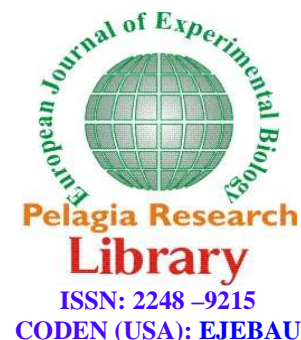




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The role of active and passive motion staff's emotional intelligence on entrepreneurship behavior

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ABSTRACT

This study has investigated the role of active and passive motion staff's emotional intelligence on their entrepreneurship in Islamic Azad university Of Maraghehat2011. The statistical sample of this study includes all employees of the 177 subjects (108men and 69 women and 147 married and 30unmarried), from which 54 people were with no special physical activity or exercisur training, and the 123 person of them were taking a part in at least two sessions of friendly sport companies in a week .They were to answer two questionnaires: Wang and Lau Emotional Intelligence questionnaire and questionnaire of Pierce on entrepreneurial behavior. There is a significant relationship between emotional intelligence and corporate entrepreneurship.

Key words: Entrepreneurship Behavior, Emotional Intelligence, physical Activities

INTRODUCTION

More recently, researchers have suggested that a focus on defining entrepreneurship in terms of personal characteristics and behaviors of the entrepreneur has been a significant obstacle to the development of a conceptual framework for the field of entrepreneurship [1]; [2]. Shane and Venkataraman (2000) contend that the focus should be on the study of opportunity sources, the processes of discovering and exploiting those opportunities, and the individuals who discover, evaluate and exploit them [1].

The concept of an entrepreneurial mindset has been used to bridge the two domains of discovery and creative entrepreneurial process [3]; [4]; [5]. According to McGrath and Macmillan (2000), the entrepreneurial mindset includes passionately seeking new opportunities, pursuing opportunities with enormous discipline, a focus on execution, and the ability to engage the energies of others toward a goal. However, the concepts discussed within the entrepreneurial mindset have mostly been related to cognitive activities such as environmental scanning, pattern recognition coping with uncertainty and decision-making [3].

Addressing these concerns, researchers began to shift their attention to focusing on cognitive models, which were considered more theoretically rigorous and empirically testable, to explain individuals engaging in the entrepreneurial process [6]. Recent cognitive-based research theory development could be classified as either focusing on the discovery or creative process of entrepreneurs [7]. These two models consider both the entrepreneur and the opportunity discovery process described by Shane and Venkataraman (2000). In the discovery process,

entrepreneurial opportunities exist to be discovered by alert entrepreneurs who can objectively assess and evaluate the risk factors and exploit opportunities [8]; [1]. In the creative process, opportunities emerge as individuals explore ways to generate economic wealth [9]; [10].

according to them, constitutes a set of abilities within the subset of social intelligence specifically related to emotions [11]. Since its first appearance, several models of EI have been proposed [12]; [13]. Broadly, these models have been classified into ability-based models and mixed models [12]. Emotional Intelligence (EI) has at least two broad effects. The first is the ability to perceive, assimilate, understand, and manage one's own emotions. The second is the ability to perceive, assimilate, understand, and manage others' emotions. First, the ability to perceive and deal with one's own emotions could influence attitudes [14]. Broadly, attitudes can be described as an aggregation of affect and cognitions. Crano and Prislin (2006) define attitude as "evaluative judgments (of an individual) that integrate and summarize cognitive/affective reactions in relation to an attitude object" [15]. Because attitude formation involves the aggregation of affective experiences, the ability to perceive, facilitate, understand, and manage an individual's own emotions should be important. Previous studies, for example, suggest that EI could play an important role in affecting general attitudes towards life [14]. EI's second effect is through a different pathway, i.e., dealing with emotions in other people and objects when jobs are closely associated with emotions. Here, EI functions as a "task facilitator" similar to cognitive ability in problem solving. EI helps individuals solve the emotional problems that arise directly in connection with the work activities they are doing [16].

In keeping with the entrepreneurial mindset perspective, we suggest that emotional intelligence may also contribute to our understanding of the people who are able to successfully discover, create and exploit opportunities. We believe the activities related to these processes may require demonstration of competencies such as self-management or social management skills that are included in the emotional intelligence inventory. Moreover, we agree with Baron (2004) that "a perspective that sheds new light on key aspects of human behavior (for example decision-making, problem-solving, the self regulation of behavior) [17] can contribute substantially to our understanding of the process through which entrepreneurs recognize and develop new opportunities" [1].

