

Investigating Structural Relationships between Perfectionism and Students' Quality of School Life with Respect to the Mediating Role of Emotional Regulation Difficulty

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Abstract

Background

Quality of school life is defined as the overall student satisfaction with their experiences of school activities. The purpose of this study was to investigate the structural relationships between perfectionism and quality of school life with respect to the mediating role of emotional regulation difficulty.

Materials and Methods: This is a descriptive correlation study using structural equations. A sample of 353 female high school students in Kerman, Iran, was selected through Cochran's formula using random cluster sampling. To collect data, Ainley and Bourke's Quality of School Life (QSL) scale, Terry-Short's Positive and Negative Perfectionism (PAPS) scale, and Gratz & Roemer's Difficulties in Emotion Regulation Scale (DERS) were used. The validity of the questionnaires was measured and confirmed using factor analysis and reliability through Cronbach's alpha. Data were analyzed using descriptive and inferential statistical indicators including structural equation modeling and confirmatory factor analysis using SPSS (version 16.0), and AMOS software (version 24.0).

Results: Results showed that positive and negative perfectionism have a significant effect on the quality of school life with respect to the mediating role of emotional regulation difficulty. The impact of positive perfectionism on the quality of school life was direct and significant, while its effect on the difficulty of emotional regulation was significant but inverse; emotional regulation difficulty showed a significant inverse effect on the quality of school life.

Conclusion

Perfectionism and emotional regulation difficulty are threats to the quality of school life, so adopting a comprehensive perspective to understand and solve these issues is necessary.

Key Words: Emotional Regulation Difficulty, Perfectionism, Students, Quality of Life.

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1- INTRODUCTION

School is the environment in which students and adolescents spend most of their time. Type of education, school environment, student-student and teacher-student relationships, and school resources and equipments provided to students play an important role in the effectiveness of students' learning, causing their overall satisfaction and subsequent educational progress or overcoming of negative emotions. It is obvious that several factors affect students' academic performance (1).

One of these factors is the quality of school life of students. To examine the quality of school life, first, it is necessary to examine the concept of quality of life. The quality of life has been initially limited to the health and mental illness; but over the past two decades, this concept has evolved from a purely health, environmental, and psychological context to a multidimensional one, and has attracted the attention of a number of disciplines. According to the definition of the World Health Organization (WHO), quality of life is a person's perception of his life situation based on culture and value systems and its relationship with goals, expectations, interests, standards and life experiences. This is a broad definition that affects the state of physical health, mental status, independence, social relationships and personal beliefs (2).

According to Baldwin, the structure of quality of life is somewhat ambiguous. On the one hand, the quality of one's life is considered as a concept of how one lives (spend) his life, and in a more general term, the quality of life situations includes factors such as the environment or culture in a given society. From another perspective, the quality of life can be defined at two levels: micro (individual-subjective), and macro (social-objective) (3). Special conditions of different environments can affect the quality of life of individuals. One of the most important

environments where the adolescent and the youth spend most of their time is school. Accordingly, the quality of school life is one of the most important aspects of quality of life. Quality of life in school affects the education and life of students (4). Quality of life in school is the well-being and overall satisfaction of students in terms of negative and positive experiences in their in-school activities (5).

These positive and negative experiences that form the student's overall perception of his or her well-being and overall satisfaction with school life are the result of his or her participation and involvement in school activities and express the student's level of satisfaction with their daily life at school. Some researchers have also addressed the relationship between quality of school life and staying in school, their attitudes about going to school, academic achievements, levels of academic degrees, responsibility, commitment to homework, and the incidence of abnormal behaviors at school.

Accordingly, the going to school does not simply aim to transfer knowledge and develop learning skills, but other components such as teaching the rules and norms of society, personality formation and social arts are also important, which require high quality school life in many aspects such as effective relationships with peers and teachers, mental and physical health, creating a good opportunity for development, education, learning and progress, creating positive and pleasant emotions, etc. in school (6).

