

Personality Traits and Entrepreneurial Intention among Students: Evidence from Surat City.

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ABSTRACT

Background: Understanding why students develop strong entrepreneurial intentions is important for designing effective entrepreneurship education. Personality traits such as social behaviour, emotional stability, discipline, and creativity play a key role in shaping how students think about and pursue entrepreneurship. Studying these traits helps identify which characteristics encourage students to choose entrepreneurship as a career.

Objective: To examine the relationship between personality traits (Big Five Model) and Entrepreneurial Intention among commerce and management students.

Methods: A sample of 230 undergraduate and postgraduate students participated in the study. Data were collected using a structured 25-item questionnaire. The reliability of the scale was assessed using Cronbach's Alpha, and descriptive as well as correlation analyses were conducted to understand behavioral tendencies and the strength of relationships between personality traits and Entrepreneurial Intention.

Results: The findings indicate that conscientiousness, emotional stability, and openness to experience are positively and significantly associated with entrepreneurial intention among university students. Emotional stability emerged as the strongest correlate. In contrast, extraversion and agreeableness did not show statistically significant relationships with entrepreneurial intention. Reliability analysis confirmed strong internal consistency across all constructs, ensuring the robustness of the measurement scales. Overall, the results highlight the importance of self-discipline, emotional resilience, and openness to new experiences in shaping entrepreneurial intention.

Conclusion: The study concludes that conscientiousness, emotional stability, and openness to experience significantly influence entrepreneurial intention, while extraversion and agreeableness do not. The findings highlight the importance of discipline, resilience, and openness in shaping entrepreneurial aspirations among university students.

Keywords: Big Five Personality Traits, Entrepreneurial Intention, Conscientiousness, Emotional Stability, Openness to Experience, Students, Behaviour, Entrepreneurship Education.

INTRODUCTION

Entrepreneurship is widely recognized as a key engine of economic development, contributing to innovation, employment opportunities, and overall national growth. As interest in entrepreneurship continues to rise, understanding what drives students toward entrepreneurial careers has become increasingly important, especially among commerce and management learners who are closely connected to business education. Since entrepreneurial intention is a strong predictor of future entrepreneurial behaviour, identifying the factors that shape this intention is essential.

Personality traits have emerged as one of the most influential internal factors affecting entrepreneurial inclination. The Big Five Personality Model—consisting of Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Openness to Experience—offers

a comprehensive way to understand how individual differences in behaviour and motivation influence entrepreneurial thinking. These traits affect how students approach risks, solve problems, handle setbacks, and generate new ideas.

Commerce and management students are a relevant group for such research, as their academic environment often exposes them to entrepreneurial concepts, case studies, and business ideas. Their personal characteristics may interact with these experiences in shaping their career preferences. However, previous studies show mixed findings regarding the influence of different personality traits on entrepreneurial intention, indicating the need for further exploration within specific educational contexts.

This study examines how the Big Five personality traits relate to entrepreneurial intention among undergraduate and postgraduate commerce and management students. By identifying which traits most strongly predict entrepreneurial inclination, the study aims to offer insights that can support entrepreneurship education, curriculum design, and student development initiatives.

LITERATURE REVIEW

1. Angga Martha Mahendra et al. (2017) This study explored how entrepreneurship education influences entrepreneurial motivation, attitude, and intention among students in Indonesia. Results showed that education does not directly affect entrepreneurial intention, but it significantly enhances motivation and attitude, which then influence intention. The authors emphasize the need for interactive and practical teaching approaches to enhance students' entrepreneurial competencies.

2. Bazkiaei, Heng et al. (2020) Using SEM on data from 165 students, the study found that entrepreneurial attitude mediates the relationship between entrepreneurship education, Big Five personality traits, and entrepreneurial intention. Personality traits and education shape attitude, which subsequently increases intention. Universities are encouraged to offer vocational training, workshops, and mindset-oriented programs.

3. Ana Jovičić Vuković et al. (2020) This research examined entrepreneurial intentions of tourism students in Serbia. Findings indicate a moderate level of EI, with socio-demographic factors such as gender, years of study, and prior work experience influencing intention. The study highlights the potential of tourism students to contribute to SME development and innovation.

4. Muhammad Sadiq et al. (2021) Based on a survey of 600 graduate students from Pakistan, the study found that teaching methods and institutional support positively influence EI, while curriculum alone does not. Attitudinal factors — desirability, opportunity alertness, competitiveness — mediate the impact of education. The authors suggest including workshops and practical projects to enhance entrepreneurial skills.

