

The Significance of Emotional Intelligence on Entrepreneurial Behavior of Instructors (Case study: Iran Technical and vocational Training Organization (TVTO)'s Instructors)

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ABSTRACT

Entrepreneurial characteristics, in fact, are the entrepreneur's behavioral outputs in different conditions. The behavior, which can be increasingly changed during the times, is a function of acquired and inherent factors. Emotional intelligence as a set of teachable and acquisitive behaviors, can affect the entrepreneurs' behavioral characteristics. This paper tried to study the relationship between emotional intelligence and entrepreneurial behavioral characteristics among the Iran Technical and vocational Training Organization (TVTO)'s Instructors. The statistical sample population in this research is 105 instructors from all over the Iran. Two standardized questionnaires including; Measurement Instrument of Personality characteristics of Iranian's Entrepreneurs and "Bar- On" Test for assessing the Emotional Intelligence has been used for data collection after testing their validity and reliability. Results from data analysis using descriptive and inferential statistical techniques showed that there is a significant positive relationship between entrepreneurial characteristics and emotional intelligence among Iran TVTO's instructors.

Key Words: Emotional Intelligence (EI), Personality characteristics of Entrepreneurs, Iran Technical and vocational Training Organization (TVTO)'s Instructors.

1. Introduction

In past decades, emerging the knowledge based economy in industrialized countries and then in some countries of East and Southeast Asia, and Latin America, showed that human capital has played a vital role for achieving success in order to enter new economy for these countries (World Bank, 2002). And in the knowledge economy, the competition among enterprises is the competition about talents in the final analysis, and the intelligence capital becomes the key to build the core competitive advantage of enterprises (Yao and Cui, 2010). Also, it is argued that combination of theoretical and practical education in technical and vocational training; make it much capable to develop human capital and train knowledge- oriented workers (Salimifar and Mortazavi, 2005). On the other hand, Scholars have increasingly attended to the role of emotion as a critical determinant of work behavior, interpersonal exchange, and performance in organizations (Brief & Weiss, 2002). Traditionally, the understanding of intelligence, relative to human beings' life and work outcomes, largely used to focus

on the adoptive use of cognition; recently, researchers have expanded the boundary of intelligence to include not only cognitive abilities but also experience and expression of emotions (Bar-On, 1997, 2005; Gardner, 1983; Goleman, 1995; Mayer, Salovey, Caruso, & Sitarenios, 2003; Salovey & Mayer, 1990). Researchers have emphasized the role of individuals' emotional intelligence (EI) in the organizational workplace. Thus, Emmerling and Goleman (2003) emphasized that the EI paradigm offers a more balanced view of the role of cognition and emotion in determining life and work outcomes. Even Baron (2000) proposed that there are certain patterns of human behaviour that contribute substantially to entrepreneurial success and development of new opportunities, such as decision making, problem solving and the self-regulation of behavior (Shane and Venkataraman, 2000). Pradhan and Nath (2012) argued that all these evidences point towards the conceptual link between EI and entrepreneurial orientation. As well as they assumed that EI may also contribute to own understanding of people who are able to innovate, discover, create and exploit opportunities. So emotionally intelligent people are thought to be intuitive (Cooper and Sawaf, 1998; Goleman, 1998; Pradhan et al., 2005), creative (Allinson et al., 2000; Pradhan et al., 2001) and innovative (Pradhan and Nath, 2012). Considering the key role of entrepreneurship and EI as success factors, the present research tries to study the relationship between EI and entrepreneurial characteristics among the Iran TVTO's instructors who are working in this Organization to transfer the various skills and technologies to trainees in order to help them create values in the society or start a business. On the other hands, Hess and Bacigalupo (2011) stated that the behaviors most often identified with EI may be learned and applied in a practical manner to improve the overall quality of decisions and decision-making processes. As well as according to Bandura's Socio- cognitive theory (Bandura, 1986), all behaviors except the primary reflexes are acquisitive and the learning will happen through role model; he also added that through their behavior and expressed ways of thinking, competent models transmit knowledge and teach observers effective skills and strategies for managing environmental demands. With high EI and entrepreneurial characteristics, Iran TVTO's instructors can be much influencing as an instructor and competent model.

