# Study the Relationship of Components of Emotional Intelligence with Entrepreneurship
# (Case Study: Islamic Azad University of Tabriz)

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## ABSTRACT

The aim of this study is to investigate the relationship between the components of emotional intelligence and entrepreneurship of Islamic Azad university of Tabriz students. The method of this research is survey and its type is analytical and its purpose is application. Statistical population of this research is Islamic Azad university of Tabriz. Sample size is included 400 numbers and is selected a simple randomized. Instruments of data collection are interviews, observation and questionnaires. The questionnaires of emotional intelligence are Bar-On and Salovey & Mayer and questionnaires of entrepreneurship are also designed according to personality characteristics by researchers. The validity of questionnaire has been confirmed as content.

The reliability of questionnaire is calculated by Cronbach's alpha test and 0.88 and 0.89 are obtained for questionnaire of emotional intelligence and entrepreneurship. In this study, Pearson correlation coefficient is used to test first hypothesis and T-test is used to test second, third and fourth hypothesis. The results of this research showed: there is a significant relationship between happiness, emotional self-awareness, self-actualization, self-esteem and entrepreneurship of male students, and in female students, there is only a significant relationship between entrepreneurship and happiness. In the second, third and fourth hypothesis, the score average of emotional intelligence of male and female students for different levels of education is equal.

KEYWORDS: Emotional intelligence, Entrepreneurship, Emotional self-awareness, Interpersonal relationships, Self-actualization.

## INTRODUCTION

One of the secrets which revealed in psychology is that course score, IQ or Scholastic Aptitude Test results, despite their values and grandeur between the public, cannot predict determinedly who will succeed in life. Certainly, on the whole, in large groups, there is a relationship between IQ and life positions. Many people with low IQ work in low positions and people with high IQ work in High position. But it is not correct always. There are many exceptions to this rule that success is result of intelligence. Even more cases than for the rule itself. At best, IQ has affected maximum 20 percent of person's success in life but 80 percent remaining is affected by other force that called Emotional Intelligence. Like such abilities that the person can keep his motivation, persistence in deal with adversity, and to restrain his impulses, postpone his prosperity, adjust his mood, not prejudicing distress, empathize with others and be hopeful [3]. Unlike IQ that has hundred years of research background for hundreds of thousands people, emotional intelligence is a new concept. Still, no one can tell exactly what is the differences between people's life in result of emotional intelligence. Howard Gardner in 1985 for first time proposed the theory of emotional intelligence, which was critical of the overemphasis on IQ. Emotional intelligence is a concept that challenges IQ hypothesis or cognitive intelligence. IQ hypothesis states that cognitive intelligence is the best predictor of human's success. Unlike IQ, which is a tool for assessing the proven intrinsic ability, EQ is a feature that can be improved and increased. Emotional Intelligence theory suggests that individuals with high emotional intelligence can increase his success in his academic activities, sales, services to the customers, improvement of living conditions, management and increase physical and mental health. A person who has only high IQ level, but has lack of emotional intelligence is almost a caricature of a wise man, in the realm of the powerful mind, but in his private world is a weak person. People who have strong emotional intelligence are happy and lively in the social aspect and have no tendency to fear or concern and express their feelings directly and are optimistic about themselves. Emotional intelligence is defined by Ron Bar-On (2000), consists of a set of knowledge and emotional

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and social abilities that affect our overall ability to respond to environmental needs. This set includes the following:
1. The ability of being aware of himself, understanding himself and of the power of self-expression
2. The ability of being aware of others, understanding of others and the power of stating this.
3. The ability of dealing with intense emotion and controlling of those in himself.
4. The ability of adapting changes and solving problems with individual or social nature.

