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OVERVIEW OF THE RELATIONSHIP BETWEEN PERFECTIONISM, PERSONALITY CHARACTERISTICS AND NEGATIVE EMOTIONS VIA STRUCTURAL EQUATION MODELING TO PREDICT ACADEMIC PERFORMANCE OF THE STUDENTS IN ISLAMIC AZAD UNIVERSITY, SCIENCE AND RESEARCH BRANCH, TEHRAN

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ABSTRACT

The present research aims to examine the relationship between perfectionism, personality characteristics and negative emotions among students in Islamic Azad University, Science and Research Branch, Tehran. The sample size(150) was specified based on Cochran formula via simple random sampling method. To collect data, Try-Short et al Positive and Negative Perfectionism Scale, Negative Emotion Questionnaire, Neon's personality traits, and students' grade point average at the end of the semester were used. This study has been categorized as a correlation survey. To analyze data, descriptive statistics and inferential statistics(Kolmogorov - Smirnov test and covariance structure) were used. The results of this study indicated that there is a negative significant relationship between personality traits, neurosis and academic performance of the students, with a descending impact.There is a positive significant relationship between personality traits in the dimensions of extraversion, openness and accountability, with an ascending impact. There is a negative significant relationship between negative emotions and personality traits concerning the dimensions of neurosis and accountability, with an ascending impact. There is no significant relationship between personality traits concerning the dimensions of extraversion, openness and adjustment. There is a significant relationship between negative emotions and the personality traits concerning the dimension of accountability. There is a negative significant relationship between perfectionism and academic performance, with a descending impact; there is a negative significant relationship between perfectionism and negative emotions, with an ascending impact; there is a significant relationship between negative emotions and academic performance, with a descending impact.

Keywords: Perfectionism, Personality Traits, Negative Emotions, Academic Performance Toxoplasma

INTRODUCTION

Higher education plays a major role in social and human resource development and training of technicians, thereby higher education is of a great importance in the process of development and rearing the manpower in future. A common problem in education center of most of countries worldwide has been regarded as the phenomenon of drop-out which raises numerous academic, cultural and economic losses to the states and households.

Making an attempt to recognize important factors in academic achievement and proposing the strategies and taking actions to predict the academic performance require for numerous studies in this context. Academic performance is one of the dimensions of achievement in higher education, that is, general or specific knowledge or skills acquired in course of study, and is measured via the experiments or symptoms or both which are set by the professors for the students (Rahimi, 2010). Academic performance and the factors affecting it have been drawn into attention by the experts at the higher education for many years ago. With regard to importance of academic performance in today's world, identifying and examining the factors and variables affecting it are of importance. Numerous students at universities per year, in spite of their good abilities and talents to continue their education, are exposed to poor academic performance and as the result drop-out (Rahimi, 2010).

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Aims of Research
-determine the relationship between neurosis and academic performance of the students
-determine the relationship between neurosis and negative emotion of the students
-determine the relationship between extraversion and academic performance of the students
-determine the relationship between extraversion and negative emotion of the students
-determine the relationship between openness and academic performance of the students
-determine the relationship between openness and negative emotion of the students
-determine the relationship between adjustment and academic performance of the students
-determine the relationship between adjustment and negative emotion of the students
-determine the relationship between accountability and academic performance of the students
-determine the relationship between accountability and negative emotion of the students
-determine the relationship between perfectionism and negative emotion of the students
-determine the relationship between perfectionism and academic performance of the students
-determine the relationship between negative emotion and academic performance of the students

Statistical Population, Sample Size and Sampling Method

Statistical Population
In this study, statistical population consists of all the Msc students (boys and girls) at the field of psychology and counseling in Islamic Azad University, Science and Research Branch, Tehran during 2013-2014.

Sample Size
The measurement scale for the research hypotheses was specified at confidence level(95%) based on Cochran's sample size formula.

$$n = \frac{\delta^2 . z^2}{d^2}$$

n, δ, z and d represent sample size, variance of the population (1.9), the research hypothesis at two ranges at confidence level (95%), the standard error (5%), respectively.

$$n = \frac{1.9^2 . 1.96^2}{0/05^2} = 146$$

The population was generalized to 150 individuals.

Sampling Method
In this study, simple random sampling method below was used. The names of the Msc students at the field of psychology and counseling in Islamic Azad University, Science and Research Branch, Tehran, were organized in an alphabetical order, and then the students whose names were a multiple of 2 have been selected in random.

MATERIALS AND METHODS

Research Method
The correlation has been used as the research method. In this study, the relationship between variables based on aim of research is analyzed (Bazargan, 2010).

Measurement Instruments
To collect data, three measurement instruments were used as follows.

