World Scientific News

The relationship of psychological hardiness with irrational beliefs, emotional intelligence and work holism

Mohamad Khaledian[1,a]*,* **Hasan Babaee**[2,b]**, Morteza Amani**[3]

[1]Department of Psychology, Payame Noor University, PO BOX 19395 - 3697, Tehran, Iran

[2]PhD in Law, Assistant in Prevention of Crime at the Court of Justice in Kurdistan, Iran

[3]Department of Psychology, Kurdestan Science and Research Branch,
Islamic Azad University, Sanandaj, Iran

[a,b]E-mail address: Mohamad_khaledian22@yahoo.com , nasri.ladan@yahoo.com

ABSTRACT

The present research intends to investigate the relationship of psychological hardiness with irrational beliefs, emotional intelligence and work holism among high school teachers. The sample includes 100 male and female high school teachers working in schools in Ghorveh city (In IRAN) in the academic year 2012-2013. To collect data, Kobassa Psychological Hardiness Questionnaire, Jones Irrational Belief Questionnaire which includes 100 questions, Bar-on questionnaire contains 90 questions about emotional intelligence and Aghabeigi Workaholics Questionnaire was used. To analyze the data, descriptive statistics (frequency, percentage, mean and standard deviation) and inferential statistics (t-test and regression analysis) were used. The findings indicated that there is a negative and significant relationship between psychological hardiness with irrational beliefs and work holism. There is also a positive relationship between the psychological hardiness and emotional intelligence. Furthermore, there is a significant negative relationship between emotional intelligence with irrational beliefs and work holism. Finally, the results suggest that there is significant difference between the psychological hardiness, irrational beliefs and work holism of the male and female; and no significant difference between the emotional intelligence of the men and women sampled.

*Keywords***:** psychological hardiness, irrational beliefs, emotional intelligence, work holism, gender

1. INTRODUCTION

Psychological hardiness is one of the elements which play a basic role in People's life quality and to create a balance among different dimensions of it .People who have low hardiness will hurt more by harmful elements in long term while people with high hardiness apparently have natural or acquirable security against the stressful elements. Hardiness is the ability to understand the external conditions accurately and to make a desirable decision about oneself (Jomhari, 2002). Kobasa (1979) introduce the hardiness as a complicated personal characteristic which is formed by three constituents: challenge, control and commitment which are supposed to, as a set, act as mediators the effect of stress (Sabri Nazarzadeh and Abdekhodai, 2010).

Hardiness mainly relates to ones' positive adjustment to when encountering problems and difficulties (Issacson, 2002). Researchers believe that hardiness and vulnerability are two opposite poles of the same continuum (Fergus and Zemmerman, 2005). Other researchers studied common features in people with hardiness and concluded that these people have: higher self-ruling, independency, sympathy, job commitment, endeavor, good problem, solving skills and good relationships with colleagues (Issacson, 2002). Kobasa and Maddi (1982) state that a hardy person is very resistant to mental pressure and stressful situations, and thet he/she my even welcome such situations because of the belief that these situations are necessary for development in life.

Some researchers have indicated that hardiness has a positive relationship with physical and mental disorder (Brooks 2003). Considering hardiness as an acquirable feature not mainly an inherent one (Lambert 2007). Learning hardiness increase commitment, control and challenge rates, the effects of each separately or in combination can decrease the rate of recognized stress (Nasiri, 2010). Kobasa (1979) believes that it can enforce person ability to control situation, to commit duties and to encounter events.

Kobassa (1979) has integrated three attributes - commitment, control and challenge - in describing hardiness as a shield against diseases (Jomhari, 2002). This is one of the main aspects of the personal control "personal efficiency". This concept has also been presented by Bandura (1997) who suggested that people who have this characteristic believe that they can do everything successfully (Majidian, 2004). These people believe life challenges are opportunities for development and are not limitations or threats (Kobassa, 1979). In addition, people with hardiness undergo less physical erosion in stressful conditions (Majidian, 2004).

Ellis believes that emotional and cognitive disorder is greatly the result of unreasonable and irrational beliefs of a person and if he or she learns to increase his rational beliefs and decrease irrational thoughts, then he may be released of mental, emotional and behavioral disorder. In Ellis view point, people are radically rational; dealing with their problems is possible by improving people's thoughts and their perception (Kaokebisiyoki et al 2010). Many of the cognitive problems are associated with the way people think. Therefore, rationality and cognition are considered in psychological area as an important phenomenon (Laster, 1989). Irrational thoughts have close relationship with anxiety and can make the person nervous and distort the perception (Finaly- Jones & Brown, 1981).