Quality of school life is affected by many components. One of the variables that can potentially affect the quality of school life is perfectionism. Perfectionism is a structure that has been the focus of researchers since 1989 and is usually considered as a multidimensional structure, but there is much disagreement about its dimensions (7). Perfectionism is a personality structure and is characterized

by striving for perfection and setting extreme criteria in performance along with a tendency to critically evaluate behavior (8). Burns has defined perfectionism as a cognitive model of individual expectations, the main feature of which is the formulation of strong and inflexible goals for performance and setting unrealistically high standards (9). Horney defines perfectionism as the neurotic tendency to be flawless, to consider one's smallest mistake as an unforgivable sin, and to anxiously wait for it (10). Perfectionism is associated with a variety of negative consequences such as feelings of failure, guilt, indecision, shame, slowness, and low self-esteem. Perfectionism is a belief that sets very high criteria for performance, a tendency for all or nothing, and to achieve perfect and complete results (7).

Hamachek introduces a new approach to perfectionism and considers it as a two-dimensional structure that has positive or normal and negative or abnormal aspects (11). Positive perfectionism with high but accessible personal standards includes a tendency to be orderly and organized in affairs, a sense of satisfaction with one's performance, a quest for excellence, and a tendency to succeed. On the other hand, negative perfectionism is characterized by high and unrealistic standards, excessive concern about mistakes and personal imperfections, perceiving a long distance between personal performance and standards and sickly skepticism (12).

Perfectionism is a person's persistent desire to set perfect and achievable standards and strive to achieve them. Positive perfectionism increases positive emotions and reduces psychological stress, while negative perfectionism is associated with negative emotions and reduced psychological well-being. Research suggests that perfectionism is associated with depression, anxiety, low self-esteem, and suicide, because when one considers

one's acceptance as conditional on achieving success and standards, and the process of effectively pursuing goals runs into problems, failure to achieve goals will occur, which in turn, causes the person to fail in achieving other goals and creating defective cognitions. Therefore, during this process, perfectionism will make the individual face many problems and issues (14). Students can also be involved in these issues. As a personality trait, perfectionism causes students to have high expectations of themselves and constantly strive to perform better, and constantly self-evaluate critically, which can affect their quality of school life.

Research has shown that there is a simple and multidimensional relationship between perfectionism and quality of life among students (15). Other studies showed that students with negative perfectionism have anxiety and low academic performance (16). Karababa has shown that positive perfectionism is associated with life satisfaction in students and negative perfectionism is associated with life dissatisfaction (17). Other researchers have concluded that there is a positive and significant relationship between quality of school life and academic motivation, and that, the quality of school life its components are anticipators for academic motivation (18).

In addition to perfectionism, which aims to achieve the desired perfect goal, one of the other topics that has attracted a lot of empirical and theoretical attention over the past two decades is emotions. This interest and attention can be partly due to the role that emotion and emotional regulation play in external (individual) behaviors. Despite the positive and constructive role of emotions in human life, another dimension is the destructive aspect of emotions. In fact, an emotion is problematic and harmful when it is expressed inappropriately, is very severe, and affects a person's life for a long time (20). High

school students are in adolescence period, and one of the characteristics of this period is changes in the structure of the brain, which leads to a decrease in their ability to successfully regulate their emotions and put them at risk for anxiety-related disorders and stress (21). These physical and psychosocial changes of the adolescent are often accompanied with intense emotions. Given that in this period, people always face a range of emotional problems that require different strategies for regulation, the emotion regulation difficulty is an important basis for the emergence of emotional and behavioral disorders during adolescence (22).

Emotion regulation difficulty is defined as maladaptive methods of responding to emotions, which include unacceptable responses, difficulty in controlling behaviors in the context of emotional distress, and deficits in the functional use of emotions as information (23). Since the definition of emotion regulation is behavior management and regulation of emotional experience, it is clear that emotion regulation difficulty involves not only emotional processes but also cognitive processes, because cognitive abilities help to form emotional life in humans (24). Lack of emotion regulation can signal problematic behaviors such as violence (25). Students who are not able to control their emotions in school can't establish a proper relationship with their peers and teachers, so their emotional regulation difficulty affects their quality of school life (26).

Research has shown that aspects of emotional regulation difficulty have a negative and significant correlation with the score of quality of life, i.e. with the increase in emotional regulation difficulty in related aspects, the quality of life decreases or in other words, with the enhancement of emotional regulation skills, the quality of life increases. Since no research has been performed on the

relationship between these variables and the previous studies in this field reveal the lack of proper research, this study seeks to answer the question whether perfectionism, with respect to the mediating role of emotional regulation difficulty, affects the quality of school life.