Perfectionism Scale
Positive and Negative Perfectionism Scale has been organized by Try-Short *et al.,* this scale consists of 40 questions, that 20 questions evaluate positive perfectionism and the rest of questions evaluate negative perfectionism. The questions at Likert five-point scale measure the participant's perfectionism ranging from score 1 to 5 at two positive and negative aspects. Minimum and maximum score for the participants at each of scales has been reported equal to 40 and 200, respectively. This scale has been translated to

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Persian language by Besharat (2003), that Cronbach's alpha method was used to determine its validity in a sample group (212) among the students, so that the Cronbach's alpha coefficient was obtained for positive and negative perfectionism equal to 0.90 and 0.87, respectively. Cronbach's alpha coefficient was in turn obtained for girl and boy students equal to 0.89 and 0.86, indicating a high internal consistency at this scale. Further, reliability of this questionnaire was obtained equal to 0.716 via Cronbach's alpha method.

Depression Anxiety Stress Scale

This scale is a series of three self-rating sub-scales which has been designed to measure emotional states, depression, anxiety and stress.

This scale consists of 42 questions concerning Likert four-point scale. Validity of this test has been examined in various studies (Sahebi *et al.,* 2006).

Validity of this scale was examined through internal consistency via Zung Self-Rating Anxiety Scale, Beck Depression Inventory, Perceived Stress Scale, that the internal consistency of Depression Anxiety Stress Scales (DASS) via Beck Depression Inventory, Zung Self-Rating Anxiety Scale, and Perceived Stress Scale was reported equal to 0.70, 0.67 and 0.49, respectively.

Reliability of this scale in the study by Mohammadkhani, Sadeghi and Farzad was obtained equal to 0.79 via the Cronbach's alpha method, and reliability of subscale of depression, anxiety and stress was obtained 0.74, 0.77 and 0.70, respectively. In this study, reliability of this questionnaire was obtained equal to 0.837.

Personality Traits Scale

This questionnaire evaluates five leading agents of neurosis, extraversion, openness, accountability and adjustment. This scale enjoys two long (240 questions) and short (60 questions) versions. Responses are given to this scale via Likert five-point scale ranging from "totally agree" to "totally disagree". In a study by Kaska and Mac-Kray (1992), quoted from Isazadegan *et al.,* (2012), short version of questionnaire has been used.

Internal consistency of this test for the agents of neurosis, extraversion, openness, accountability and adjustment has been reported equal to 0.93, 0.87, 0.89, 0.76 and 0.86, respectively.

In Iran, Garoosi has confirmed the five-point structure of this questionnaire via Cronbach's alpha method, and reported the internal consistency coefficients for the leading agents of neurosis, extraversion, openness, accountability and adjustment equal to 0.86, 0.73, 0.56, 0.68 and 0.87, respectively.

In short-term test-retest method, the correlation coefficient for the scores in first and second semesters which has been performed during 2-3 weeks, has been reported equal to 0.84, 0.82, 0.778, 0.65, 0.86 for the agents of neurosis, extraversion, openness, accountability and adjustment, respectively (Besharat, 2009). Further, the reliability of this questionnaire was obtained equal to 0.851 via Cronbach's alpha method.

Calculate the Reliability Coefficient in This Study

Firstly, 150 students were selected in random, and then three questionnaires including Try-Short et al Positive and Negative Perfectionism Scale, Negative Emotion Questionnaire, Neon's personality traits scale were performed on the students using Cronbach's alpha method.

Table 1: Calculation of reliability coefficient via Cronbach's alpha method

Variable/ method	Perfectionism Scale	Negative scale	Emotion	personality traits
Cronbach's alpha method	0.71	0.83		0.85

As observed, three scales enjoy an acceptable reliability coefficient.

Determination of Content Validity

Firstly, the questionnaires (Try-Short *et al.,* Positive and Negative Perfectionism Scale, Negative Emotion Questionnaire, Neon's personality traits scale) were given to a number of professors who have enjoyed sufficient expertise and experience in order that they judge on the content of questions in the

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questionnaire and its harmony with the research aims and hypotheses. Then, their views were collected and the questionnaire was performed on the participants.

Academic Performance

students' grade point average at the end of the semester were used to measure their academic performance.

Data Analysis Method

data analysis method has been represented in two sections as follows:

-descriptive statistics

To describe findings, tables and frequency charts will be used. Further, to describe the data in a better way, measures of central tendency (mean, median and mode) as well as indices of of dispersion (variance, standard deviation, quartile and range of variations) will be used, and the research data will be described.

Inferential Statistics

The inferential statistics used in this study include:

To examine the parametric presumptions, Kolmogorov–Smirnov test was used to examine the presumption of normality of data, and Levene's test was used to examine the presumption of homogeneity of variances, and structural equation modeling was used to examine the research hypotheses.

Structural equation modeling is a combined method of path analysis method and confirmatory factor analysis and a multi- variable analysis method with latent variables or casual modeling via the correlation, experimental and non-experimental data. Structural equation modeling paves the way to observe to which extent the theoretical models can be applied in a population(Human, 2008).