Emotional intelligence, defined by Salovey and Mayer (1989) as a form of social intelligence [11], has been shown to contribute to a leader's effectiveness through the demonstration of competencies in a stream of research in the current management literature [18]; [19]; [20]. According to Salovey and Mayer (1989), emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action [11]. In short, emotional intelligence helps us to recognize our own feelings and those of others, to motivate ourselves, and to manage our own emotions and also emotions in our relationships with others [21]. Goleman (1995) extended this model to include emotional intelligence as the neurological underpinning of the integrated model of personality. In other words, emotional competencies that result in effective or outstanding performance act as a conduit for emotional intelligence [22]. According to Goleman (1998: 25), an emotional competence is "a learned capability based on emotional intelligence which results in outstanding performance." [20] In short, emotional intelligence helps us to recognize our own feelings and those of others, to motivate ourselves, and to manage our own emotions and also emotions in our relationships with others [21]. In short, the act of regulating or managing our own and others' emotions contributes to our overall effectiveness as a leader [22].

Some authors have proposed that emotional intelligence could account for 10% of the variance in life outcomes [23], be essential to experience success in life [22] and directly influence one's general emotional well-being [24]. It also positively correlated with academic achievement in children [25] and with emotional reactivity in adults [26]. The ability to recognize the emotional content of visual stimuli and the ability to accurately identify emotion were found to correlate with children's achievement and with adults' competency in the workplace [27]. Lower emotional intelligence in males has been found to be associated with illegal drug and alcohol use, deviant behavior, and poor relations with friends [28] while higher emotional intelligence related to social skills [29].

In a recent study, Watson, Stewart, and Bar Nir (2003) examined the effects of human capital, organizational demography, and interpersonal processes and discovered important linkages to a firm's growth and performance. These authors also claimed that "the inclusion of interpersonal process in the venture viability equation is a very important area to develop and should become a part of human capital core assets" [30]. However, since prior

research on entrepreneurship has shown that entrepreneurs demonstrate different characteristics than salaried or corporate managers [31-33].

MATERIALS AND METHODOS

This study is a correlation study. Statistical population has all active and passive motion employees who work in 2011 years in Islamic Azad university Of Maragheh (Iran), including 177 persons(108men and 69 women and 147 married and 30unmarried), from which 54 people were with no special physical activity or exercise training, and the 123 person of them were taking a part in at least two sessions of friendly sport companies in a week. In this study, samples were selected through random sampling. In this study, the data gathered from the questionnaire as follows: Wang and Lau Emotional Intelligence questionnaire and questionnaire of Pierce on entrepreneurial behavior. Content validity of the questionnaire and its performance were verified by experts. Test reliability was obtained by Cronbach's alpha reliabilityof0.82.

RESULTS

According to results of one sample T Test staff's emotional intelligence and entrepreneurship behavior (Table 1) and compare of staff's emotional intelligence and entrepreneurship behavior mean with Test Value :

1. staff's emotional intelligence is average level and is not different with Test Value.
2. staff's entrepreneurship behavior is different with Test Value and lower than average level.

Table(1): Results of one sample T Test staff's emotional intelligence and entrepreneurship behavior

Statistics description	mean	SD	SE	Test Value	Sig
emotional intelligence	47.28	13.38	1.63	48	0.663
entrepreneurship behavior	17.54	3.45	0.41	21	0.001

3. There is relationship between the staff's emotional intelligence and their entrepreneurship behavior. As mentioned in table 2, Pierson correlation indicates a positive and relatively strong relationship between the staff's emotional intelligence and their entrepreneurship behavior, therefore zero assumption is rejected which means that with increase in the staff's emotional intelligence, the staff's entrepreneurship behavior will increase. The Confidence level of this relation is significant with 99 percent.

Table 2: Correlation coefficient between staff's emotional intelligence and their entrepreneurship behavior and physical activity

Pierson Correlation		emotional intelligence	entrepreneurship behavior	physical activity
emotional intelligence	R	-	0.66	0.24
	Sig	-	0.001	0.07
entrepreneurship behavior	R	0.66	-	0.31
	Sig	0.001	-	0.067
physical activity	R	0.24	0.31	-
	Sig	0.07	0.067	-

4. There is not significant relationship between the staff's emotional intelligence and their physical activity. Table 2 shows that the relationship between two variables is not significant. In other words, there is not a significant relationship between the staff's emotional intelligence and their physical activity.
5. There is not significant relationship between the staff's entrepreneurship behavior and their physical activity. Table 2 shows that the relationship between two variables is not significant. In other words, there is not a significant relationship between the staff's entrepreneurship behavior and their physical activity.

CONCLUSION

Overall, this study was designed to understand the role of staff's Emotional Intelligence on entrepreneurship behavior in Active and passive Motion of employees. Data were collected from over 177 respondents in Islamic Azad University of Maragheh. After testing a series of hypotheses related to the research, I found that Emotional Intelligence is significant relation entrepreneurship behavior. This specific result would then help researchers

identify the importance of Emotional Intelligence in performing the job well and create of entrepreneurship behavior. The hypothesis that Emotional Intelligence and entrepreneurship behavior that significant relationship with physical activity was not supported in this study.

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