Ellis, one of the founder of cognitive model, asserts that emotional and psychological disorder are greatly the result of unreasonable and irrational beliefs of a person and if he learns to increase his rational thoughts and reduce irrational beliefs, then he may be freed of mental, emotional and behavioral disorders (Kaokebisiyoki et al. 2010). In Ellis viewpoint,

there are ten irrational beliefs which are as follows: 1, demand for approval, 2, high self – expectation, 3, blame prone mess, 4, frustration reaction 5, emotionality irresponsibility, 6. Anxious over concern, 7. Problem avoidance 8, dependency 9, help lessens for change 10, perfectionism. Moradi et al (2010). These beliefs may influence mental health of persons and their long – term presence would cause anxiety (Ellis and Harper, 1973).

The emotional intelligence is a topic that attempts to explain and interpret excitement, feeling and capability status (Hassanzadeh, 2007). The emotional intelligence has been defined as an ability to understand and comprehend the emotions in order for assessing thoughts, manners and to put them in a way that makes emotion and intelligent growth and elevation (Goleman, 1995).

The concept of emotional intelligence gives a new depth to the people's intelligence, this intelligence is a tactical competency (personal performance), whilst the recognition intelligence is a strategic capability (long term capability). The emotional intelligence makes it possible to predict the achievement because it demonstrates how a person apply a knowledge in an immediately success. It is a form of social intelligence which is a suitable predictor in special areas such as job and educational performances. In the other word, it has an ability to control feelings and excitements by one and others (Bar-on, 1997).

In 2004, the emotional intelligence has been defined in more details. This definition is as follow: The emotional intelligence points to the ability to recognize and differentiate feelings, excitements, meanings and concepts, the relations between them, to reason about them and to solve problems by them. The emotional intelligence includes the ability to receive emotions, and coordinate them to understand the information related to them, it also manages them (Khaledian, 2013). Another definition of the emotional intelligence is as follow: A series of unrecognizable abilities, powers and skills that have an effect on the ability to encounter wills necessities and environmental pressures successfully (Bar-On, 2000). Intelligence Quotient (IQ) in its best form causes only 20 percent of life successes and all 80 percent remaining depends on another factor and the human's fate in the most cases depends on the skills that link to the emotional intelligence to provide person adaptability with the environment and is a better predictor of success in School, university, work and home than the analytic intelligence (Mayer and Salovey, 1997).

Work holism forms a great deal of people's life as well as work engages people in itself both physically and cognitively. However, the business turbulent world exerts numerous pressures on the business owners. Today organizations are dwindling in size and rebuilding that increase expectations and working demands and also it increase working hours (Schaufeli et al, 2009). The term work holism has been presented first by Oates (1971). He described this term as an uncontrollable need or obligation and driven to work continuously. This definition involves two constituents: extreme work, extreme tendency; to spend more time to work than what the organization expects them to achieve its goals. The later indicates that work holists always and permanently think about work, even when they are not at work. In other word, work holist's mind usually engage in affaires relate to the work.

These two compartments as the behavioral and cognitive elements of work holism point to the root of the work holism that is just consistent with the alcoholism (Oates 1971). One of the job concepts that have been presented in academic and organizational environments since 1970s is "work holism". Some researchers equalize work holism with other types of addiction and draw it with unhappy, sad or sensitive forms that person cannot do his work best and cause some problems to his colleagues too (Agha Beigi, 2007). It is believed that work holists

do work more than what is expected and do more efforts in a way that ignore their lives out of their job. Therefore it should be mentioned that the most evident feature of work holists is that they work more than what is necessary (Buelens and Poelmans, 2004). In general, work holism is defined as spending a considerable amount of time to work; that is continuous cognitive engagement along with preferring work during leisure time. (Snir and Zohar, 2008). To differentiate overworking results from correct planning and enough energy, their discrepancies can be considered.

People who overwork do work as an essential thing and sometimes interpret it as a satisfying duty but work holists consider their work as a secure shelter by which they can avoid the unwanted commitments and feelings out of the work. They know how and when attend home beside their families and friends completely and participate in its programs, work holists allow their work to have the maximum degree of importance in their lives. They often make commitments because of their work necessities, also people who over work can lose their enthusiasm to work but work holists cannot. Their minds engage in work even when they are at the exercising or recreational activities. These people engage their minds in working problems (Ahmadi et al 2010).

