality, stresses upon the concept of organization and also of adjustment of the individual to the environment. He defines personality", "As more or less stable and enduring organization or a person's character, temperament, intellect and physique, which determine' his unique adjustment to the environment". Usually, personality is associated with a person's physical fitness and physical development, but it involves other elements like motivation, retention, aptitude, etc. The word personality is derived from the Latin word 'Parsona', which means a mask. The term personality is very broad in meaning.

It is not only about the physical growth of an individual but the mental development.

Kalpna Kumaran (2017) studied the entrepreneur's personality traits which affect the success of digital entrepreneurs in India. The objective of the study was to study the entrepreneur's personality traits that affect the success of digital entrepreneurs in India. The aim of the study was to find out the relationship between digital entrepreneurs and personality traits. The main hypothesis was to examine the relationship between digital entrepreneurs and personality traits. The researcher measured personality traits with need of achievement, risk taking ability and innovativeness and entrepreneurs can be judge with access to capital, management skills, good product at competitive price, good customer service, position in society and their reputation on honesty. The result shows that there exists a relationship between entrepreneurs' personality traits and the success of digital entrepreneurs in India. This study is also useful for anyone who wants to start a business in this digital world in India in the future.

Gupta Atul et al. (2013) studied the relationship between entrepreneurial personality, performance, job satisfaction and operations strategy – an empirical examination. The aim of this research work is to examine the relationship between operations strategy and entrepreneurial traits, performance, and job satisfaction. Using the systematic sampling method, there are 1200 businessmen, including small, medium, and large businesses selected from the Chamber of Commerce in the South Eastern United States. The findings of this research show that entrepreneurial personality has a statistically significant relationship with Performance and Operations Strategy. The relationship between entrepreneurial personality and Job Satisfaction was not statistically significant. Operations strategy has a statistically significant moderating role in the relationship between entrepreneurial personality and performance.

1. OBJECTIVE OF THE STUDY

- a) To study the correlation coefficient between entrepreneurial talent and personality among rural students.

2. Hypothesis of the Study:

H1.1: Entrepreneurial talent and Type A personality among rural students will be positively related among rural college students.

H1.1.1: Risk-taking in entrepreneurship and Type A personality will be positively correlated among rural college students.

H1.1.2: Achievement motivation in entrepreneurship and Type A personality will be positively correlated among rural college students.

H1.1.3: Leadership in entrepreneurship and Type A personality will be positively correlated among rural college students.

H1.1.4: Self-concept in entrepreneurship and Type A personality will be positively correlated among rural college students.

H1.1.5: Capability for persuasion in entrepreneurship and Type A personality will be positively correlated among rural college students.

H1.1.6: Attitude toward entrepreneurship and Type A personality will be positively correlated among rural college students.

H1.1.7: Problem-solving in entrepreneurship and Type A personality will be positively correlated among rural college students.

H1.2: Entrepreneurial talent and Type B personality among rural students will be negatively related among rural college students.

H1.2.1: Risk-taking in entrepreneurship and Type B personality will be negatively correlated among rural college students.

H1.2.2: Achievement motivation in entrepreneurship and Type B personality will be negatively correlated among rural college students.

H1.2.3: Leadership in entrepreneurship and Type B personality will be negatively correlated among rural college students.

H1.2.4: Self-concept in entrepreneurship and Type B personality will be negatively correlated among rural college students.

H1.2.5: Capability for persuasion in entrepreneurship and Type B personality will be negatively correlated among rural college students.

H1.2.6: Attitude toward entrepreneurship and Type B personality will be negatively correlated among rural college students.

H1.2.7: Problem-solving in entrepreneurship and Type B personality will be negatively correlated among rural college students.