In general, some examples of Emotional Intelligence are expressed as follows: emotional awareness: 1. you can express your sympathy. 2. Provide good service to others. 3. being aware of what happens in the organization. Relationship Management: 1. developing the other's ability. 2. Influence on others. 3. Communicate effectively with others. 4. managing others to achieve win - win solutions. 5. Effective guidance. 6. Being linked with others. 7. Having key role in making changes [1]. Emotional intelligence theorists believe that IQ tells us that what we can do, while emotional intelligence tells us what we should do. IQ includes the ability to learn, logical and abstract thinking, while emotional intelligence tells us how to use IQ for success in life. Ron Bar-On (1999) for finding an answer for why some people are more successful rather than others in life, did a lot of researches and demonstrate that only reason for being successful is not overall intelligence, but we should look for other factors. Men who have high emotional intelligence are humble in terms of social, affable and cheerful, and they are resistant in facing with fear or worry thoughts. They have great capability in helping people and solving their problems and taking responsibility. They show respect in their relationships with others. Their lives are rich, but fit. They are comfortable with themselves, others and the community where they live. Women with high intelligence are self-reliance that they would have expected. They express their thoughts easily respect to mental subject and they have a wide range of intellectual and aesthetic interests. They are capable to anxiety, diving in guilty feeling and they hesitate in expressing their anger. (Of course they express they it indirectly). Conversely, women with high emotional intelligence are courageous; they can express their feelings directly, their lives are full of meaning. They are social and affable and express their feeling in best way. (Instead of express it in exploding way that cause blame) they are flexible in anxiety. Their social position, gave them ability to meet new people. They are comfortable enough with their own to have sense of humor, self-motivated and be receptive to emotional experiences. Unlike women with pure and high intelligence, rarely feel anxiety or guilt or sinks in fiction [4]. In today's society because of entrepreneurial special position in development and economical growth, a lot of governments in developed countries try to guide people with entrepreneurial features to be active and give them maximum equipment to developing. These countries understand that entrepreneurs in various fields of activity, with invention and talent and acceptance risks overcome obstacles and develop a clear horizon to people's life [8]. So most economists, sociologists and psychologists have studied some of the characteristics of individual entrepreneurs. More economists provide economic growth and profits of the functional definitions, but psychologists are trying to study about personal and psychological characteristics of entrepreneurs. Sociologists investigate about social dimension of entrepreneurs in regard of believing that entrepreneur's inner motivation cause them to be active which influenced from environment in childhood [7]. Entrepreneurship for the first time is defined by Cantilion (1700) [6], but Schumpeter (1934) had related application of general entrepreneurship in field of economic to Mill. After Mill, Schumpeter [11] looked at different view to entrepreneurship and emphasize on creativity and its role in the constant economical system and in time process different persons give their thoughts about entrepreneurship. Entrepreneurship is the process of creating value from a unique set of resources to take advantage of the opportunity. It is important to note that entrepreneurial is beyond the job and that is the way of life [10]. According to Webster's new Colligate Dictionary, entrepreneur is a person who is committed to organize, manage and accept risks of a economical activity [2]. In Arianpour dictionary entrepreneur is a person who is brave, courageous on the important things, pioneer in creating new organization [8].

There are a lot of researches about emotional intelligence for example: A research with title "Comparison between emotional intelligence, mental health and its effect on high school students which have a handicap and disabled member with normal family" is done by Mohammad Bagher Mohsenian. The main purpose of research was to demonstrate relation between emotional intelligence, mental health of student with handicap father and its effects on family. The sample was comprised of 99 high school students whom 37 of them was a child of a persons who had been disabled in war, 32 of them ordinary peoples child and 30 of them were disabled peoples child. Disabled persons child group randomly selected from Shahed high school and other two groups selected with aim. Analyzing data is performed by using descriptive statistics, ANOVA, Scheffé's method, Pearson and Spearman correlation coefficients. Results showed a significant difference in terms of mental health and subscales physical problems, compulsive obsessive, anxiety, interpersonal sensitivity, aggression, and psychosis among the three groups under research. There were also meaningful difference between three groups under research in terms of emotional intelligence, respect to own, assisting, interpersonal relations, tolerance to mental pressures and being happy. Esmaeel Kavousi, Fatemeh Tohidi and Jila Sarlak have investigated the relation between emotional intelligence and time management in a paper between under graduated student of the Qazvin medical science