Work holism is an unsatisfying kind of need to work during which the following indications are remarkable: like other addicts these people underestimate their working hours and ignore the overall time that they engage themselves in problems relate to the work at home or weekends. These people ignore their spouse and children needs and serve their complaints as seeking excuse or demanding. Depression: totally, these people don't feel excitement and liveliness. Reality distortion: In many cases, these patients are actually unaware of what they are doing and think that their unreasonable reactions are reasonable. Reduced self-confidence: Despite remarkable economic successes, these people apparently are powerful and self-confined but mentally they are unstable and weak which is need to control. This is another defending reaction of these people who want to satisfy their absence with excuse seeking when they are attendant. As a satisfactory reaction they are oversensitive to what has happened at home during their absences. Unfortunately, they analyze problems pessimistically (Snir and Harpaz, 2006).

Scott et al (1997), also identified three models of work holism include: radical drive (scrupulous), perfectionism and prosperous. In their opinion work holists have a high degree of scruple, stress and anxiety .Their work cause physical and mental problems, they have little satisfaction of their job and lives and their job performance are low. Perfectionist work holists have high level of stress and physical or mental problems, they have hostile and inefficient interrelationships, they have more arbitrary absence and also they have lower job satisfaction and performance. Finally, prosperous work holists have lower life and job satisfaction, physical and mental health, job performance and high organizational citizenship behaviors and lower stress and arbitrary service absence.

Regarding the typology of work holism by Spence and Robbins (1992), work holism is characterized based on the amount of these three constituents: Feeling of being driven to work, work involvement and work enjoyment. In work holists the rate of feeling of being driven to work is high, they have very high tendency to work but they don't enjoy it. In contrast, people who are keen to work will engage in it while they feel enjoyment and don't have an extreme drive. Moreover, they found that work holists experience higher job stress than others.

Work holism can have different effects on people psychological and physical health and their relatives. The most common consequences of the work holism are to create a high level of job stress and family-work contradiction.

Although the following cases can be mentioned: increase health threatening indications ,job elimination, problems in group working, avoid family relationships, communication problems, low life satisfaction, lack of leisure time enjoyment (Piotrowski and Vodanovich, 2008). Results of Khaledian et al (2013) study showed that there is negative and significant relationship between the psychological hardiness and work holism. Snir and Harpaz (2006) suggested that the probability of men works holism is more than women. Mohammad Talebi (2008), in his study show the relationship between the organizational culture and work holism.

Asgari (2002) has studied the relationship between hardiness and attachment style with the preparation for addiction that he obtained a negative and significant correlation between the hardiness and attachment with tendency to addiction. Kobassa et al (1982), state that people with hardiness had higher level of job satisfaction, low pressure at work environment and high quality of life compared to the people with low hardiness. Also, the rate of hardiness in men is more than women. Jomhari (2002) has examined the relationship between hardiness and tendency to depression and anxiety among male and female students from Tehran University. Results showed that there is a reverse relationship between hardiness and tendency to depression and anxiety. Izakian (2001) in his study showed that hardiness has a negative relationship with mental stress at work and it has a positive relationship with job satisfaction.

Maddi et al (1996), in his research showed that hardiness has a negative correlation with drug addiction, alcohol in the past and present. Ahadi et al, (2008) in his research studied the rate of hardiness in medical specialized assistances concluded that there is a positive correlation between hardiness and marriage and the mean score of hardiness in married people was $65/1 \pm 10/93$ and in unmarried ones it was $61/8 \pm 11/31$. In this research he found that there is a significant difference between male and females such that the mean and the standard deviation from the male and female hardiness score was (11/15, 64/7), (10/86, 62/2) respectively.

Results of Kaveh and Yazdi (2007), the subject of the relationship between emotional intelligence and psychological hardiness comparison of employed men and women university students in Tehran, which showed a positive relationship between emotional intelligence and psychological hardiness and there is significant. The results of this study showed that men and women do not difference in terms of hardiness, psychological, and emotional intelligence. Results of Hasanvand and Khaledian (2012), and Khaledian (2013) study showed that there is no difference between male and female the emotional intelligence. The result of Khaledian et al (2013) showed that there difference of mean score of irrational beliefs is significant for both girls and boys, and mean score of girls irrational beliefs is significantly higher than that of boy's college students.

The objective of this research is to investigate the relationship between psychological hardiness with irrational beliefs, emotional intelligence and work holism high school teachers in the academic year of 2012 - 2013. The main assumption of the research is to examine the significant relationship between psychological hardiness with irrational beliefs, emotional intelligence and the rate of the work holism.