Method

a) Sample: A Sample of the study was selected by using a random sampling method from various rural colleges in Sangli district. 200 students in the age group 18 to 30 yrs were enlisted. These subjects were contacted and their cooperation for data collection was sought.

b) Tools in the Study:

i) Entrepreneurial Talent Scale:

This scale was constructed and standardized by Agarwala Surila and Das, Ira. The scale consists of 103 items, and the alternatives provided with items differ from one section to another. Section one consists of 14 items related to risk-taking behaviour. Here, each item is provided with two alternatives – 'YES' and 'NO'. There are 19 items in Section 2. These items are related to achievement motivation. Each of these items is provided with two alternatives – 'YES' and 'NO'. Reliability of the scale was .89, and validity of the scale was .78.

ii) Personality Traits Inventory:

The scale consisted of 33 items only, of which the first 17 items are related to 'form A', and the last sixteen items are related to 'form B'. Each item is provided with five alternatives: strongly agree, agree, uncertain, disagree, and strongly disagree. There is no time limit to the scale. Items in form A of the scale provide measures for tenseness, impatience, restlessness, achievement, domineering, and workaholic. Items in Form B give measures for complacency, easygoing, non-assertive, relaxed, and patience. For determining Type A or Type B personality scores, all 33 items are considered. Reliability coefficient for Form A was .54, and for Form B, it was .54. The scale has high content validity and high face validity.

c) Design of the Study: There are two variables –personality type and entrepreneurial talent. Type A personality, type B personality; risk-taking, achievement motivation, leadership, self-concept, capability for persuasion, attitude towards entrepreneurship, and problem-solving are major variables. A correlational research design was used in the study.

Results and Discussion:

Table 1. Pearson product-moment correlations between type A personality and entrepreneur talent.

Variables	RT	AM	LEAD	SC	CFP	ATE	PS	Entr
Type A	0.78**	0.60**	0.75**	0.75**	0.76**	0.72**	0.73**	0.78**
N	200							
Sig	.01	.01	.01	.01	.01	.01	.01	.01

Significant at .01 level **RT = Risk taking, **AM** = Achievement motivation, **Lead** = Leadership, **SC** = Self-concept, **CFP** = Capability for persuasion, **ATE** = Attitude toward entrepreneurship, **PS** = Problem solving, **Entr**:

Entrepreneurship, **Type A:** Personality Type A, **Type B:** Personality Type B.

Table 1 shows the correlation between Type A Personality and various aspects of Entrepreneurial Talent among rural college students. In which it is seen that there is a close correlation ($r =$

.78, $p < .01$) between Entrepreneurial Talent and Type A Personality. This means that Type A Personality students who have personality traits like competitiveness, perseverance, and urgency are more likely to develop entrepreneurial potential. The determination and motivation of such students to do business provide them with the ability to succeed in business. Therefore, the hypothesis H1.1, "Entrepreneurial Talent and Type A Personality will be positively related among rural college students," is accepted. This finding is in line with the study of Gupta and Muita (2013), which shows that entrepreneurial personality has an impact on their performance. Along with this, there was also a high positive correlation between personality type A and risk-taking tendency ($r = .78$, $p < .01$). This shows that students with this personality type are more capable of taking financial and personal risks by showing self-confidence even in uncertain situations, and this type of attitude is necessary for business success. This also seems to accept the hypothesis H1.1.1, "There will be a positive relationship between risk-taking and type A personality in entrepreneurship." Kumaran, Nair, and Venumadhav (2017) and Ibrahim (2015) have also found similar findings, which seem to emphasize the risk-taking attitude in business growth. The correlation between motivation to succeed in business and personality type A was found to be positive and significant ($r = .60$, $p < .01$). This finding indicates that students with personality type A remain ambitious and work hard to achieve their professional goals. The motivation to succeed in business acts as a booster for them. Therefore, the hypothesis H1.1.2, "There will be a positive relationship between achievement motivation and Type A personality in entrepreneurship," is accepted here. This finding is also supported by McClelland's (1961)'s achievement motivation theory. And it has been further confirmed by Kumaran et al. (2017), who linked achievement motivation to entrepreneurial success. The relationship between Type A personality and leadership ability among students has also been found to be close ($r = .75$, $p < .01$). When such students are engaged in business, they take the initiative in business, make quick decisions, and influence the group to give the right direction. This leads to a stronger leadership ability due to the characteristics of hope. Therefore, the hypothesis H1.1.3, "There will be a positive relationship between leadership and Type A personality in entrepreneurship," is also accepted. This is consistent with the