5. Wang Jiatong, Murad et al. (2021) Through SEM analysis of Chinese university students, the study revealed that entrepreneurial education, entrepreneurial mindset, and creativity all positively influence EI. Entrepreneurial self-efficacy partially mediates these relationships. Findings emphasize the role of creativity and mindset training in universities.

6. Puskar Dubey & Kailash Kumar Sahu (2022) This compilation highlights that entrepreneurial intention among engineering undergraduates is influenced by social factors (parental support, culture) and environmental factors (economic resources, institutional support). While gender and family income significantly affect EI, age and occupation do not. A supportive ecosystem is essential for fostering entrepreneurship in India.

7. Achary, Das, Mohanty & Mohanty (2023) The study examined entrepreneurship education

among management graduates in three universities. Using CFA and SEM, the authors found that entrepreneurial self-efficacy mediates the relationship between entrepreneurship education and EI. The Triple Helix model (government–industry–academia) also shows significant interrelations. Results advocate enhancing the quality of entrepreneurship education.

8. Xin-Hai Wang et al. (2023) Among Guangxi university students, the study identified that entrepreneurship education significantly increases EI, with self-efficacy acting as a mediator and psychological capital serving as a moderator. EI differed significantly by gender and family business background. The study recommends innovative and diverse teaching approaches in entrepreneurship courses.

9. Lestari, Aryawinata & Windson (2024) Based on TPB, this Indonesian study found that entrepreneurial passion directly influences EI, whereas the effect of entrepreneurship education is insignificant. Using PLS-SEM, the authors conclude that passion plays a stronger role than formal education in shaping entrepreneurial intentions.

10. Purna Man Shrestha (2024) Using TPB and entrepreneurship education among 384 students, the study concluded that entrepreneurship education mediates the relationship between TPB constructs (attitude, subjective norms, perceived control) and entrepreneurial intention. The study reinforces the importance of entrepreneurship education in enhancing EI.

OBJECTIVE OF THE STUDY

1. To examine the levels of the Big Five personality traits among university students.
2. To identify the level of entrepreneurial intention among university students.
3. To analyze the relationship between the Big Five personality traits and entrepreneurial intention.
4. To examine the effect of each Big Five personality trait (extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience) on entrepreneurial intention among students.

RESEARCH METHODOLOGY

Research Design

A **quantitative descriptive research design** was used to examine the relationship between Big Five personality traits and entrepreneurial intention among students in Surat. The design allowed systematic measurement without manipulating variables.

Research Approach

All items were measured on a **five-point Likert scale** (1 = Strongly Disagree to 5 = Strongly Agree) to capture the level of agreement for each statement.

SData Collection

- **Primary data** were obtained using a structured questionnaire adapted from validated scales on personality traits and entrepreneurial intention.
- **Secondary data** were sourced from journals, books, conference papers, and online studies.

Sampling

- **Target Population:** Commerce and management undergraduate and postgraduate students in Surat.
- **Sampling Method:** Non-probability convenience sampling, chosen for accessibility and time efficiency.
- **Sample Element:** Individual students from selected colleges and universities.
- **Sample Size:** 230 students.

Data Analysis Techniques

Data were analyzed using **SPSS**, applying:

- Descriptive statistics
- Reliability testing (Cronbach’s alpha)
- Correlation analysis

RESEARCH PROBLEM

Despite the growing importance of entrepreneurship in promoting economic growth and employment generation, a large number of university students continue to prefer traditional salaried employment over entrepreneurial careers. Although entrepreneurship education has been introduced in higher education institutions, its effectiveness in developing entrepreneurial intention among students remains uncertain. Moreover, limited empirical research has examined how personality traits influence entrepreneurial intention among undergraduate and postgraduate students in emerging entrepreneurial cities like Surat. There is also insufficient evidence on how psychological factors contribute to students’ willingness to recognize and pursue

HYPOTHESIS

- H1:** Extraversion has a significant effect on entrepreneurial intention.
- H2:** Agreeableness has a significant effect on entrepreneurial intention.
- H3:** Conscientiousness has a significant effect on entrepreneurial intention.
- H4:** Neuroticism has a significant effect on entrepreneurial intention.