2. METHODOLOGY

Research plan: The Population present study is a descriptive research which is includes 250 (145 male and 105 female) high school teachers of Ghorveh city working in the academic year of 2012-2013. According to the Kukrun formulation 100 (50 male and 50 female) was selected as the sample size using simple random method. Among male teachers 28 teachers or 56% were married and 22 ones or 44% were unmarried and among females 30% were unmarried and 70% were married. We send them questionnaires as below:

Kobassa (1988) third generation of hardiness questionnaire: It contains 50 questions includes 17 questions about challenge, 16 questions about commitment and 17 questions about control that have been formed based on the Likert scale (4 options) which had an amplitude range from zero (incorrect) to 3 (correct). The scores of 39 acts of the test are scored reversely and to each three subscales scores are presented separately and the non-weighted mean of these three subscales are accounted for the total score of the hardiness. Kobasa hardiness test has been translated by Ghorbani (1995) and an acceptable content has been reported to it. Hardiness constituents as control, commitment and challenge have a reliability coefficient of 7%, 78% 72% respectively and the reliability for total hardiness was 15% (Besharat, 2007).

IBT test was developed by Jones (1968). The test has ten scales and each of these scales includes 10 questions based on Likert five – point scale (Jones, 1968). Total score of IBT ranges from 100 to 500. Low scores show rational beliefs and high score shows irrational beliefs (Bridges & Sanderman, 2002). Scoring of IBT test in Likert five – point scale ranges from strongly disagree to strongly agree. The amount of scores in each scale shows the amount of irrational beliefs in a person. The total scores related to sub – scale phrase constitute its score and total scores of a person, in all scales, shows the total scores of a person's irrational beliefs (Jones, 1968). He reported the reliability of test, using test – retest, was 92% and reliability of each of th it's ten sub – scales ranged 66% to 80%. He also achieved average reliability of all sub – scales as 84%. IBT test validity was achieved by correlating with Depression Test of (Beck) and it was 77% which was significant at 99% (Khaledian et al, 2013). Reported test reliability coefficient on the sample of 106 college students of Tabatabaei University by using cron bach & method it was 71%. Its content validity was supported in different research and by various psychologists and counselors (Moradi et al, 2010).

Bar-on emotional intelligence questionnaire: In 1980, for the first time the Bar-on the emotional intelligence questionnaire was developed. It contained 133 questions which is the first super cultural questionnaire to evaluate the emotional intelligence. In 1997, this questionnaire had been reviewed and it's questions reduced to 177 ones. This review was conducted by an author on 3831 person from 6 different countries and it was customized in the North America. Responses were studied by factorial analysis and finally a general scale for (IQ) and 5 combinational scales and 15 minor scales were determined. In 2003, this test has been implemented in Iran among Tehran university students by Dehshiri (2006), and its questions were declined to 90 ones. In this research, Dehshiri has applied the revaluation method and Cronbach's alpha. The questionnaire's answering sheets are regulated based on a scale of 5 degree in likert spectrum as follow (I am agree completely, I'm agree, to some extent, I'm disagree, I'm disagree completely). For the final measurement two methods were used.

Revaluation sustainability or time stability coefficients were reported respectively as 85% one month later and 75% 4 month later. Test stability rate in odd-even method was 88% and in kronbakh alphabet was 93% (Khaledian, 2013).

The work holism measurement questionnaire: Work holism rate questionnaire had been presented by Agha Beigi (2007), and includes 30 questions. It uses Likert scale to the test scoring (1 = never, 2 = sometimes, 3 = often, 4 = always). It contains the most important constituents of work holism. To measure the work holism questionnaire reliability in Agha Beigi research 84% was obtained via Kronbakh Alfa, also the test has been confirmed by masters and its convergence simultaneously with A-type of behavior questionnaire which has given 61% correlation coefficient that shows the test reliability.

3. FINDINGS

Table 1. Means, standard deviation, hardiness scores, its constituents, irrational beliefs, emotional intelligence and work holism.

Variable	Mean	Standard deviation
work holism	68/175	4/01
emotional intelligence	332.12	17.65
commitment	59/24	4/18
challenge	58/31	3/17
control	61/22	4/11
hardiness	58/08	4/19
irrational beliefs	201.35	12.54

Table (1) shows the mean and the standard deviation from hardiness, irrational beliefs, emotional intelligence and work holism scores.

Table 2. The hardiness, irrational beliefs, emotional intelligence scores correlation coefficients, its constituents and work holism.