2. More about the Organization

Iran Technical and Vocational Training Organization (TVTO), established in 1980, is one of the public establishments which undertakes the non- formal and short-term technical and vocational training. It organizes its training activities in both public and private [non-governmental] sectors. In addition to headquarter, this Organization has 31 general offices in all Iran provinces and one special center for train of trainers named "Instructor Training Center and Technical and Vocational Researches (ITC)". Learners (instructors) from all over the country come to ITC for receiving training and then transfer the acquired knowledge, skills and attitudes (competencies) as well as technology to trainees, job seekers and finally to the labor market after coming back to their provinces. On the other hand, in order to achieve the up-to-date outcomes of science and technology and in harmony with the international standards, ITC has always tried to develop international relations with different organizations including International Labor Organization, World Skill International, Entrepreneurship Development Institute of India, Japan International Cooperation Agency, and Korean International Cooperation Agency. Thus, the campus depicts a fantastic blend of various existing cultures, customs, and subcultures. This provides a unique opportunity for instructors to develop a diverse/national/global outlook in the process of their skill promotion, upbringing and training in the campus. So this encourages instructors to behave in an entrepreneurial manner that is very effective and useful for their future, since they, as the multiplexers, will extend these entrepreneurial behaviors in their training workshops all over the country. In the following, we will review the literature on EI, entrepreneurship, and their correlation.

3. Literature Review

3.1. Emotional Intelligence

According to the features and functions of EI, scholars presented different definitions for it: Salovey and Mayer (1990) defined EI as the subset of social intelligence that involves 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 actions; in other words, Mayer and Salovey (1997) referred it to the capacity to process emotional information accurately and efficiently, including that information relevant to the recognition, construction and regulation of emotions in oneself and others. According to Goleman (1995), EI helps us to recognize our own feelings and those of others, to motivate ourselves and to manage our emotions and also emotions in our relationships with others. In addition, EI is generally defined as a set of abilities or capabilities whereby an individual understands, regulates, uses, and manages his or her emotions (Law, Wong, & Song, 2004). Specifically, EI has been identified as a key determinant of performance for employees and managers. EI can be broadly defined as a set of competencies for identifying, processing, and managing emotions (Zeidner, Roberts, & Matthews, 2008). Mayer, Caruso, and Salovey (2000) viewed EI as a form of intelligence that combines emotions and thinking. Barling et al. (2000) defined EI as the intelligence to applying emotions, moral and sense for conducting behaviors, thoughts, interpersonal relationships of colleagues, superiors and clients; and using time and modality of doing works for promotion of results (Behboudi et al, 2011).

Mayer et al. (2008) stated that EI involves the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought. Many researchers determined the scales and sub- scales of EI (Donohue & Stevensen, 2006; Shauhgnessy & Parker, 2005; Boyatzis, Stubbs, & Taylor, 2002; Boyatzis, Goleman, & Rhee, 1999; Goleman, 2006). According to them, Sofiabadi, Karimi, and NooriNasab (2012) categorized EI into four main skills: 1. Self-awareness and self- management, 2. Motivation, 3. Empathy/Social capabilities, and 4. Social skills. Goleman's (1995) five components of EI—self-awareness, self-regulation, motivating oneself, empathy and handling relationships—are based on competency approach. Bar- On (1997) believed that EI is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. He provided five factors which are composed of 15 subscales. Consequently, Hess and Bacigalupo (2011) encapsulated the whole literature of EI in three models: ability model refers to the various abilities of individuals to process and react to emotional circumstances and as a result develop adaptive behaviors to deal with social situations; trait model is based upon the premise EI represents a cluster of self-perceptions operating at the lower levels of personality; and mixed model refers to the description of EI as a wide array of competencies and skills driving leadership performance.