The main objective

Investigating the effect of perfectionism (positive and negative) on students' quality of school life based on the mediating role of emotional regulation

2- MATERIALS AND METHODS

2-1. Study design and population

The present research is a descriptive correlation study using structural equation method and investigates the relationship between perfectionism and quality of school life taking into account the mediating role of emotional regulation difficulty in female students in Kerman, Iran. The statistical population of the present study consists of 4,734 female high school students in the academic year of 2018-2019. Using Cochran's formula and random cluster sampling method, 353 subjects were selected and a questionnaire was given to be completed.

2-4. Measuring tools

In this research, the following research tools were used:

2-4-1. Difficulties in Emotional Regulation Scale: The Difficulties in Emotional Regulation Scale (DERS) was used. Gratz and Romer created this scale in 2001 with 36 items. This scale consists of 6 sub-scales which include: 1. Non-acceptance, 2. Difficulty in engaging in purposeful behavior (goals), 3. Difficulty in controlling impulse, 4. Lack of emotional awareness, 5. Limited access to emotion regulation strategies, and 6. Lack of emotional clarity. Analysis of the results showed that the items have a high internal consistency ($\alpha= 0.93$) (21). Factor analysis

showed 6 factors of non-acceptance of emotional responses, difficulty in performing purposeful behavior, difficulty in controlling impulse, lack of emotional awareness, limited access to emotional regulation strategies, and lack of emotional clarity. All six subscales of the questionnaire have Cronbach's alpha above 0.80 (24). In the present study, confirmatory factor analysis and Cronbach's alpha were used to evaluate the validity and reliability of this scale. Indicators obtained from confirmatory factor analysis in the present study (RMSEA = 0.020, CMIN / DF = 1.141, GFI = 0.998, AGFI = 0.978, and CFI = 0.99) indicate the appropriate fit of the model with data and Cronbach's alpha of 0.840 for this questionnaire, which indicates the reliability.

2-4-2. Perfectionism Questionnaire: Positive and Negative Perfectionism (PANP) Questionnaire was used. This scale is a 40-item test developed by Terry Short et al. (1995); 20 items measure positive perfectionism and 20 items measure negative perfectionism. Questions measure subjects' perfectionism through a five-point Likert scale from a score of 1 to 5 in both positive and negative fields. The minimum score of a subject in each of the test scales was 20 and the maximum was 100. The scoring of these two dimensions is such that if the subject takes a high score in positive dimension of the perfectionism questionnaire, she will be considered as a person with high positive perfectionism and if she takes a high score in negative dimension of the perfectionism questionnaire, she will be considered as a person with high negative perfectionism. In the present study, confirmatory factor analysis was used to evaluate the validity of this scale. Indicators obtained from confirmatory factor analysis in the present study (CFI = 0.999, TLI = 0.997, IFI = 0.999, RMR = 0.007, GFA = 0.998, RMSEA = 0.020, AGFI = 0.978) indicate

the appropriate fit of the model with the data and Cronbach's alpha of 0.840 in this questionnaire indicate its reliability.

2-4-3. Quality of School Life Questionnaire: This is a quality of school life questionnaire developed by Inley and Burke (1999). The questionnaire includes 39 items in 7 dimensions of public satisfaction, negative emotions, and relation with the teacher, opportunity, progress, adventure and social cohesion. The scores given by the subjects to this questionnaire on the Likert scale determined the quality of school life. Items 5, 14, 18, 28 and 37 are scored in reverse. In the study of Soltani Shal et al., the convergent validity of the quality of school life questionnaire was calculated and confirmed by examining its correlation with general self-efficacy scales and adolescent coping scale (27). In the present study, confirmatory factor analysis was used to evaluate the validity of this scale. Indicators obtained by confirmatory factor analysis in the present study (RMSEA = 0.000, CMIN / DF = 0.739, GFI = 0.998, AGFI = 0.983 and CFI = 0.99) indicate the appropriate fit of the model with data. Cronbach's alpha of 0.89 for this questionnaire indicates the confirmation of reliability.