Variable	work holism	commitment	challenge	control	hardiness	emotional intelligence	irrational beliefs
work holism	1	-0.549	-0.380	-0.618	-0.515	-0.324	0.317
commitment		1	0.953	0.954	0.954	0.361	-0.41

				1	0.895	0.9	0.324	-0.39
challenge				1	0.895	0.9	0.324	-0.39
control					1	0.921	0.311	-0.372
hardiness						1	0.332	-0.352
emotional intelligence							1	-0.433
irrational beliefs								1

N = 100

Table (2) shows a significant and negative correlation among the hardiness constituents and emotional intelligence with work holism in male and female group of teachers. It also concluded that there is a negative relationship between hardiness and work holism that is the more the hardiness, the lower their work holism. So the research assumption is confirmed and zero assumption is rejected. Also the results in Table (2) show that there is a positive and significant relationship between hardiness and emotional intelligence. Also the results in Table (2) show that there is a positive and significant relationship between work holism and irrational beliefs. And results in Table (2) show that there is a negative correlation among the hardiness constituents and emotional intelligence with irrational beliefs in male and female group of teachers.

Table 3. Group differences in hardiness, emotional intelligence, work holism and irrational beliefs among male and female teachers.

Variable	male		female		df	t	Sig
	Mean	Standard deviation	Mean	Standard deviation			
hardiness	60.59	4.27	58.60	3.37	98	2.59	0.002
emotional intelligence	333.66	18.11	330.58	17.19	98	1.2	0.018
work holism	67.14	3.16	69.21	4.86	98	-2.52	0.002
irrational beliefs	195.27	11.85	207.43	13.23	98	4.85	0.001

N = 100

As it is shown in Table (3) and given the obtained t scores there is a significant difference among male and female teachers' hardiness. That is the mean scores of hardiness among male teachers are higher than females. Also the obtained scores show a difference between male and female teacher's work holism, it means that in work holism difference variable, the male mean scores are lower than females. And the results in Table (3) show that there is a significant difference among male and female teachers' irrational beliefs. Also

shown in Table 3, there is no significance difference between emotional intelligence in male and female teachers. It means that in emotional intelligence no difference variable.

Table 4. Group differences in hardiness, emotional intelligence and work holism among married and unmarried teachers.

Variable	Unmarried		Married		df	t	Sig
	Mean	Standard deviation	Mean	Standard deviation			
hardiness	58.08	4.19	61.11	3.45	98	-3.95	0.001
emotional intelligence	331.27	18.06	332.97	17.24	98	0.49	0.192
work holism	67.33	4.11	69.02	3.91	98	2.10	0.002
irrational beliefs	199.01	11.81	203.69	13.27	98	1.85	0.11

N = 100

As it can be seen from Table (4) and regarding the obtained t scores, there is a significant difference among married and unmarried teachers in their hardiness and work holism; it means that the rate of hardiness and work holism among married teachers is more than unmarried ones. And also shown in Table (4), there is no significance difference between emotional intelligence and irrational beliefs in married and unmarried teachers.

4. DISCUSSION AND CONCLUSIONS

The purpose of this study is to investigate the relationship of psychological hardiness with irrational beliefs, emotional intelligence and work holism among high school teachers. Findings indicated that there is a negative and significant relationship between hardiness and work holism and the higher the hardiness, the lower the work holism and vice versa. These results showed that people with hardiness are very resistant to the mental stress and they don't hurt mentally under the influence of the stressful situations (Kobasa and Madi, 1982). This research showed that hardiness has a negative correlation with drug and alcohol addiction whether in the past or present. In addition, this research results are consistent with the results from Brooks (2003), and Florian et al (1995), study about the positive relationship between hardiness and physical or mental health.

Sheppard and Kashani (1999); Izkian (1995), and Majidian (2004) about the negative relationship between hardiness and stress; King et al (1998) believes that people with hardiness evaluate the unsatisfying situations in a challenging manner not threateningly and they have more commitment about themselves and their work, also they experience more sense of control in their lives. The results confirmed the previous findings by researchers such as Spence and Robins (1992), Asgari (2002), Jomhari (2002), Scott et al (1997), Pitroswki & Vodanovich (2008). Therefore to validate this relationship, it can be point to the mediating role of hardiness in mental stress effects to create physical and mental disorders. Today,

mental stress is served as a revealing indicator in mental disorders. It also has a significant role in some mental disorders such as anxiety.