In our research, we used "Bar- On" Test (Bar-On, 2006) for assessing the EI among Iran TVTO's instructors. *Figure1* shows the definition of 5 scales and 15 sub- scales of EI.

| Scale | Sub- scale | Abbr. | Definition |
|--|--------------------------------|-------|--|
| 1. Intrapersonal (self-awareness and self-expression) | 1. Self-Regard | SR | <i>To accurately perceive, understand and accept oneself.</i> |
| | 2. Emotional Self-Awareness | ES | <i>To be aware of and understand one's emotions.</i> |
| | 3. Assertiveness | AS | <i>To effectively and constructively express one's emotions and oneself.</i> |
| | 4. Independence | IN | <i>To be self-reliant and free of emotional dependency on others.</i> |
| | 5. Self-Actualization | SA | <i>To strive to achieve personal goals and actualize one's potential.</i> |
| 2. Interpersonal (Social awareness and interpersonal relationship) | 6. Empathy | EM | <i>To be aware of and understand how others feel.</i> |
| | 7. Social Responsibility | RE | <i>To identify with one's social group and cooperate with others.</i> |
| | 8. Interpersonal Relationships | IR | <i>To establish mutually satisfying relationships and relate well with others.</i> |
| 3. Stress Management (Emotional management and regulation) | 9. Stress Tolerance | ST | <i>To effectively and constructively manage emotions.</i> |
| | 10. Impulse Control | IC | <i>To effectively and constructively control emotions.</i> |
| 4. Adaptability (Change management) | 11. Reality Testing | RT | <i>To objectively validate one's feelings and thinking with external reality.</i> |
| | 12. Flexibility | FL | <i>To adapt and adjust one's feelings and thinking to new situations.</i> |
| | 13. Problem Solving | PS | <i>To effectively solve problems of a personal and interpersonal nature.</i> |
| 5. General Mood (Self-motivation) | 14. Optimism | OP | <i>To be positive and look at the brighter side of life.</i> |
| | 15. Happiness | HA | <i>To feel content with oneself, others and life in general.</i> |

Figure 1: Scales and Sub- scales of EI (Source: Bar-On, 2006)

3.2. Entrepreneurship

Entrepreneurship as a universal characteristic of human action is a process involving many stages of action. Today, many studies have revealed the importance of entrepreneurship in economic growth in both developed and developing countries (Garba, 2012) and is widely recognized as the engine of economic and social development throughout the world. According to Edward Lazear of Stanford University, the entrepreneur is the single most important player in a modern economy (Acs and Audretsch, 2010). While the creation of business may be one aspect of entrepreneurship; it is neither necessary nor sufficient for entrepreneurship (McKenzie et al., 2007). Rather, entrepreneurship refers to a set of activities or behaviours. These activities can occur inside (corporate entrepreneurship) or outside the organization (individual entrepreneurship) as well as involve non business activities (social entrepreneurship). Entrepreneurship involves the recognition and exploitation of opportunities, innovation, and creation of value. Importantly, it is a function of individuals' behaviour and actions

(Ahmetoglu, Leutner, and Chamorro-Premuzic, 2011). It means entrepreneurs and entrepreneurial activities improve competitiveness, create jobs, stimulate the economy, and create new wealth (Spencer, Kirchoff, and White, 2008) as well as, value creation (Bruyat and Julien, 2000). So, entrepreneurial activities are function of individuals' personality (Kuratko, 2007; McKenzie et al., 2007). Kordnaeij and his colleagues (2007) in their field study on Iranian entrepreneurs designed the measurement instrument of personality characteristics of Iranian's entrepreneurs. Figure 2 shows the definition of 8 main personal characteristics of Iranian entrepreneurs.

| Item | Definition | Item | Definition |
|--------------------------------|--|----------------------------------|---|
| 1. Locus of control | The extent to which individuals believe that their actions can influence outcomes (Pacheco, et al., 2010). | 5. Dreaming | Entrepreneurs have a vision of what the future could be like for them and their businesses (Bygrave and Zacharakis, 2010) |
| 2. Ideational fluency | It enables the individual to retrieve more information regarding a creative task because of the facility to access from broader-ranging areas of recall (Walton, 2003). | 6. Risk taking propensity | A behavioral tendency to take risks in response to cues for potential reward in spite of some probability for undesirable results (MacPherson, et al, 2010). |
| 3. Need for achievement | It is believed to directly influence an individual's desire to improve their performance, consistently perform at a high level, strive for success, and take greater responsibility for the knowledge base and learning required for success (Ryan, et al, 2011) | 7. Challenging | Indeed, It covers some part of need for achievement and by this, entrepreneur seeks to achieve fields that seem to be impossible (Ahmadi, 2009). |
| 4. Ambiguity tolerance | An individual's range of reactions to stimuli that are considered unfamiliar, complex, uncertain, or subject to multiple interpretations (McLain, 1993; Tsirikas, et al, 2012) | 8. Action orientation | Entrepreneurs are not big on planning but they will do what it takes to get the project funded. Executing the venture is more important to entrepreneurs than researching or talking about it (Chakravarthy and Lorange, 2008). |