findings of Gupta and Muita (2013) that personality traits significantly shape leadership and entrepreneurial performance. A close relationship was also found between Type A personality and students' self-concept towards entrepreneurship ($r = .75$, $p < .01$). Such students believe in their own abilities and create and maintain a positive entrepreneurial self-image, which in turn motivates them to engage in entrepreneurship with confidence. Given this finding, it is clear that the hypothesis H1.1.4, "Self-concept and Type A personality will be positively correlated in entrepreneurship," is also accepted in this study. Personality influences self-concept and entrepreneurial orientation, as shown in the study by Atta, Athar, and Bano (2013), which supports this conclusion.

This study also confirms that individuals with Type A personality are good at persuading and influencing others in business, as the correlation between Persuasion and Type A personality traits ($r = .76$, $p < .01$) was also found to be high. From which, the hypothesis H1.1.5, "Persuasiveness and Type A personality will be positively correlated in entrepreneurship," is accepted. Atta et al. (2013) also highlighted persuasion and interpersonal skills as personality-driven forces in entrepreneurship.

The relationship between attitude towards business and personality was also found to be significant ($r = .72$, $p < .01$). Students with such personality traits viewed business more positively and viewed business as an ultimate goal. In view of the findings, H1.1.6, "Attitude towards business and Type A personality will be positively correlated," is accepted. This finding is supported by the findings of Saira and Naveed (2016), who showed that personality and emotional intelligence affect business attitudes.

Finally, a positive relationship ($r = .73$, $p < .01$) was found between Type A personality and problem-solving skills. Students who possess these traits are more likely to effectively address business challenges and find professional solutions to problems, which is an important trait for business success. In view of the results obtained, the hypothesis H1.1.7, "Problem solving in entrepreneurship and Type A personality will be positively correlated," is also accepted here, which is supported by the study of Vakola, Tsaousis, and Nicolaou (2004) who found that personality is biased towards problem-solving.

Table 2: Pearson Product-moment correlations between type B personality and entrepreneur talent.

Variables	RT	AM	LEAD	SC	CFP	ATE	PS	Entr
Type B	-0.70**	-0.49**	-0.72**	-0.65**	-0.69**	-0.65**	-0.67**	-0.70**
N	200							
Sig	.01	.01	.01	.01	.01	.01	.01	.01

**Significant at .01 level RT = Risk taking, AM = Achievement motivation, Lead = Leadership, SC = Self-concept, CFP = Capability for persuasion, ATE = Attitude toward entrepreneurship, PS = Problem solving, Entr: Entrepreneurship, Type A: Personality Type A, Type B: Personality Type B.

Table 2 shows the correlation between various aspects of entrepreneurial talent and Type B of Personality among rural college students.

A strong negative correlation ($r = -.70$, $p < .01$) was observed between total entrepreneurial talent and personality type B traits among rural students. This means that personality type B traits, such as patience, calmness, and relaxation, reduce the

likelihood of developing entrepreneurial potential in students. These types of students tend to avoid making quick decisions, avoid uncertain situations rather than face them, and prefer routine. Therefore, the hypothesis H1.2, "Entrepreneurship talent and type B personality will be negatively related among rural college students," is accepted. This finding is consistent with the study of Gupta and Muita (2013), who stated that entrepreneurial success is more closely related to proactive traits than passive traits.

Considering other sub-components of entrepreneurial talent, it was found that they had an inverse relationship with personality type B than with type A. In which students' risk-taking attitude in business is found to be closely and negatively correlated with personality ($r = -.70, p < .01$). This shows that students with this personality type avoid risky decisions and prefer to stay safe. As a result, the hypothesis H1.2.1, "Risk-taking and Type B personality will be negatively correlated in entrepreneurship," is accepted. A study conducted by Ibrahim in 2015 showed that low emotional motivation reduces the risk-taking tendency. This finding supports this conclusion.