Also findings indicated that there is a positive and significant relationship between work holism and irrational beliefs. And results in researches showed that there is a negative correlation among the hardiness constituents and emotional intelligence with irrational beliefs in male and female group of teachers. Other researches show that people with high rate of hardiness encounter stressful situations more effectively, for example by processing problems or converting situations to the positive ones. Moreover, these people are less involve in physical erosion in stressful conditions (Majidian, 2004). Findings indicated that there is a positive and significant relationship between emotional intelligence and work holism. The results confirmed the previous findings by researchers such as Kaveh and Yazdi (2007). Also findings indicated that there is a positive and significant relationship between emotional intelligence and hardiness and the higher the hardiness, the lower the emotional intelligence and vice versa. Of the other results was the hardiness difference among males and females, so that the rate of hardiness in males was more than females. Which is consistent with the findings of Ahadi et al (2008), Kobassa et al (1982). With respect to the fact that women have more talent to depression (twice the men), hardiness is a resistant shield against it (Sheppard & Kashani, 1999). It can be pointed that men are more involve in the internal elements in life events, while women are more involve in external elements.

One of the results showed that there is no difference in the emotional intelligence between males and females, and also between unmarriage and marriage, such that the violence rate in Males was higher than females, it is in agreement with the results obtained by other researchers such as Samari and Tahmasbi (2007), Kaveh And Yazdi (2007), Tamanai et al (2010) , Hasanvand and Khaledian (2012), and Khaledian (2013). To confirm these findings it can be said that in contrast to the recognition intelligence that is affected by heredity, the emotional intelligence is more affected by the environmental elements and it is acquirable and learnable. At present, women active participation in cultural and environmental areas probably has caused them to have the cultural and environmental facilities as men and the possible differences between the two sexes will be minimized (Khaledian, 2013).

One of the results showed that there is difference in the irrational beliefs between males and females, and also no difference in the irrational beliefs between unmarriage and marriage, such that the violence rate in females was higher than males, it is in agreement with the results obtained by other researchers such as Khaledian et al (2013). While explaining the findings, it can be said that probably women express their anxiety symptoms much more often. The psychological differences may also explain this gender gap. For example, mean are conditioned to have more control over their actions. Social and cultural justification like gender role has a port in this condition. For example, they may have more experience than women in encountering fear in society.

In addition, there is a significant relationship between hardiness and marriage status, as the rate of hardiness is higher in married people, which is consistent with the findings of Ahadi et al (2008). This is probably originated from the fact that married people have more responsibilities comparing with unmarried ones. Most of them believe that they are not mainly belonging to themselves, but their families also are involved in their decisions and behaviors. It seems that they try to not serve the life events as boring and threatening and they usually try to make a dynamic life based on the exalted goal for themselves and their families.

One other result was the difference between male and female as the rate of work holism in females was more than males that is not consistent (Snir and Harpaz, 2006). To confirm this, some believe that men are more involve in the internal elements, while women are more involve in the external elements of life events. The leading theory conclude that the work holists accept some effects that are always enforcing, like admiration or criticism which cause to sustain behaviors relate to the work holism (McMilan et al 2003).

One of the research limitations was the lack of a similar research in this area and relates to the topic in Iran and abroad; also this topic was new as there had been found no similar research in scientific-searching databases, so there was not enough background. One other limitation in the study was the use of usual samples (As they didn't consult to a consulting center and stated no complaint). Also it was assumed that the work holist's performances on a continuum have many similarities in clinic and non-clinic populations. Anyway, the findings obtained from healthy samples should be considered remarkably to use this tool in other researches with clinic samples (they had consult to a center and stated a complaint). It is suggested that researchers examine the relationship between psychological hardiness with irrational beliefs, emotional intelligence and work holism in occupational, industrial and trading groups. Also it can be useful to study a questionnaire with populations of various ages (teenagers, middle-aged and old); some workshops can be made to teach hardiness and being familiar with work holism to reduce work holism. The institutions can be instructed to give consulting services or enough information to regulate work affairs to the extent that doesn't eliminate some of the life important activities. The results from this study have many applications in initial screening of the applicants in consulting pre-stages, especially to treat social, family and personal problems in clinical and researching environment.

References

[1]   Agha Beigi, L. (2007). Construction and customizing the work holism questionnaire for Tehran university masters. MA degree thesis. Psychological department of Allame Tabatabai University.

[2]   Ahadi, M., Karbakhsh, M., BaniJamali, Sh. S., & Hakimi Rad, E. (2008). Anexamination of the rate of hardiness among clinical specialized assistances. *Journal of Psychological Studies,* 4(4): 95-112.

[3]   Ahmadi, P., Tahmasbi, R., Baba Shahi, J., & Fatahi, M. (2010). The role of personal factors in work holism formation. *Transformation management research,* 3: 46-67.

[4]   Asgari M. (2002). The relationship of hardiness and involvement with the addicting preparation. The MA thesis. The Psychological department of Allameh Tabatabai University.

[5]   Bandura, A. (1997). Self- Efficacy: The exercise of control, New York: Freeman.