Figure 2: Entrepreneurial Personality Characteristics

3.3. The significance

Successful entrepreneurs are more likely to value ambition, achievement, creativity, innovation and autonomy but also possess and place high value on EI and relationship-building in business performance (Kotey and Meredith, 1997). Moreover, Bar-On (1997) mentioned that people with high EI can manage stress, survive uncertainty and can restore health and well-being. These are the abilities required for a person to become a successful entrepreneur. Cross and Travaglione (2003) stated that entrepreneurial leaders develop positive psychological capital by building deeper levels of EI. They suggested that an entrepreneur's EI is the missing link for understanding entrepreneurial success; and, becoming a successful entrepreneur means adopting an emotionally intelligent approach to life. These show the high significance of EI on entrepreneurial behavior of people. Hurst and co- workers (2008) believed that individuals who proactively accommodate factors that push and

pull them into entrepreneurship, align their personal and entrepreneurial visions, and to some extent, build EI, are more likely to succeed; additionally they proposed an entrepreneur's success, negotiation of push and pull factors, and EI are all linked to the understanding and alignment of leadership and personal values. So, entrepreneurs as the authentic, self-aware and empathetic individuals are able to hone their EI and develop sound business acumen and success. From Druskat and Wolff (2001); Jordan et al. (2002)'s point of view, teams with higher emotionally intelligence members will perform better on tasks than teams comprised of members exhibiting lower levels of EI. Consequently, promoting EI skills in both individuals and corporate will result in improvement of entrepreneurial behaviors among independent businesses and organizations and ultimately the whole society. Hess and Bacigalupo (2011) found that EI skills create a decision path to determine who is the most appropriate person or group to make the best decision in any given circumstance; even mistakes cause emotionally intelligent decision makers stronger and give them the opportunity to truly connect with others in honesty; therefore, the practical application of EI can enhance both individual and group decision processes and outcomes. Consequently, decision makers with a high level of EI are better at decision making of which importance is enormous enough as business policy that affects the management's output and performance (Dincer, 2011). Ahmetoglu, Leutner, and Chamorro-Premuzic (2011) by referring to Chell & Baines (2000) noted that the ability to interact effectively with other people, which is associated with higher trait EI, may often be necessary for individuals attempting to exploit opportunities and innovations. Their studies showed that EI is one of important contributors to entrepreneurship and it displayed significant correlations with all entrepreneurship outcomes. Additionally, research done by Zampetakis, and co-workers' study (2009) showed that EI correlates with entrepreneurial behaviour at the lower levels of the organization. Therefore, employees are more likely to act entrepreneurially, when they are high in trait EI the belief that can successfully feel, recognize, regulate, control, and evaluate their own and others' emotions. In another study, Brundin, Patzelt, and Shepherd (2008) stated that to the extent that managers possess EI and are capable of controlling their emotional displays, these displays are a powerful tool to motivate entrepreneurial action among employees. Thus, the whole (both lower and top levels of) organization can be promoted and entrepreneurially successful through developing EI skills among human resources. Summarily, Pradhan and Nath (2012) pointed out the link between EI and entrepreneurship by mentioning the following evidences: Goleman (1998) pointed out that emotional competencies are the learned abilities based on EI that result in star performance or outstanding performance. A person with high EI can build up self-efficacy with calculated risk to create new business opportunities for running a self-owned enterprise. He or she can manage diversity, make independent decision and mobilize human resources for its optimum utilization (Goleman, 1998; Pradhan, 2003). Many studies on entrepreneurship report that a person's entrepreneurial performance depends more on his personality. This is where EI could play a major role in developing effective entrepreneurial orientation or personality (Pradhan and Nath, 2012). The significance of EI on improving entrepreneurial behavior of instructors as the leader of training class and workshops, decision maker in the field of training materials and contents, an important and influencing member in training team, creative and innovative designer and curriculum developer, presenter of teaching methods, responsible evaluator of training is clear that can represent him or her as a successful role model for trainees and learners. Figure3 shows the conceptual model of research.