The correlation between students' achievement motivation and personality (Type B) in business is found to be negative but moderate ($r = -.49, p < .01$). It seems that these students have lower motivation to achieve professional success compared to students with Type A personality. Therefore, the hypothesis H1.2.2, "Success motivation and Type B personality will be negatively correlated in entrepreneurship," is accepted here. This supports McClelland's (1961) view that individuals with low achievement motivation are less successful in entrepreneurship.

When considering the leadership abilities of students with this personality type compared to students with personality type A, this correlation is highly negative ($r = -.72, p < .01$). This indicates that these students are less likely to take initiative or lead in entrepreneurship. Based on this, H1.2.3, "Leadership and Type B personality will be negatively correlated in entrepreneurship," is accepted. A review of the research by Gupta and Muita (2013) in this regard shows that the emphasis on the role of personality in entrepreneurial leadership supports this conclusion.

The correlation between self-concept and personality traits is negative ($r = -.65, p < .01$). This indicates that these students do not have much confidence in their entrepreneurial abilities. Given this, the hypothesis H1.2.4, "Self-concept and Type B personality will be negatively correlated in entrepreneurship," is accepted. This is supported by the study of Atta, Athar, and Bano (2013), who also reported similar findings regarding weak self-concept in certain personality types.

The correlation between persuasiveness and personality traits of rural students is negative and significant ($r = -.69, p < .01$). This suggests that persuasion is necessary to influence the customer in business, which is lacking in these students. Therefore, H1.2.5, "Persuasiveness and Type B personality will be negatively correlated in entrepreneurship," is accepted. This finding is consistent with the study by Atta et al. (2013), who described persuasion as a personality-driven skill.

Compared to students with Type A personality, these students also showed a significantly and strongly negative ($r = -.65, p < .01$) attitude towards entrepreneurship. This means that these students may be less likely to view entrepreneurship positively and are more likely to prefer secure jobs. On this basis, H1.2.6, "Attitude towards entrepreneurship and Type B personality will be negatively correlated," is also accepted. This is supported by the study by Saira and Naveed in 2016, which found that personality influences entrepreneurial attitude.

Finally, in the case of problem solving, the correlation was also negative ($r = -.67, p < .01$). This correlation indicates that such students are less active in finding solutions to business problems. Given this, H1.2.7, "Problem solving in entrepreneurship and Type B personality will be negatively correlated," is accepted. This is supported by the study of Vakola, Tsousis, and Nicolaou (2004), who found that personality influences the ability to adapt to and find solutions to business problems.

CONCLUSIONS

1.1 Entrepreneurial talent and Type A personality are positively related among rural college students.

1.1.1 Risk-taking in entrepreneurship and Type A personality are positively correlated among rural college students.

1.1.2 Achievement motivation in entrepreneurship and Type A personality are positively correlated among rural college students.

1.1.3 Leadership in entrepreneurship and Type A personality are positively correlated among rural college students.

1.1.4 Self-concept in entrepreneurship and Type A personality are positively correlated among rural college students.

1.1.5 Capability for persuasion in entrepreneurship and Type A personality are positively correlated among rural college students.

1.1.6 Attitude toward entrepreneurship and Type A personality are positively correlated among rural college students.

1.1.7 Problem-solving in entrepreneurship and Type A personality are positively correlated among rural college students.

1.2 Entrepreneurial talent and Type B personality are negatively related among rural college students.

1.2.1 Risk-taking in entrepreneurship and Type B personality are negatively correlated among rural college students.

1.2.2 Achievement motivation in entrepreneurship and Type B personality are negatively correlated among rural college students.

1.2.3 Leadership in entrepreneurship and Type B personality are negatively correlated among rural college students.

1.2.4 Self-concept in entrepreneurship and Type B personality are negatively correlated among rural college students.

1.2.5 Capability for persuasion in entrepreneurship and Type B personality are negatively correlated among rural college students.

1.2.6 Attitude toward entrepreneurship and Type B personality are negatively correlated among rural college students.

1.2.7 Problem-solving in entrepreneurship and Type B personality are negatively correlated among rural college students.

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