DATA ANALYSIS AND INTERPRETATION

Table:1 Demographic Profile of Respondents

The demographic profile of the 230 respondents shows a balanced and diverse sample. The

<i>Demographic Profile of Respondents</i>			
Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	113	49.1
	Female	117	50.9
Age Group	Below 20	75	32.6
	20–22	121	52.6
	23–25	23	10
	Above 25	11	4.8
Course	B.Com	70	30.4
	BBA	105	45.7
	MBA	29	12.6
	Others	26	11.3
Family Business Background	Yes	107	46.5
	No	123	53.5

gender distribution is almost equal, with slightly more females than males. Most students are between 20 and 22 years old, followed by those below 20, showing that the majority of respondents are young learners. In terms of academic programs, students from BBA and B. Com courses form the largest groups, with a number from MBA and other programs. The sample also includes a good mix of students with and without a family business background.

Descriptive Analysis

<i>Descriptive Statistics</i>			
<i>Extraversion Personality Trait</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>I enjoy interacting with new people</i>	230	3.5696	.62825
<i>I feel confident expressing my ideas in group discussions.</i>	230	3.5870	.60479
<i>I like taking leadership roles in activities or projects</i>	230	3.6087	.57905
<i>I feel energetic when working with others</i>	230	3.6609	.55109
<i>Valid N (listwise)</i>	230		

Table 2: Descriptive Statistics for Extraversion Personality Trait

All the average scores are above 3.5, which means most students generally agree with the statements. The small difference in responses (low standard deviation) shows that their opinions are quite similar. Overall, this suggests that the students are socially active, confident in groups, willing to take leadership roles, and feel energetic while working with others.

Descriptive Statistics			
Agreeableness Personality Trait	N	Mean	Std. Deviation
I am willing to cooperate with others to achieve common goals.	230	3.5739	.60653
I am considerate and kind to people around me.	230	3.5870	.59017
I respect others' opinions even when they differ from mine	230	3.6696	.59432
I try to avoid conflicts while working in a team.	230	3.6478	.58539
Valid N (listwise)	230		

Table 3: Descriptive Statistics for Agreeableness Personality Trait

All the mean scores are above 3.5, which shows that most respondents agree with the statements. This means they see themselves as cooperative kind, considerate, respectful towards others' opinions, and willing to avoid conflicts while working in a team.

The standard deviation values (around 0.58 to 0.61) are low, indicating that the responses are quite similar among participants. Overall, the results suggest that the respondents demonstrate positive traits related to kindness, respect, and teamwork.

Descriptive Statistics			
Contentiousness' Personality Trait	N	Mean	Std. Deviation
I work hard to achieve my goals.	230	3.5739	.82070
I plan my tasks carefully before starting them	230	3.5478	.73281
I complete my responsibilities on time.	230	3.5217	.75168
I remain persistent even when tasks become difficult.	230	3.5913	.70427
Valid N (listwise)	230		

Table 4: Descriptive Statistics for Contentiousness' Personality Trait

All the mean values are above 3.5, which shows that most respondents agree that they work hard, plan their tasks, complete responsibilities on time, and stay persistent even when work becomes difficult.

The standard deviation values (0.70–0.82) are slightly higher compared to previous traits,

which means there is a bit more variation in responses. This suggests that while most students show conscientious behavior, the level of discipline and persistence differs slightly among individuals.

Overall, the results indicate that the respondents demonstrate a moderate to strong level of conscientiousness, especially in terms of persistence and goal-oriented behavior.

Descriptive Statistics			
Emotional Stability' Personality Trait	N	Mean	Std. Deviation
I remain calm in stressful situations.	230	3.4478	1.13090
I can handle pressure effectively.	230	3.5478	1.02581
I feel confident even in uncertain situations.	230	3.5304	1.06408
I am emotionally stable while dealing with problems.	230	3.5000	1.19222
Valid N (listwise)	230		

Table 5: Descriptive Statistics for Emotional Stability' Personality Trait

The mean scores are around 3.5, indicating that respondents generally feel capable of handling stress and pressure. However, the relatively high standard deviation values (above 1) show considerable variation in responses. Overall, while many students appear emotionally stable and confident, their ability to manage stress differs significantly.