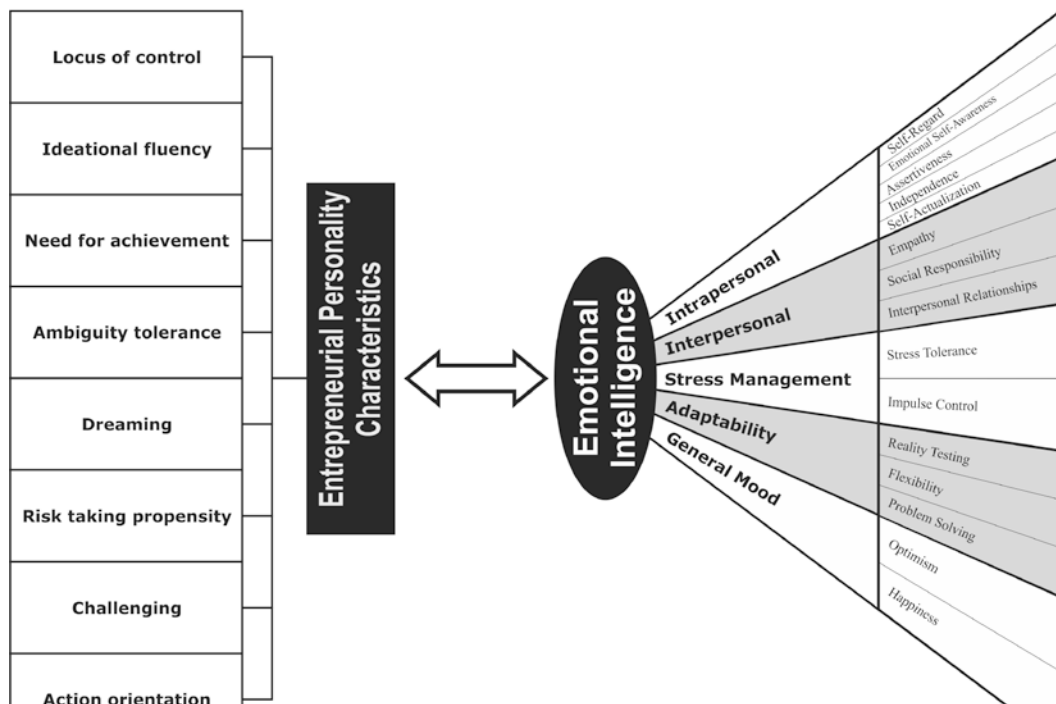


Figure 3: Conceptual Model

4. Methodologies

4.1. Research type:

This research was implemented by using the approach of descriptive correlational design.

4.2. Research population:

All Iran TVTO's instructors participating in refresh training courses of ITC's "Training Sciences and Entrepreneurship Department" from March, 2010 to 2012 are current research population.

4.3. Sample and sampling:

Selecting the participants in this study was done in a simple random sampling way. The gross of sample was 105 TVTO's instructors.

4.4. Research tools:

Two standardized questionnaires were used in this study as research tools for data collection after testing their validity and reliability:

1. "Bar- On" Test including 90 questions for assessing the 5 scales (15 sub- scales) of EI. This questionnaire is designed based on the Likert scaling method. The researches confirmed the high validity and reliability of it for Iran. Ultimately, estimated Cronbach Alpha coefficient for EI questionnaire is 0.82 that confirms its reliability. See Figure 1 for 5 main scales and 15 sub-scales of EI and definitions.
2. Measurement Instrument of Personality characteristics of Iranian's Entrepreneurs including 95

questions for assessing 8 personality characteristics is localized and formulated by Kordnaeij, and his colleagues (2007). Its general reliability is equal to 0.92 and examination of both construct and content validity represent the high validity of this questionnaire. See Figure 2 for the 8 main personal characteristics of Iranian entrepreneurs and their definitions.