[6] Bar-on, R. (1997). "A Measure of Emotional and Social Intelligence in Chicago"; *Canadian Journal of Behavioral Science,* Vol. 18, pp. 123-137.

[7] Bar-on, R. (2000). The Handbook of Emotional Intelligence; To Ssey-Bass, While Company, San Francisco

[8] Besharat, M. A. (2007). Hardiness and Coping with Stress. *Journal of Psychological Studies,* 3(2): 109-129.

[9] Bridges, R. K., & Sander man, R. (2002). The Irrational beliefs inventory: cross cultural comparisons between American and Dutch samples. *Journal of rational- emotive cognitive therapy*. ERIC.

[10] Brooks, M. V. (2003). Health-related hardiness and chronic illness. *Nursing Forum*, 38: 11-20.

[11] Buelens, M., & Poelmans, S.A.Y. (2004). "Enriching the Spence and Robbins' typology of work holism: Demographic, motivational and organizational correlates", *Organizational Change Management,* 457-470.

[12] Dehshiri, G. (2006). The Relationship between Emotional Intelligence with Academic Achievement of Students. *Counseling Researchs and Recents,* Vol. 5, No. 18, pp. 97-106.

[13] Ellis, A., Harper, R. (1973). ˝Sensible life˝ (Translated by Firozbakht). Tehran: Roshed publication.

[14] Fergus, S., & Zemmerman, M. A. (2005). Adolescent resilience: A framework for understanding healthy development in the face of risk. Proquest health and medical complete.

[15] Finlay-Jones, R., Brown, G. W. (1981). Types of stressful events and the onset of anxiety and depressive disorders. *Psychological Medicine,* 11: 803-15.

[16] Florian, V., Mikulincer, M., Taubman O. (1995). Does hardiness contribute to mental health during a stressful real-life situation? The roles of appraisal and coping. *Journal of Personality and Social Psychology,* 68: 687-695.

[17] Ghorbani, N. (1995). Existential structure of personality hardiness. *Journal of Psychological Research,* 3(4): 76-92.

[18] Goleman, D. (1995). Emotional Intelligences: The Theory in Practice; New York: Basic Book.

[19] Hassan zadeh, R, (2007). The motivation and excitement. Tehran: Arasbaran Publication.

[20] Hassanvand, B., Khaledian, M. (2012). The Relationship of Emotional Intelligence with Self-esteem and Academic Progress. *International Journal of Psychology and Behavioral Sciences,* 2(6): 231-236.

[21] Issacson, B. (2002). Characteristics and enhancement of resiliency in young people. Research (MSc thesis), University of Wisconsin State.

[22] Izkian, Sare Shaban. (2001). Acomparison ofviolence and hardiness. MA thesis General Psychology, Tarbiat Moalem University.

[23] Jomhari, F. (2002). Relationship Hardiness and tendency to anxiety and depression among male and female students of Tehran universities. PHD thesis. The Psychological department of Allame Tabatabai University

[24] Jones, R. G. (1968). A J measure of Ellis "irrational belief system'', with personality and maladjustment correlates. *Dissertation Abstracts international,* 29, 43 79 B-4380 B. (university microfilms. NO 696443).

[25] Kaokebisiyoki, F., Aminyazdi, S., Yousefi, A., Modaresh Ghorori, M. (2010). Efficiency of group treatment especially rational – emotive – behavioral treatment on anxiety of infertile (sterile) women who were under IVF treatment: contemporary psychology Quarterly Extra Version, (Extra version) 5: 652-656. www.sid.ir.

[26] Kaveh, K., & Yazdi, S. M. (2007). The relationship between emotional intelligence and psychological hardiness comparison of male and female students working in universities in Tehran. *Journal of Innovative Education.* 3(1,2): 35-50.

[27] Khaledian, M. (2013). The relationship between attachment lifestyles with depression and life expectancy and Emotional Intelligence. *Psychology and Social Behavior Research,* 1(1): 1-8.

[28] Khaledian, M., Saghafi, F., Hassan Pour, S., & Moradian. O. (2013). Investigating the Relationship of Irrational Beliefs with Anxiety in Iranian Collage Students (Case study: Under graduate Collage students of Azad University and Payam Nour University). *Journal of Basic and Applied Scientific Research,* 3(3): 759-764.

[29] King, L. A., King, D.W., Keane, T. M., Faribank, J. F., & Adams, G. A. (1998). Resilience-recovery factors in posttraumatic stress disorder among female and male Vietnam veterans: Hardiness, postwar social support and additional stressful life events. *Journal of Personality and Social Psychology,* 74(2): 420-434.