Descriptive Statistics			
Openness to Experience Personality Trait	N	Mean	Std. Deviation
I enjoy exploring new ideas and creative solutions.	230	3.7739	1.16769
I am curious about learning new things .	230	3.8739	1.12406
I like experimenting with innovative approaches.	230	3.7696	1.11517
I am open to change and new experiences.	230	3.7348	1.12693
Valid N (listwise)	230		

Table 6: Descriptive Statistics for Openness to Experience Personality Trait

The mean scores range from 3.73 to 3.87, indicating that respondents generally agree that they are open to new ideas, creativity, innovation, and change. The relatively higher standard deviation values (around 1.11–1.17) suggest noticeable variation in responses. Overall, while most students display openness and creativity, the level of innovation and adaptability differs among individuals.

Descriptive Statistics			
Entrepreneurial Intention	N	Mean	Std. Deviation
I intend to start my own business in the future.	230	3.7043	.79269
I prefer being self-employed rather than working for someone else.	230	3.6783	.85701
I am willing to take risks to start a business.	230	3.6609	.80269
I am determined to become an entrepreneur after completing my studies	230	3.6304	.77512
I will make every effort to establish my own enterprise	230	3.6957	.79490
Valid N (listwise)	230		

Table 7: Descriptive Statistics for Entrepreneurial Intention

The mean scores range from 3.63 to 3.70, indicating that respondents show positive inclination toward entrepreneurship. Most students express an intention to start their own business, prefer self-employment, and are willing to take risks.

The standard deviation values (0.77–0.86) suggest moderate variation in responses, meaning that while many students demonstrate entrepreneurial intentions, the strength of this intention varies among individuals. Overall,

The findings reflect a fairly strong entrepreneurial intention within the sample

**Reliability Analysis
Extraversion**

Case Processing Summary			
		N	%
Cases	Valid	230	100
	Excludeda	0	0
	Total	230	100
a. Listwise deletion based on all variables in the procedure.			

Table 8: Case Processing Summary

Reliability Statistics	
Cronbach's Alpha	N of Items
0.858	4

Table 9: Reliability Statistics

Item-Total Statistics				
Extraversion	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I enjoy interacting with new people	10.857	2.298	0.646	0.844
I feel confident expressing my ideas in group discussions.	10.839	2.197	0.759	0.794
I like taking leadership roles in activities or projects	10.817	2.316	0.721	0.811
I feel energetic when working with Others	10.765	2.434	0.689	0.825

Table 10 Item-Total Statistics

All 230 responses were valid. The Cronbach’s Alpha of 0.858 indicates good reliability of the Extraversion scale. The corrected item–total correlations (0.646–0.759) show that all items contribute well to the construct. Since the alpha would decrease if any item were removed, all four items are reliable and should be retained

Agreeableness

Case Processing Summary			
		N	%
Cases	Valid	230	100
	Excludeda	0	0
	Total	230	100
a. Listwise deletion based on all variables in the procedure.			

Table 11: Case Processing Summary

Reliability Statistics	
Cronbach's Alpha	N of Items
0.826	4

Table 12: Reliability Statistics

Item-Total Statistics				
Agreeableness	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I am willing to cooperate with others to achieve common goals.	10.904	2.165	0.659	0.777
I am considerate and kind to people around me.	10.891	2.246	0.63	0.789
I respect others' opinions even when they differ from mine	10.809	2.199	0.656	0.778
I try to avoid conflicts while working in a team.	10.83	2.22	0.657	0.777

Table 13 Item-Total Statistics

All 230 cases were valid. The Cronbach's Alpha of 0.826 indicates good reliability. The corrected item–total correlations (0.630–0.659) show that all items contribute well to the scale. Since reliability would decrease if any item were removed, all four items should be retained.

Conscientiousness

Case Processing Summary			
		N	%
Cases	Valid	230	100
	Excluded	0	0
	Total	230	100
a. Listwise deletion based on all variables in the procedure.			

Table 14: Case Processing Summary

Reliability Statistics	
Cronbach's Alpha	N of Items
0.907	4

Table 15: Reliability Statistics

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I work hard to achieve my goals.	10.6609	3.876	0.789	0.882
I plan my tasks carefully before starting them	10.687	4.129	0.817	0.87
I complete my responsibilities on time.	10.713	4.162	0.773	0.885
I remain persistent even when tasks become difficult.	10.6435	4.3	0.788	0.881

Table 16 Item-Total Statistics

All 230 responses were valid. The Cronbach's Alpha of 0.907 indicates excellent reliability. The corrected item–total correlations (0.773–0.817) show strong contribution of each item. Since reliability would decrease if any item were removed, all items should be retained.