4.5. Data Analysis:

Data were analyzed and assessed using correlation coefficient. All were done by using SPSS and Microsoft Office Excel.

4.6. Research Hypothesis:

Based on problem definition and literature review, the following hypotheses were developed:

Hypothesis1: EI will positively correlate with Iran TVTO’s instructors’ personality entrepreneurial characteristics.

Hypothesis 2: “Locus of control” characteristic will positively correlate with Iran TVTO’s instructors’ EI scales.

Hypothesis 3: “Ideational fluency” characteristic will positively correlate with Iran TVTO’s instructors’ EI scales.

Hypothesis 4: “Need for achievement” characteristic will positively correlate with Iran TVTO’s instructors’ EI scales.

Hypothesis 5: “Ambiguity tolerance” characteristic will positively correlate with Iran TVTO’s instructors’ EI scales.

Hypothesis 6: “Dreaming” characteristic will positively correlate with Iran TVTO’s instructors’ EI scales.

Hypothesis 7: “Risk- taking propensity” characteristic will positively correlate with Iran TVTO’s instructors’ EI scales.

Hypothesis 8: “Challenging” characteristic will positively correlate with Iran TVTO’s instructors’ EI scales.

Hypothesis 9: “Action- oriented” characteristic will positively correlate with Iran TVTO’s instructors’ EI scales.

5. Research Findings

Table 1: Pearson’s Correlation Coefficient Between EI and Entrepreneurial Characteristics

| Correlation | | EI | Entrepreneurial Characteristics |
|---------------------------------|---|------|---------------------------------|
| EI | Correlation (Pearson) | 1 | .799 |
| | Level of Significance (p) for Two-Tailed Test | | .000 |
| | N | 105 | 105 |
| Entrepreneurial Characteristics | Correlation (Pearson) | .799 | 1 |
| | Level of Significance (p) for Two-Tailed Test | .000 | |
| | N | 105 | 105 |

Results from analyzing correlation statistics show a positive and significant correlation between EI and entrepreneurial personality characteristics. Correlation coefficient between above mentioned variables is 0.799 according to outputs of SPSS. The coefficient represents a positive relationship between EI and entrepreneurial personality characteristics. Table 2 shows the correlation between EI and entrepreneurial personality characteristics.

Table 2: Correlation between EI and Entrepreneurial Personality Characteristic

| | | PS | HA | IN | ST | SA | ES | RT | IR | OP | SR | IC | FL | RE | EM | AS |
|------------------------|-----------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Locus of control | Correlation | .435 | .426 | .547 | .533 | .448 | .443 | .529 | .463 | .306 | .532 | .464 | .392 | .430 | .336 | .550 |
| | Level of Significance | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .002 | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 |
| Ideational fluency | Correlation | .624 | .629 | .600 | .516 | .609 | .629 | .621 | .595 | .565 | .701 | .560 | .544 | .628 | .579 | .638 |
| | Level of Significance | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 |
| Need for achievement | Correlation | .396 | .487 | .373 | .356 | .431 | .393 | .403 | .417 | .350 | .486 | .406 | .396 | .373 | .407 | .464 |
| | Level of Significance | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 |
| Ambiguity tolerance | Correlation | .602 | .552 | .599 | .456 | .493 | .510 | .630 | .422 | .328 | .539 | .582 | .491 | .516 | .401 | .590 |
| | Level of Significance | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .001 | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 |
| Dreaming | Correlation | .375 | .284 | .453 | .381 | .461 | .430 | .411 | .302 | .233 | .335 | .362 | .497 | .389 | .340 | .398 |
| | Level of Significance | .000 | .003 | .000 | .000 | .000 | .000 | .000 | .002 | .007 | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 |
| Risk taking propensity | Correlation | .505 | .378 | .542 | .461 | .556 | .569 | .590 | .528 | .307 | .431 | .491 | .393 | .517 | .391 | .470 |
| | Level of Significance | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .001 | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 |
| Challenging | Correlation | .309 | .387 | .194 | .091 | .293 | .269 | .291 | .410 | .307 | .449 | .259 | .265 | .316 | .436 | .381 |
| | Level of Significance | .001 | .000 | .047 | .358 | .002 | .006 | .003 | .000 | .001 | .000 | .008 | .006 | .001 | .000 | .000 |
| | N | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 |
| Action-oriented | Correlation | .348 | .208 | .342 | .405 | .298 | .364 | .322 | .219 | .152 | .396 | .378 | .347 | .313 | .250 | .385 |
| | Level of Significance | .000 | .033 | .000 | .000 | .002 | .000 | .001 | .005 | .003 | .000 | .000 | .000 | .001 | .000 | .000 |
| | N | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 |