university. The results showed that there is a positive correlation between emotional intelligence and time management [5]. Zahraei in a study has investigated about the effect of training some of emotional intelligence components on job satisfaction and employee productivity. Researcher has selected 72 person with controlling variables such as age, education level and employment base. After the emotional intelligence questionnaire, 40 people with lower emotional intelligence than the average of society were randomly divided into control and experimental groups. After decreasing the number of examiners, 14 people remained in each group. During 10 sessions, with an interval of one week, some components of emotional intelligence were trained. Measurement tools were Bar-On emotional intelligence questionnaires, employee satisfaction, and productivity that in two stages pre-tests and post-tests were given to employees. Results show that training have a great effect on employee's performance in mangers viewpoints. Vitlo-Kisio (2011) has performed MSCEIT test (Swinburne University Emotional Intelligence Test) to assess emotional intelligence between 50 nurses in a large hospital. Then he has done an interview with 14 people which had less or more than average 100. In general, participants in this test had a high score, 11 participants had a very high score and 9 nurses that had 119 EQ are chosen. After an interview they understand that they can have better relationship and cooperation with other people and also with their own family. Stough- Lee (2003) has a study with title relationship between emotional intelligence, IQ, personality traits, job ranking, and performance on 94 people who were requirement employee's experts. In this study, emotional intelligence questionnaire of Australia Swinborne University was used for measuring emotional intelligence of subject. Results indicate that emotional intelligence predicts job performance better than personal features and IQ. Moreover, emotional control and emotional management have positive relationship with employee performance (teamwork, motivation and causing development in others). Direct cognitive thrill is related directly to business performance (business development, and performing task for improvement in personal business). Understanding customer thrills is effectively related with better relation with them (services to clients) [12]. There are a lot of researches about entrepreneurship for example: in a research with title Investigating on effect of personal features to entrepreneurship (Case study: Islamic Azad University Students) which is done by Kamran Pashei Fakhri, Peyman Ghanimat, Mahdieh koopahi, and Sanaz Behnia. In this study 400 student of Islamic Azad University of Tabriz is selected as sample. Results of the study show that in investigating society among considered personality characteristics, such as success, objective idealism, independence, creativity and expressiveness, intellectual risk-taking and the spirit of invincibility, self-control, action-oriented and tolerance of ambiguity only variables success, ambition, creativity and intellectual clearness and risk taking has influence on the ability of entrepreneurship in students.

In another research titled with "Investigation on effect of demographic features on student's entrepreneurship in Tabriz Azad University" which has done by same researchers, 400 people selected as samples. Results shoes that among selected demographic features, only type of faculty and level of degree have affect on entrepreneurship. In another research titled "Effectiveness of the entrepreneurship course which held in Azerbayjan Charkhe Niloofari Institute (Iran) by same researchers, 800 students which passed this course were selected. The results showed that there is a difference between the average score of entrepreneurship, creativity, risk-taking before and after the implementation period.

Due to the importance and necessity of entrepreneurship in Iran and the impact of emotional intelligence on performance and success of people, in this paper relation between some components of emotional intelligence such as prosperity, Self-actualization, flexibility, interpersonal relationships, self-esteem, self-expression and risk-taking and responsibility with entrepreneurship is studied in male and female student of Tabriz branch, Islamic Azad University.

## METHODOLOGY

In this paper data is gathered by descriptive correlation method and the aim of research is applicable. The statistical of this study are all student of Islamic Azad University, Tabriz branch in 2011-2012 year. From the statistical, 400 students (187 boys and 213 girls) are selected as statistical sample. In this study, for gathering data two emotional intelligence and entrepreneurial questionnaires are used. Validity of questionnaires is confirmed as content. For calculating reliability of questionnaires, Cronbach's Alpha is used and people are selected randomly to filling questionnaires. Data obtained from SPSS software was 0.88 for Emotional Intelligence Questionnaire and 0.89 for entrepreneurship questionnaire and these amounts are acceptable for practical cases.

## RESULT

**First hypothesis:** there are relations between the components of emotional intelligence and entrepreneurial in male and female students.