Emotional Stability

Case Processing Summary			
		N	%
Cases	Valid	230	100
	Excluded ^a	0	0
	Total	230	100
a. Listwise deletion based on all variables in the procedure.			

Table 17: Case Processing Summary

Reliability Statistics	
Cronbach's Alpha	N of Items
0.874	4

Table 18: Reliability Statistics

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I remain calm in stressful situations.	10.578	8.516	0.666	0.865
I can handle pressure effectively.	10.478	8.312	0.816	0.808
I feel confident even in uncertain situations.	10.496	8.434	0.748	0.833
I am emotionally stable while dealing with problems.	10.526	8.006	0.706	0.851

Table 19 Item-Total Statistics

All 230 responses were valid. The Cronbach's Alpha of 0.874 indicates good reliability. The corrected item-total correlations (0.666–0.816) show strong contribution of each item. Since reliability would decrease if any item were removed, all items should be retained.

Openness to Experience

Case Processing Summary			
		N	%
Cases	Valid	230	100
	Excluded	0	0
	Total	230	100
Listwise deletion based on all variables in the procedure.			

Table 20: Case Processing Summary

Reliability Statistics	
Cronbach's Alpha	N of Items
0.917	4

Table 21: Reliability Statistics

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted

I enjoy exploring new ideas and creative solutions.	11.3783	9.337	0.805	0.893
I am curious about learning new things.	11.2783	9.224	0.872	0.869
I like experimenting with innovative approaches.	11.3826	9.739	0.785	0.9
I am open to change and new experiences.	11.4174	9.729	0.775	0.903

Table 22 Item-Total Statistics

All 230 cases were valid. The Cronbach’s Alpha of 0.917 shows excellent reliability. The corrected item–total correlations (0.775–0.872) indicate strong item contribution. Since alpha decreases if any item is removed, all items should be retained.

Entrepreneurial Intention

Case Processing Summary			
		N	%
Cases	Valid	230	100
	Excluded ^a	0	0
	Total	230	100
a. Listwise deletion based on all variables in the procedure.			

Table 23: Case Processing Summary

Reliability Statistics	
Cronbach's Alpha	N of Items
0.91	5

Table 24: Reliability Statistics

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I intend to start my own business in the future.	14.6652	7.935	0.753	0.895
I prefer being self-employed rather than working for someone else.	14.6913	7.917	0.679	0.911
I am willing to take risks to start a business.	14.7087	7.692	0.807	0.883
I am determined to become an entrepreneur after completing my studies	14.7391	7.905	0.785	0.888
I will make every effort to establish my own enterprise.	14.6739	7.574	0.851	0.874

Table 25 Item-Total Statistics

All 230 cases were valid. The Cronbach’s Alpha of 0.910 indicates excellent reliability. The corrected item–total correlations (0.679–0.851) show strong item contribution. All five items can be retained.

Correlation Analysis

		Correlations					
		E	A	C	ES	O	ENT
Extraversion	Pearson Correlation	1	.550**	.137*	0.036	.171**	0.083
	Sig. (2-tailed)		0	0.039	0.587	0.009	0.211
	N	230	230	230	230	230	230
Agreeableness	Pearson Correlation	.550**	1	.169*	0.068	0.109	0.081
	Sig. (2-tailed)	0		0.01	0.304	0.1	0.221
	N	230	230	230	230	230	230
Conscientiousness	Pearson Correlation	.137*	.169*	1	.635**	.635**	.231**
	Sig. (2-tailed)	0.039	0.01		0	0	0
	N	230	230	230	230	230	230
Emotional Stability	Pearson Correlation	0.036	0.068	.635**	1	.685**	.260**
	Sig. (2-tailed)	0.587	0.304	0		0	0
	N	230	230	230	230	230	230
Openness to Experience	Pearson Correlation	.171**	0.109	.635**	.685**	1	.223**
	Sig. (2-tailed)	0.009	0.1	0	0		0.001
	N	230	230	230	230	230	230
Entrepreneurial Intention	Pearson Correlation	0.083	0.081	.231**	.260**	.223**	1
	Sig. (2-tailed)	0.211	0.221	0	0	0.001	
	N	230	230	230	230	230	230
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

Table 26 Correlation Analysis

To test the relationship between the Big Five personality traits and entrepreneurial intention, the following null hypotheses were considered:

H₀₁: Extraversion has no significant relationship with entrepreneurial intention.

H₀₂: Agreeableness has no significant relationship with entrepreneurial intention.