As mentioned earlier, the basic objective of this study is to examine the correlation between the research main variables. It is noted that through calculation of the significant correlation and hypothesis- testing, level of confidence for the mentioned problem was supposed equal to 0.95.

Level of Significance was assessed in two- tailed. Table 3 summarizes the survey results of the research basic hypothesis correlation.

Table 3: Results research basic hypothesis correlation

| | Hypothesis Description | Result |
|----|--|---------------|
| H1 | H0: EI will NOT positively correlate with Iran TVTO's instructors' personality entrepreneurial characteristics. H1: EI will positively correlate with Iran TVTO's instructors' personality entrepreneurial characteristics. | H0 disproved |
| H2 | H0: "Locus of control" characteristic will NOT positively correlate with Iran TVTO's instructors' EI scales. H1: "Locus of control" characteristic will positively correlate with Iran TVTO's instructors' EI scales. | H0 disproved |
| H3 | H0: "Ideational fluency" characteristic will NOT positively correlate with Iran TVTO's instructors' EI scales. H3: "Ideational fluency" characteristic will positively correlate with Iran TVTO's instructors' EI scales. | H0 disproved |
| H4 | H0: "Need for achievement" characteristic will NOT positively correlate with Iran TVTO's instructors' EI scales. H4: "Need for achievement" characteristic will positively correlate with Iran TVTO's instructors' EI scales. | H0 disproved |
| H5 | H0: "Ambiguity tolerance" characteristic will NOT positively correlate with Iran TVTO's instructors' EI scales. H5: "Ambiguity tolerance" characteristic will positively correlate with Iran TVTO's instructors' EI scales. | H0 disproved |
| H6 | H0: "Dreaming" characteristic will NOT positively correlate with Iran TVTO's instructors' EI scales. H6: "Dreaming" characteristic will positively correlate with Iran TVTO's instructors' EI scales. | H0 disproved |
| H7 | H0: "Risk- taking propensity" characteristic will NOT positively correlate with Iran TVTO's instructors' EI scales. H7: "Risk- taking propensity" characteristic will positively correlate with Iran TVTO's instructors' EI scales. | H0 disproved |
| H8 | H0: "Challenging" characteristic will NOT positively correlate with Iran TVTO's instructors' EI scales. H8: "Challenging" characteristic will positively correlate with Iran TVTO's instructors' EI scales. | H0 disproved |
| H9 | H0: "Action- oriented" characteristic will NOT positively correlate with Iran TVTO's instructors' EI scales. H9: "Action- oriented" characteristic will positively correlate with Iran TVTO's instructors' EI scales. | H0 disproved |

6. Discussion and Conclusions:

Dimensions of human being include physical, psychological/ emotional, social, intellectual and spiritual. Each one has its complexity and sometimes many of their aspects have been remained unknown for us. They constitute human behaviors by their interactions. To define and clarify human behaviors, we should recognize and identify these dimensions. In psychological dimension, the inherent and acquisitive characteristics/traits including; EI can be surveyed and studied. In psychology

domain, EI has a key position as a set of rational and emotional abilities. EI includes abilities and traits that influences on other personality characteristics such as entrepreneurial ones. EI is mentioned as one of important and effective factor in generating, and developing entrepreneurship. Finally, due to being acquisitive of EI skills, we may make some arrangements in order to promote and develop EI among the Iran TVTO's instructors. Then, EI promotion planning can be designed for trainees' development. By EI training and promotion, we can extend entrepreneurial behaviors and activities so that in future when entering the market and society, they/ trainees can act more entrepreneurially. So all entrepreneurship outcomes including recognition and exploitation of opportunities, innovation, and creation of value as well as business creation will happen.

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