[30] Kobasa, S. C., Maddi, S. R., & Kahn, S. (1982). Hardiness and health: A Prospective study. *Journal of Personality and Social Psychology,* 42: 168-177.

[31] Kobassa, S.C & Maddi, S. R. (1982). Personality and constitution as mediator's in the stress illness relationship, *Journal of health and social behavior,* 22(4): 368-378.

[32] Kobassa, S.C. (1979). Stressful life events, personality and health, *Journal of personality and social psychology,* 37: 1-11.

[33] Lambert V.A. (2007). Predictors of physical and mental health in hospital nurses within the people's Republic of China, *International nursing review,* 54(1), 85-91.

[34] Laster, D. (1989). Depression, suicidal preoccupation and rational thinking. *J Gen psycho*, 116(2): 221-3.

[35] Maddi, S. R., & kobassa, S.C. (1994). Deborah M. Hardiness and mental Health. *Journal of personality Assessment,* 63(2): 265-274.

[36] Maddi, S.R., Kobassa, S.C., & Moritaka, (1996). Relationship between hardiness and psychological stress response, *Journal of performance studies,* 3, 35-40.

[37] Majidian, F. (2004). The relationship of the self-efficacy beliefs and hardiness with the directorjob stress. The MA thesis. The Psychological department of Allame Tabatabai University.

[38] Mayer, J. D., & Salovey, P. (1997). What is emotion intelligence? In: Salovey P, Sluyter DJ, editors. Emotional development and emotional intelligence: Educational implications. New York: Basic Books, 3-31.

[39] Mc Millan, L.H.W., O'Driscoll, M.P., & Burke, R.J. (2003). Workaholism: a review of theory, research, and future directions. In C.L. Cooper & I.T. Robertson (Eds.), *International review of industrial and organizational psychology,* Vol. 18, pp. 167-189). New York: Wiley.

[40] Mohammad Talebi, K. (2008). The relationship between the organizational culture and work holism. The MA thesis. The Psychological department of Shahid Beheshti University.

[41] Moradi, F., Bahrami, H., Ahghar, Gh. (2010). Defensive mechanism and irrational beliefs in students. Contemporary Psychology Quarterly (Extra version). 5:704-706. www.sid.ir.

[42] Nasiri, A. (2010). The efficiency of hardiness teaching in group manner on the self-efficacy improvement of stressful students. *The contemporary psychological seasonal publication,* 5(1): 761-763.

[43] Oates, W. (1971). Confessions of a workaholic: The Facts about Work Addiction, World Publishing, New York, NY.

[44] Piotrowski, C., & Vodanovich, S. (2008). "The workaholism syndrome: an emerging issue in the psychological literature", *Journal of Instructional Psychology*, 35(1): 147-161.

[45] Sabri Nazarzadeh, R., & Abdkhodai, M. S. (2010). The relationship between consistency and psychological hard working with conflicting strategies. *Contemporary psychological quarterly,* 5(1): 490-492.

[46] Samari, A.A., & Tahmasbi, F. (2007). The study of emotional intelligence and academic achievement in university students. Quart. J. Fundam. Mental Health, 9: 121-128.

[47] Schaufeli, W.B., Bakker, A., Van der Heijden, F., & Prins, J. (2009). "Workaholism, burnout and well-being among junior doctors: the mediating role of role conflict ", *Work and Stress,* 23(2): 155-172.

[48] Scott, K.S., Moore, K.S., & Miceli, M.P. (1997). An exploration of the meaning and consequences of work holism. *Human Relations,* 50(3): 287-314.

[49] Sheppard, J. A., & Kashani, J. H, (1999). The relationship of hardiness, gender and stress to Health autcomes in Adolescents. *Journal of personality,* 59(4): 747-767.

[50] Snir, R., & Harpaz, I. (2006). "The work holism phenomenon: a cross national perspective", *Career Development International,* Vol. 11, No 5.

[51] Snir, R., & Zohar, D. (2008). Work holism as discretionary time investment at work: An Experience-Sampling Study. *Applied Psychology: An International Review,* 57(1): 109-127.

[52] Spence, J.T., & Robbins, A.S. (1992). Work holism: definition, measurement, and preliminary results. *Journal of Personality Assessment,* 58 (1): 160-178.

[53] Tamanai, F., Reza, M., Fariborz, S.A., & Fatemeh, S. (2010). The relationship of the exciting intelligence, self-imaginator and self-esteem with the academic achievement. *Planning Stud. Quart. Higher Educ.* 56: 99-113.