Table 1 - Results of Pearson correlation test between the components of emotional intelligence and entrepreneurial in male and female students.

| Emotional Intelligence and Entrepreneurial | Count | | Pearson correlation | | Sig | |
|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female |
| Prosperity | 187 | 213 | 0.395 | 0.155 | 0.000 | 0.024 |
| Emotional awareness | 187 | 213 | 0.986 | 0.058 | 0.000 | 0.401 |
| Interpersonal Relations | 187 | 213 | 0.006 | 0.031 | 0.935 | 0.648 |
| Self expression | 187 | 213 | - 0.019 | 0.029 | 0.795 | 0.669 |
| Self-actualization | 187 | 213 | 0.185 | 0.027 | 0.011 | 0.695 |
| Flexibility | 187 | 213 | 0.106 | -0.032 | 0.148 | 0.644 |
| responsibility | 187 | 213 | 0.112 | -0.049 | 0.127 | 0.481 |
| Self-esteem | 187 | 213 | 0.219 | 0.058 | 0.003 | 0.398 |
| emotional intelligence | 187 | 213 | 0.545 | 0.079 | 0.000 | 0.250 |

To examine the relationship between emotional intelligence and its components in male students of Islamic Azad University of Tabriz, Pearson correlation coefficient was used. As noted in Table A the correlation coefficient between the components of emotional intelligence such prosperity, emotional self-awareness, interpersonal relationships, self-expression, self-actualization, flexibility, taking responsibility, and self-esteem in order is 0.155, 0.058, 0.031, 0.029, 0.027, 0.032, 0.049, 0.058 with the sample of 187 students and there is a significance level for all components listed in order is 0.000, 0.000, 0.935, 0.795, 0.011, 0.148, 0.127, 0.003 which with the reliability with 95 percent can say that prosperity, emotional self-awareness, self-actualization, self-esteem have a relationship with entrepreneurship but there is no relation between interpersonal relation, self-expression, flexibility, taking responsibility.

To investigate the relationship between components of emotional intelligence and entrepreneurship among female students of Islamic Azad University of Tabriz, Pearson correlation coefficient was used. As shown in table 1, correlation coefficient between emotional intelligence components such as prosperity, emotional self-awareness, interpersonal relationships, self-expression, self-actualization, flexibility, taking responsibility, and self-esteem in order is 0.155, 0.058, 0.031, 0.029, 0.027, -0.32, -0.049, 0.058 with the sample of 213 students and there is a significance level for all components listed in order is 0.024, 0.401, 0.648, 0.669, 0.695, 0.644, 0.481, 0.398 which with the reliability with 95 percent can say that between mentioned in female students only prosperity feeling is related with entrepreneurship.

Table 2 - Descriptive statistics of different group

| No. | Hypothesis | Degree | Number | | Mean | | Std. deviation | | Std. Error Mean | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Male | Female | Male | Female | Male | Female | Male | Female |
| 2 | Emotional Intelligence Average is not equal in Graduated and Under Graduated students in Azad University | BS | 122 | 123 | 130.44 | 132.15 | 16.291 | 15.379 | 1.475 | 1.387 |
| | | MS | 34 | 10 | 135.29 | 126.20 | 15.213 | 25.516 | 2.609 | 8.069 |
| 3 | Emotional Intelligence Average is not equal in Under Graduated and Associated students in Azad University | BA | 31 | 80 | 131.81 | 130.44 | 16.800 | 10.785 | 3.017 | 1.206 |
| | | BS | 122 | 123 | 130.44 | 132.15 | 16.291 | 15.379 | 1.475 | 1.387 |
| 4 | Emotional Intelligence Average is not equal in Graduated and Associated students in Azad University | BA | 31 | 80 | 131.81 | 130.44 | 16.800 | 10.785 | 3.017 | 1.206 |
| | | MS | 34 | 10 | 135.29 | 126.20 | 15.213 | 25.516 | 2.609 | 8.069 |

In Table 2 in order to test hypotheses 2, 3 and 4, the descriptive statistics for students in the Associate Degrees, Bachelor and Masters is showed. In table 2, Number, Average, Standard deviation, Standard errors of the mean in associate degree for male students are 31, 131.81, 16.800, and 3.017 and for female students are 80, 130.44, 10.785, and 1.206. Number, Average, Standard deviation, Standard error of the mean in bachelor degree for male students are 122, 130.44, 16.291, 1.475 and for female students are 123, 132.15, 15.379, 1.387. Number, Average, Standard deviation, Standard error of the mean in master degree for male students are 34, 135.29, 15.213, 2.609 and for female students are 10, 126.20, 25.516, 8.069. For test hypotheses 2, 3 and 4 it is necessary to do Leven test first. In this test two society's Variances assume equal. The results are given in Table 3.