Descriptive Overview of Data

Table 2: Measures of central tendency and indices of of dispersion for negative emotion

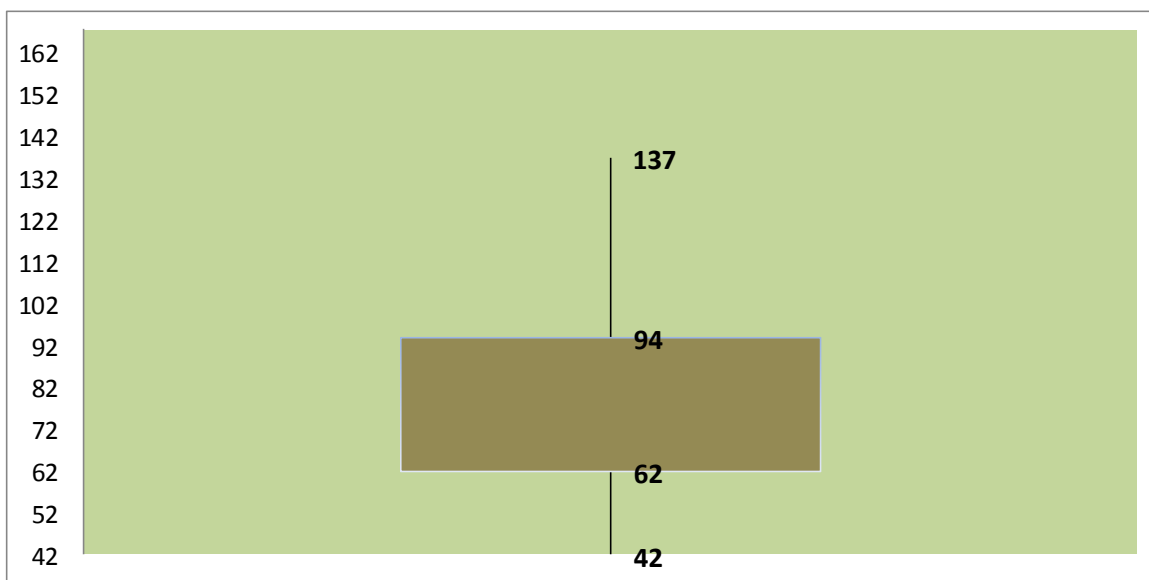| Mean	Standard deviation	Minimum observed amount	Maximum observed amount	Range of variations	first quartile	Second quartile	Third quartile
25.80	21.7	42	137	89	62	77.5	94

Figure 1: Dispersion of negative emotion

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With regard to table 2 and figure 1, it can observe that the measures of central tendency and indices of of dispersion for negative emotion are represented with mean(80.25), standard deviation (21.74), Minimum observed amount (42), Maximum observed amount (137), Range of variations (89), first quartile (62), Second quartile (77.5), third quartile (94).

Table 3: Measures of central tendency and indices of of dispersion for personality traits

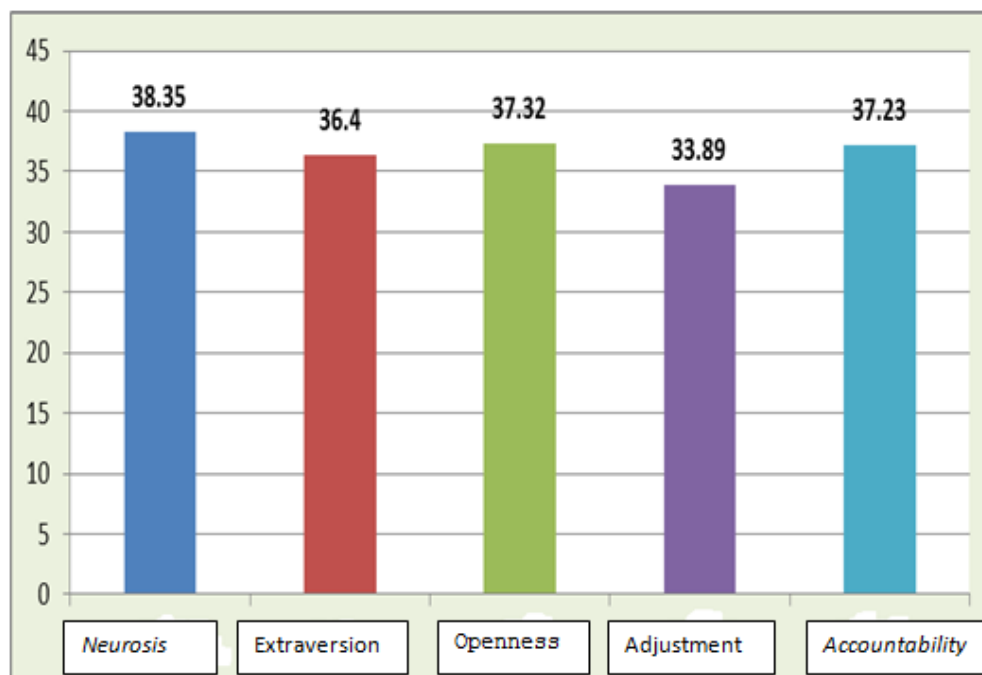| Component	Mean	Standard deviation	Minimum observed amount	Maximum observed amount	Range of variations
neurosis	38.35	6.5	16	51	35
Extraversion	36.4	5.42	19	48	29
Openness	37.32	6.26	23	55	32
adjustment	33.89	5.59	23	46	23
Accountability	37.23	5.81	24	52	28

Figure 2: Mean of personality traits

With regard to table 3 and figure 2, , it can observe that the measures of central tendency and indices of of dispersion for personality traits are represented with mean (38.35), standard deviation(6.50), minimum observed amount (16), maximum observed amount (51), range of variations (35).