H₀₃: Conscientiousness has no significant relationship with entrepreneurial intention.

H₀₄: Emotional Stability has no significant relationship with entrepreneurial intention.

H₀₅: Openness to Experience has no significant relationship with entrepreneurial intention.

Based on the correlation results, Extraversion ($p > 0.05$) and Agreeableness ($p > 0.05$) were found to be statistically insignificant. Therefore, the null hypotheses H₀₁ and H₀₂ are accepted, indicating no significant relationship between these traits and entrepreneurial intention.

However, Conscientiousness ($p < 0.01$), Emotional Stability ($p < 0.01$), and Openness to Experience ($p < 0.01$) showed statistically significant positive relationships with entrepreneurial intention. Therefore, the null hypotheses H₀₃, H₀₄, and H₀₅ are rejected.

Thus, the study concludes that Conscientiousness, Emotional Stability, and Openness to

Experience significantly influence entrepreneurial intention, whereas Extraversion and Agreeableness do not show a significant effect.

FINDINGS:

- The study was conducted on 230 university students with balanced gender representation, and the majority were in the 20–22 age group.
- Most respondents belonged to BBA and B. Com programs, with additional representation from MBA and other academic courses.
- Descriptive statistics showed that all Big Five personality traits recorded mean scores above 3.5, indicating moderate to high levels of personality characteristics among students.
- Students demonstrated positive traits related to social interaction (Extraversion), cooperation (Agreeableness), discipline and persistence (Conscientiousness), emotional control (Emotional Stability), and creativity and adaptability (Openness to Experience).
- Entrepreneurial intention also recorded mean scores above 3.6, indicating a positive inclination among students toward self-employment, risk-taking, and starting their own business.
 - Reliability analysis confirmed strong internal consistency of all constructs:
 - Extraversion ($\alpha = 0.858$) – Good reliability
 - Agreeableness ($\alpha = 0.826$) – Good reliability
 - Conscientiousness ($\alpha = 0.907$) – Excellent reliability
 - Emotional Stability ($\alpha = 0.874$) – Good reliability
 - Openness to Experience ($\alpha = 0.917$) – Excellent reliability
- Entrepreneurial Intention ($\alpha = 0.910$) – Excellent reliability. These results indicate that all measurement scales were statistically reliable and suitable for further analysis.
- Correlation analysis showed that Extraversion and Agreeableness do not have a statistically significant relationship with entrepreneurial intention.
- Conscientiousness, Emotional Stability, and Openness to Experience demonstrated significant positive relationships with entrepreneurial intention.
- Overall, the findings suggest that students who are disciplined, emotionally stable, persistent, and open to new experiences are more likely to exhibit stronger entrepreneurial intentions.

CONCLUSION

The study concludes that the Big Five personality traits have an important influence on students' entrepreneurial intention. Among all traits, conscientiousness shows the strongest positive effect, highlighting that students who are organized, disciplined, and responsible are more likely to pursue entrepreneurship. Emotional stability and openness to experience also show meaningful positive relationships, suggesting that confident, calm, creative, and curious individuals tend to display higher entrepreneurial interest. Agreeableness shows only a small positive effect, while extraversion does not significantly contribute to entrepreneurial intention. Overall, the findings show that personal qualities related to self-management, emotional control, and creativity play a more critical role in shaping entrepreneurial intention than social or outgoing behavior. These insights can help educators and institutions design training and support systems that strengthen the traits most closely linked with developing an entrepreneurial mindset.

RECOMMENDATIONS

- Institutions should conduct personality development programs focusing on improving conscientiousness, emotional stability, and openness, as these traits showed a strong positive influence on entrepreneurial intention.
- Colleges should strengthen entrepreneurship awareness programs to motivate students who show

- potential based on their personality traits.
- Universities should offer skill-building workshops such as problem-solving, creativity enhancement, and decision-making to support traits linked with entrepreneurial intention.
 - Entrepreneurship cells and incubation centres should provide mentorship and guidance specifically for students who are disciplined, creative, and emotionally stable, as they are more likely to pursue entrepreneurship.
 - Faculty should promote experiential learning opportunities like mini-projects, business idea competitions, and real-life case studies to encourage students with Favorable personality traits.
 - Institutions should create a supportive environment that helps students build confidence and emotional resilience, which are essential traits for entrepreneurial intention.
 - Career counselling units should identify students with strong entrepreneurial traits and offer customized entrepreneurial career guidance.

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