In table 3, degrees of freedom and significance level for variance equality test between male and female students are shown for various academic levels. In hypothesis two, three and four, significance level for male students in various level of study is shown that it is in order equal with 0.843, 0.829, and 0.727; because these are all above the 0.05, so assumption of equality of variances for two societies in 0.05 percent error are acceptable.

Table 3 – The result of equal Variances for different groups

| No. | Hypothesis | Variances | Variance Equity Test for Different Groups | | | |
|---|---|---|---|---|---|---|
| | | | Male | | Female | |
| | | | df | sig level | df | sig level |
| 2 | Emotional Intelligence Average is not equal in Graduated and Under Graduated students in Azad University | Equal | 0.039 | 0.843 | 11.950 | |
| | | Not Equal | | | | 0.001 |
| 3 | Emotional Intelligence Average is not equal in Under Graduated and Associated students in Azad University | Equal | 0.047 | 0.829 | 9.392 | |
| | | Not Equal | | | | 0.002 |
| 4 | Emotional Intelligence Average is not equal in Graduated and Associated students in Azad University | Equal | 0.123 | 0.727 | 45.403 | |
| | | Not Equal | | | | 0.000 |

Moreover, significance level for variance equality test for female students in various level of study is shown that it is in order is equal with 0.001, 0.002, and 0.000; because these are all less than 0.05, so assumption of equality of variances is rejected. So in two societies average comparison test should survey on results in regard of variance equality assumption. This is shown in Table 4.

In Table 4, sig level of mean test for male and female students are shown separately. Sig level of average test for male group in hypothesis 2, 3, and 4 is equal in order with 0.121, 0.680, and 0.383. Also, sign level of average test for female group in hypothesis 2, 3, and 4 is equal in order with 0.458, 0.351, and 0.615. In regard to significant level which is achieved it is noticeable that because significant level of these tests are bigger than 0.05 so with 95 percent reliability we can rejected hypothesis 2, 3, and 4. So we can say that the mean emotional intelligence score for different academic levels of student is equal.

In Table 5 confidence intervals for hypotheses 2, 3 and 4 are provided in order of male and female students. The results can be stated as follows:

Table 4 – The result of T-test for mean equality of two groups

| No. | Hypothesis | T-test For Mean Equality of Two Groups | | | | | |
|---|---|---|---|---|---|---|---|
| | | T | | df | | Sig level | |
| | | Male | Female | Male | Female | Male | Female |
| 2 | Emotional Intelligence Average is not equal in Graduated and Under Graduated students in Azad University | -1.557 | 0.727 | 154 | 9.539 | 0.121 | 0.485 |
| 3 | Emotional Intelligence Average is not equal in Under Graduated and Associated students in Azad University | 0.414 | -0.934 | 151 | 199.819 | 0.680 | 0.351 |
| 4 | Emotional Intelligence Average is not equal in Graduated and Associated students in Azad University | -0.878 | 0.519 | 63 | 9.406 | 0.383 | 0.615 |

Table 5 – Confidence intervals for hypothesis 2, 3 and 4

| Confidence intervals for hypothesis 2 for male students | $-11.007 \leq \mu_1 - \mu_2 \leq 1.304$ |
|---|---|
| Confidence intervals for hypothesis 2 for female students | $-12.408 \leq \mu_1 - \mu_2 \leq 24.317$ |
| Confidence intervals for hypothesis 3 for male students | $-5.151 \leq \mu_1 - \mu_2 \leq 7.879$ |
| Confidence intervals for hypothesis 3 for female students | $-5.613 \leq \mu_1 - \mu_2 \leq 1.907$ |
| Confidence intervals for hypothesis 4 for male students | $-11.422 \leq \mu_1 - \mu_2 \leq 4.446$ |
| Confidence intervals for hypothesis 4 for female students | $-14.098 \leq \mu_1 - \mu_2 \leq 22.573$ |

Table 5 is shown confidence intervals for hypothesis 2, 3, and 4. In regards to that minimum is negative and maximum is positive, it is concluded that difference between two society is not meaningful and equality between two society is not rejected. In other words:

$$\mu_1 - \mu_2 \rightarrow \mu_1 = \mu_2$$

## DISCUSSION AND CONCLUSION

The main purpose of this study was to determine the relationship between components of emotional intelligence and entrepreneurship in male and female students at Islamic Azad University of Tabriz.