The measures of central tendency and indices of dispersion for personality trait(extraversion) are represented with mean(36.40), standard deviation(5.42), minimum observed amount(19), maximum observed amount(48), range of variations(29). The measures of central tendency and indices of dispersion for personality trait(openness) are represented with mean(37.32), standard deviation(6.26), minimum observed amount(23), maximum observed amount(55), range of variations(32). The measures of central tendency and indices of dispersion for personality trait(adjustment) are represented with mean(33.89), standard deviation(5.59), minimum observed amount (23), maximum observed amount(46), range of variations(23). The measures of central tendency and indices of dispersion for personality trait (accountabilit*y*) are represented with mean(37.23), standard deviation(5.81), minimum observed amount(24), maximum observed amount(52), range of variations(28).

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Table 4: Measures of central tendency and indices of of dispersion for perfectionism

Mean	Standard deviation	Minimum observed amount	Maximum observed amount	Range of variations	First quartile	Second quartile	Third quartile
98.90	11.61	71	142	71	96	99	103.75

Figure 3: Dispersion of perfectionism

Figure 4: Dispersion of academic performance

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With regard to table 4 and figure 3, it can observe that the measures of central tendency and indices of of dispersion for perfectionism are represented with mean(98.90), standard deviation(11.61), minimum observed amount(71), maximum observed amount(142), Range of variations(71), first quartile(96), Second quartile(99), third quartile(103.75).

Table 5: Measures of central tendency and indices of of dispersion for academic performance

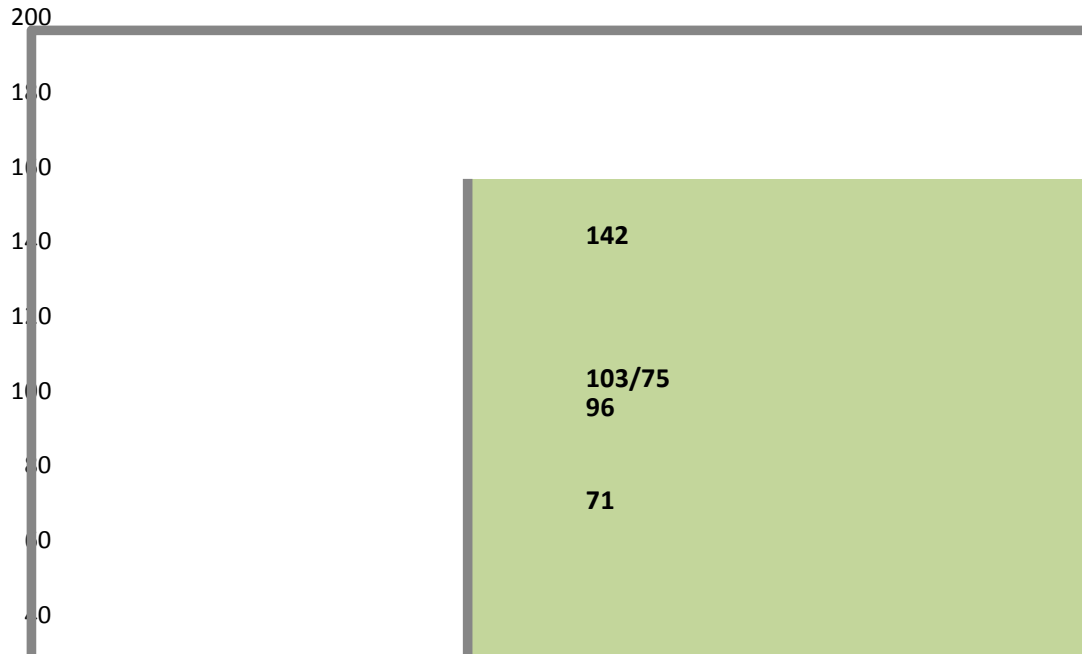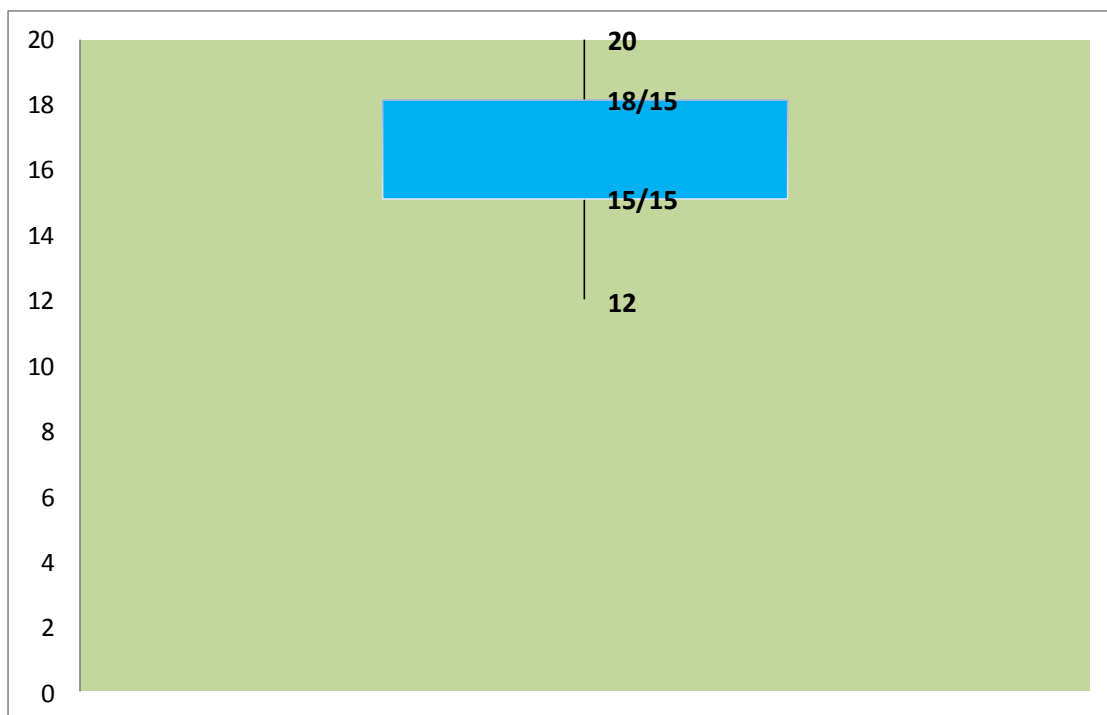| Mean	Standard deviation	Minimum observed amount	Maximum observed amount	Range of variations	First quartile	Second quartile	Third quartile
16.60	1.94	12	20	8	15.15	16.97	18.15

With regard to table 5 and figure 4, it can observe that the measures of central tendency and indices of of dispersion for academic performance are represented with mean(16.60), standard deviation(1.94), minimum observed amount(12), maximum observed amount(20), Range of variations(8), first quartile(15.15), Second quartile(16.97), third quartile(18.15).

Inferential Statistics

With regard to what aforementioned above, the researcher seeks to examine the relationship between perfectionism, personality characteristics and negative emotions via structural equation modeling to predict academic performance of the students in Islamic Azad University, Science and Research Branch, Tehran. The presumptions of parametric tests include:

1-normality of distribution

2-independence of data

1-normality of distribution: parametric tests have been grounded on the mean and standard deviation. If the distribution of population does not be normal, these indicators will not depict the population's status. To approve normality of a variable, two tests which are called goodness-of-fit tests, are used.

Table 6: Results of Kolmogorov - Smirnov test to examine normality of distribution of population

Components	No	Z
neurosis	150	+1/63
Extraversion	150	+1/46
Opennes	150	+1/30
adjustment	150	+1/04
Accountability	150	+1/18
Perfectionism	150	+0.744
Negative emotion	150	+0.706
Academic performance	150	+1/42

To decide upon normality of distribution, if the z-value ranges between -1.96-+1.96, it can confirm normality of distribution at confidence level(95%), and if the z-value be greater than +1.96 or under -1.96, it can decide having no normal distribution(Hosseini, 1999). As the z-value for all the variables ranges from -1.96 to +1.96, it can confirm normality of variables.

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Table 7: Correlation matrix for research variables

Components	*neurosis*	Extraversion	Openness	Adjustment	*Accountability*	Perfectionism	Negative emotion	Academic performance
neurosis	1							
Extraversion	-0/157	1						
Openness	-0/192	0/785	1					
adjustment	-0/215	0/734	0/766	1				
Accountability	-0/179	0/780	0/808	0/748	1			
Perfectionism	0/512	-0/438	-0/436	-0/437	-0/489	1		
Negative emotion	-0/255	0/003	-0/076	0/039	-0/089	-0/190	1	
Academic performance	-0/487	0/484	0/463	0/447	0/447	-0/569	0/218	1

Table 8: Standard regression coefficients for the research model paths

Paths	Standard coefficients	t	Significance level
Neurosis- Academic performance	-0.253	3.66	0.000
Neurosis- Negative emotion	0.35	5.61	0.000
Extraversion - Academic performance	0.162	2.56	0.01
Extraversion - Negative emotion	-0.032	0.506	0.613
Openness - Academic performance	0.065	1.03	0.301
Openness - Negative emotion	0.02	0.323	0.746
adjustment - Academic performance	-0.026	0.42	0.675
adjustment - Negative emotion	0.006	0.089	0.929
Accountability - Academic performance	0.137	1.99	0.046
Accountability - Negative emotion	-0.346	5.54	0.000
Perfectionism - Academic performance	-0.132	1.29	0.196
Perfectionism - Negative emotion	0.243	2.44	0.015
Perfectionism - Academic performance	-0.232	2.93	0.003

Table 9: The extent of direct effect, indirect effect and effect of all independent variables on dependant variable (academic performance)

Variable	Direct effect	Indirect effect	Total effect
neurosis	-0.253	-0.081	-0.334
Extraversion	0.162	0.007	0.169
Openness	0.065	0.005	0.07
adjustment	-0.026	-0.001	-0.027
Accountability	0.137	0.08	0.217
Perfectionism	-0.132	0.315	0.183
Negative emotion	-0.232	0	-0.232

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As observed, neurosis has been represented with direct effect(-0.253), indirect effect(-0.081) and total effect(0.334). Extraversion has been represented with direct effect(0.162), indirect effect(0.007) and total effect(0.169). Openness has been represented with direct effect(0.065), indirect effect(0.005) and total effect(0.070). adjustment has been represented with direct effect(-0.026), indirect effect(-0.001) and total effect(-0.027).