In relation to the first research hypothesis that: the components of emotional intelligence and entrepreneurial in male and female students is investigated. According to research findings, it is illustrated that the Pearson correlation coefficient between the components of emotional intelligence for male students such as prosperity is 0.395, and for emotional self-awareness is 0.986, and for interpersonal relationships is 0.006, and for self-expression is -0.019, and for self-actualization is 0,185, for flexibility is 0.106, for taking responsibility is 0.112, and for self-esteem is 0.219 and significant level for mentioned component in order is equal with 0.000, 0.000, 0.935, 0.795, 0.011, 0.148, 0.127, 0.003. So with 95 percent reliability we can say: there are meaningful relations between prosperity, emotional self-awareness, self-actualization, self-esteem with entrepreneurship, but there are not meaningful relations between interpersonal relationships, self-expression, flexibility, taking responsibility with entrepreneurship and Pearson correlation coefficient in female students for emotional intelligence components such as prosperity is 0.155, emotional self-awareness is 0.058, interpersonal relationships is 0.031, self-expression is 0.029, self-actualization is 0.027, flexibility is -0.032, taking responsibility is -0.049, and self-esteem is 0.058 and significant level for mentioned components are 0.024, 0.401, 0.648, 0.669, 0.695, 0.644, 0.481, 0.398. So with 95 percent reliability we can say that among mentioned components in female student, component of happiness has a significant relationship with the entrepreneurship.

**In hypothesis two, three and four:** the significant level of mean test for two groups of male students in hypothesis 2, 3, and 4 is equal with 0.121, 0.680, and 0.383. Also, the significant level of mean test for two groups of female students in hypothesis 2, 3, and 4 is equal with 0.485, 0.351, and 0.615. In regards to achieved significant levels, it is obvious that all is greater than 0.05 so with reliability 95 percent we can reject hypothesis 2, 3, and 4. So, average emotional intelligence scores for male and female students are equal.

## RESEARCH OFFERS

Today, world is under serious changes in technology areas. And because of important missions and commitments of the universities on one hand they should try to survival and self-efficacy and on the other hand they should create suitable plan for organization of other companies because of their rule in society as a sample. So, it brings valuable result with new ways and methods in effectively provide products and services to the community. Lack of timely compliance and compatibility with the environment, result in interruption and stress in universities function. So, one of the new models is the systematic approach to higher education. In this approach, two components customer orientation and result oriented have key role in the quality of the system output [9]. University should believe that it is a social system and set. Each system will lose its independent identity and integrity when it lose its optimize relation with environment and doesn't deal materially with surrounding environment or progress has a static situation [9]. Clark believes that dynamic universities in the twenty-first century are the universities that are entrepreneur and able to combine managerial and professional values. Focused on entrepreneurship education in universities in developing countries is growing and developing. This program is designed to make science experiments and processes for the new products. Often this type of program, help the students to generate new ideas and plans to implement these ideas. In these programs, the application of different methods of teaching to enhance students' skills for marketing and business corporations are established. Entrepreneur University is a new topic which on the one hand gives attention to students to perform their entrepreneur activities and on the other hand, diversification and innovation in providing products and services to research and education is important. Emotional intelligence due to its nature is also as a motivating factor for entrepreneurship that can be considered and with identification of emotional intelligence components and

modeling these factors in universities; we can use this innate ability for achieving our purpose. So, with identifying emotional intelligence components and investigating its effects on entrepreneurship, we can identify effective components and calculate its impact. It can also be used for learning the business and entrepreneurial culture at universities nationwide.

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