Accountability has been represented with direct effect(0.137), indirect effect(0.080) and total effect(0.217). Perfectionism has been represented with direct effect(-0.132), indirect effect(0.315) and total effect(0.183). Negative emotion has been represented with direct effect(-0.232), indirect effect(0) and total effect(-0.232).

As observed, neurosis has the highest total effect(-0.335) followed by negative emotion with the highest total effect(-0.232) on academic performance, and also accountability has the highest total effect(0.217) followed by *neurosis* and negative emotion on academic performance.

With regard to positive sign of the total coefficient, accountability has the highest positive effect on academic performance, and also perfectionism with the indirect effect(0.315) has the highest effect on academic performance, neurosis with the indirect effect(-0.253) has the highest effect on academic performance. Then, negative emotion with the indirect effect(-0.232) has the highest effect on academic performance, and extraversion with the indirect effect(0.162) has the highest effect on academic performance.

Table 10: Goodness-of-fit indices

Goodness-of-fit indices	x^2	ρ	RSMEA	GFI	AGFI	RMR	AIC	NFI	NNFI
Value	0.244	0.621	0.01	0.001	0.995	0.0079	143.67	0.998	1.035

Table 10 represents goodness-of-fit indices (x^2=0.244) with significance level(ρ=0.621), that x^2 refers to a difference between the proposed model and real data. In this index, the null hypothesis lies on a fact that there is no difference between matrix S and covariance matrix, and the opposite hypothesis indicates that there is a significant difference between matrix S and covariance matrix. The more x^2 is close to zero, fitness of data with model will be better, and zero-value represents fitness of data with model.

When Root Mean Square Error of Approximation (RMSEA) is under 0.05, the model will enjoy a suitable fitness, which the value of RMSEA equals to 0.01 indicating suitable fitness of model. Goodness of fit index (GFI) represents a percent of the matrix for samples which are estimated via the matrix, where this index must be greater than 0.09; if this index be greater than 0.95, a suitable fitness will occur, mentioned that goodness of tit index (GFI) equals to 1.00 in this model.

The adjusted goodness of fit index (AGFI) which corrects the GFI must be greater than 0.9, that it has been equal to 0.995 in this model.

Root mean square residual (RMR) has been formulated for evaluation of the total fitness of model, that small value of Root mean square residual (RMR) represents a better model, indicating the value for Root mean square residual (RMR) equaled to 0.0079. Akaike information criterion (AIC) fits the data, that the more the value of AIC is close to zero, the better fitness of data will come to realize(AIC = 143/67).

Normed Fit Index (NFI) has been designed to test significance and goodness-of-fit in covariance analysis. As this the value for this index equals to 0.90, indicating a suitable value for this index, the model has been confirmed, without any need to modification. Non-normed Fit Index (NNFI) equals to 1.035. with regard to theoretical model, the empirical data were examined, represented in following:
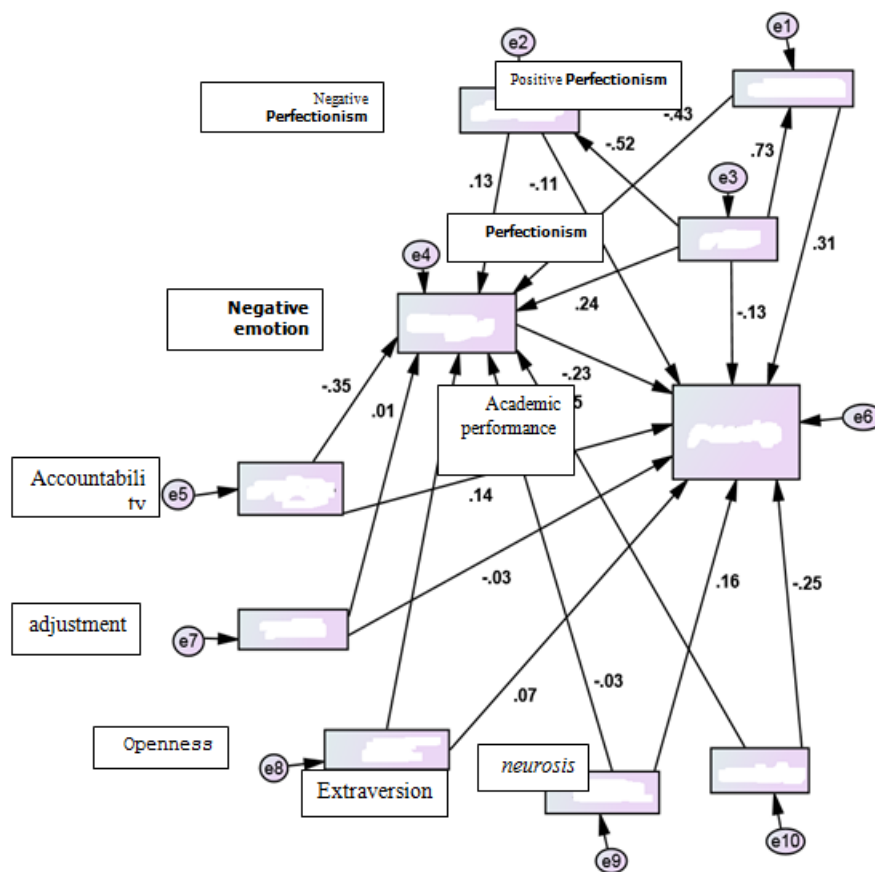
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Figure 5: The fitted model path with research data

Discussion and Conclusion
The results from overview of this research hypothesis indicated that there is a significant relationship between neurosis and academic performance of the students. As the t-value for the effect of standardized coefficient for neurosis on academic performance equals to 3.66 at significance level (0.0001), and as the significance level is under 0.01, as the result t-value for the variable " neurosis " on academic performance of the students is significant, indicating effect of standardized coefficient for neurosis on academic performance. this finding of research is consistent with the results of research by Ahmadi (2012), Atash *et al.,* (2012), Eskandari *et al.,* (2012), Sobhi *et al.,* (2012), Isaei *et al.,* (2011), Ghavidel *et al.,* (2010), Shokri *et al.,* (2008), Chamorro *et al.,* (2003), Daf *et al.,* (2011). As the result, there is a significant relationship between neurosis and academic performance of the students. Ahmadi (2012) indicated that there is a negative significant relationship between neurosis and academic performance of the students. Further, Daf *et al.,* (2011) indicated that there is a negative significant relationship between neurosis and academic performance of the students.

Another finding of this research indicated that there is a significant relationship between neurosis and negative emotion. As the t-value for the effect of standardized coefficient for neurosis on negative emotion equals to 5.61 at significance level (0.0001), and as the significance level is under 0.01, as the result t-value for the variable " neurosis " on negative emotion is significant at significance level (99%), indicating effect of standardized coefficient (ß=0.350) for neurosis on negative emotion.

Another finding of this research indicated that there is a significant relationship between extraversion and academic performance of the students. As the t-value for the effect of standardized coefficient for extraversion on academic performance equals to 2.56 at significance level (0.010), and as the significance level is under 0.01, as the result t-value for the variable " extraversion " on academic performance of the

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students is significant, indicating effect of standardized coefficient (ß=0.162) for extraversion on academic performance.

this finding of research is consistent with the results of research by Ahmadi (2012), Atash *et al.,* (2012), Eskandari *et al.,* (2012), Sobhi *et al.,* (2012), Isaei *et al.,* (2011), Ghavidel *et al.,* (2010), Shokri *et al.,* (2008), Chamorro *et al.,* (2003), Daf *et al.,* (2011), Brown *et al.,* (2010), Fareham *et al.,* (2010). As the result, there is a significant relationship between extraversion and academic performance of the students. Yet, this finding is in contradictory with the results of research by Vankoski (1988). Fareham *et al.,* (2010) in a study on 200 students indicated that the personality traits including extraversion and neurosis are suitable predictors for academic performance.

Another finding of this research indicated that there is not a significant relationship between extraversion and negative emotion. As the t-value for the effect of standardized coefficient for extraversion on negative emotion equals to 0.506 at significance level (0.613), and as the significance level is greater than 0.05, as the result t-value for the variable " extraversion " on negative emotion is significant at significance level (99%), indicating lack of effect of standardized coefficient (ß=0.350) for extraversion on negative emotion.

Another finding of this research indicated that there is not a significant relationship between openness and academic performance of the students. As the t-value for the effect of standardized coefficient for openness on academic performance equals to 1.03 at significance level (0.301), and as the significance level is greater than 0.05, as the result t-value for the variable "openness" on academic performance of the students is not significant, indicating lack of effect of standardized coefficient (ß=0.065) for openness on academic performance.

Another finding of this research indicated that there is not a significant relationship between openness and negative emotion. As the t-value for the effect of standardized coefficient for openness on negative emotion equals to 0.323 at significance level (0.746), and as the significance level is greater than 0.05, as the result t-value for the variable "openness " on negative emotion is not significant at significance level (95%), indicating lack of effect of standardized coefficient (ß=0.350) for openness on negative emotion.

Another finding of this research indicated that there is not a significant relationship between adjustment and academic performance of the students. As the t-value for the effect of standardized coefficient for adjustment on academic performance equals to 0.420 at significance level (0.675), and as the significance level is greater than 0.05, as the result t-value for the variable "adjustment" on academic performance of the students is not significant, indicating lack of effect of standardized coefficient (ß=-0.026) for adjustment on academic performance.

Another finding of this research indicated that there is not a significant relationship between adjustment and negative emotion of the students. As the t-value for the effect of standardized coefficient for adjustment on negative emotion equals to 0.089 at significance level (0.929), and as the significance level is greater than 0.05, as the result t-value for the variable "adjustment" on negative emotion of the students is not significant, indicating lack of effect of standardized coefficient (ß=0.006) for adjustment on negative emotion.

Another finding of this research indicated that there is a significant relationship between accountability and academic performance of the students. As the t-value for the effect of standardized coefficient for accountability on academic performance equals to 1.99 at significance level (0.046), and as the significance level is under 0.05, as the result t-value for the variable "accountability" on academic performance of the students is significant, indicating effect of standardized coefficient (ß=0.137) for accountability on academic performance.

this finding of research is consistent with the results of research by Ahmadi (2012), Atash *et al.,* (2012), Eskandari *et al.,* (2012), Sobhi *et al.,* (2012), Isaei *et al.,* (2011), Ghavidel *et al.,* (2010), Shokri *et al.,* (2008), Chamorro *et al.,* (2003), Daf *et al.,* (2011), Brown *et al.,* (2010), Fareham *et al.,* (2010). As the result, there is a significant relationship between accountability and academic performance of the students.

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Another finding of this research indicated that there is a significant relationship between accountability and negative emotion of the students. As the t-value for the effect of standardized coefficient for adjustment on negative emotion equals to 5.54 at significance level (0.0001), and as the significance level is under 0.01, as the result t-value for the variable "accountability" on negative emotion of the students is significant, indicating effect of standardized coefficient (ß=-0.346) for accountability on negative emotion.

Another finding of this research indicated that there is a significant relationship between perfectionism and negative emotion of the students. As the t-value for the effect of standardized coefficient for perfectionism on negative emotion equals to 2.44 at significance level (0.015), and as the significance level is under 0.05, as the result t-value for the variable " perfectionism " on negative emotion of the students is significant at confidence level (95%), indicating effect of standardized coefficient (ß=0.243) for perfectionism on negative emotion.

This finding of research is consistent with the results of research by Abdkhodaei *et al.,* (2010), Molnar *et al.,* (2006). As the result, there is a significant relationship between perfectionism and negative emotion of the students. Molnar *et al.,* (2006), in their study, deduced that self-oriented perfectionism by means of high positive emotions or low negative emotions associates to physical health, and the society-oriented perfectionism by means of high negative emotions and low positive emotions associates to physical health in a negative way.

Another finding of this research indicated that there is not a significant relationship between perfectionism and academic performance of the students. As the t-value for the effect of standardized coefficient for perfectionism on academic performance equals to 1.29 at significance level (0.196), and as the significance level is greater than 0.05, as the result t-value for the variable " perfectionism " on academic performance of the students is not significant at confidence level (95%), indicating lack of effect of standardized coefficient (ß=-0.132) for perfectionism on academic performance.

Another finding of this research indicated that there is a significant relationship between negative emotion and academic performance of the students. As the t-value for the effect of standardized coefficient for negative emotion on academic performance equals to 2.93 at significance level (0.003), and as the significance level is under 0.01, as the result t-value for the variable "negative emotion" on academic performance of the students is significant at confidence level (99%), indicating effect of standardized coefficient (ß=-0.232) for negative emotion on academic performance.

This finding of research is consistent with the results of research by Amigh (2012), Jozei (2009), Mir (2009) and Chen (2005). As the result, there is a significant relationship between negative emotion and academic performance of the students. Chen (2005) in his study indicated that there is a negative relationship between depression and academic performance. in the studies by Vance *et al.,* (2005), it can perceive that there is a negative relationship between anxiety and academic performance, i.e. the more anxiety increases, the students' academic performance will decrease.

Higher education plays a major role in social and human resource development and training of technicians, thereby higher education is of a great importance in the process of development and rearing the manpower in future. A common problem in education center of most of countries worldwide has been regarded as the phenomenon of drop-out which raises numerous academic, cultural and economic losses to the states and households. Making an attempt to recognize important factors in academic achievement and proposing the strategies and taking actions to predict the academic performance require for numerous studies in this context. Academic performance is one of the dimensions of achievement in higher education, that is, general or specific knowledge or skills acquired in course of study, and is measured via the experiments or symptoms or both which are set by the professors for the students (Rahimi, 2010). A variety of factors can influence the students' performance. In this study, overview of the relationship between perfectionism, personality characteristics and negative emotions via structural equation modeling to predict academic performance of the students in Islamic Azad University, Science and Research Branch, Tehran was considered. The results indicated that there is a positive significant relationship between academic performance and the personality traits including accountability and extraversion, yet

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there is a negative significant relationship between academic performance and the personality trait of neurosis. Recent studies have focused on this point that the personality traits especially at higher education levels play a major role in predicting the academic performance. further, there is a significant relationship between neurosis and negative emotion. There is a relationship between accountability and perfectionism and negative emotion, and also there is a relationship between negative emotion and academic performance.

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