2-3. Ethical consideration

This research is taken from Ph.D. Thesis of Fatemeh Mehrabifar, a student of the Islamic Azad University of Kerman (ID-code: 162346079).

2-7. Data Analyses

To analyze the data, descriptive statistical indices of mean and standard deviation, frequency distribution table and inferential tests of Pearson correlation coefficient, simple regression, structural equation model and confirmatory factor analysis were obtained using Amos software (version 24.0), and SPSS software (version 16.0). P-value less than 0.05 were statistically significant.

3- RESULTS

The scores of the variables of emotional regulation difficulty and quality of school life were obtained by calculating the average scores of the relevant items of the questionnaire and to describe this variable, the scores were divided into five categories: very low, low, medium, high and very high. Out of 355 subjects, 43 (12.1%) had very low scores of emotional regulation difficulty, 161 (45.4%) had low scores, 132 (37.2%) moderate scores, 18 (5.1%) high scores and 1 person (0.3%) has a very high score of emotional regulation difficulty. A total of 19 (5.4%) subjects have a high (high and very high)

difficulty in adjusting their emotions. Out of 355 subjects, 3 (0.8%) had a low perfectionism score, 118 (33.2%) had a moderate score, 208 (58.6%) high score and 26 (7.3%) had a very high score in perfectionism. In total, 234 (65.9%) subjects have a positive (high and very high) score in perfectionism, out of 355 subjects, 7 (0.2%) believe that their quality of school life score is very low, 34 (9.6%) have low score in this regard, 199 (56.1%) have moderate score, 94 (26.5%) had high score and 21 (5.9%) had very high score. A total of 115 (32.4%) subjects had a positive (high and very high) score in the quality of school life (**Table.1**).

Table-1: Frequency distribution of the main research variables.

Variables	Emotional regulation difficulty	Perfectionism	Positive perfectionism	Negative perfectionism	Quality of school life
	Number (%)	Number (%)	Number (%)	Number (%)	Number (%)
Very Low	43 (12.1)	0	0	0	7 (2)
Low	161 (45.6)	3 (0.8)	5 (1.4)	20 (5.6)	34 (9.6)
Medium	132 (37.2)	118 (33.2)	92 (25.9)	196 (55.2)	199 (56.1)
High	18 (5.1)	208 (58.6)	152 (42.8)	118 (33.2)	94 (26.5)
Very High	1 (0.5)	26 (7.3)	106 (29.9)	21 (5.9)	21 (5.9)
Total	355 (100)	355 (100)	355 (100)	355 (100)	355 (100)

3-1. Research hypotheses

- The positive perfectionism variable affects the quality of school life due to the mediating role of emotional regulation difficulty.
- The negative perfectionism variable affects the quality of school life due to the mediating role of emotional regulation difficulty.
- The variable of emotional regulation difficulty affects students' quality of school life.
- The positive perfectionism variable affects students' quality of school life.
- The negative perfectionism variable affects students' quality of school life.

- The positive perfectionism variable affects the difficulty of emotional regulation.
- The positive perfectionism variable affects the emotional regulation difficulty.

3-2. Testing research hypotheses

Before analyzing the data related to the hypotheses, they were examined to ensure that the data of the study estimate the underlying assumptions of the structural equation model. For this purpose, five assumptions of structural equations, including missing data, outliers, normality, and multi-collinearity were examined and the assumptions of analysis were observed. In addition, variables have a distance scale. To evaluate the validity and adequacy of the data, the KMO index has been used. With the data of this study, the value of

this index was 0.853 for the Difficulties in Emotional Regulation Scale, 0.222 for the Perfectionism Questionnaire and 0.859 for the quality of school life questionnaire, respectively. This index is in the range of zero to one, and the closer the value of this index is to one, the more suitable the sample size data are for factor analysis. The Bartlett test was also used to examine the correlation matrix. The significance of

Bartlett test for all three questionnaires, as seen in Table.2, is less than the significance level of 0.05 and the assumption that the correlation matrix is uniform is rejected and as a result, the items are sufficiently correlated. In addition, the subscription value of all items is above 0.30 and the rest of the standard items are in the range (-3 to 3).

Table-2: Statistical values of KMO and Bartlett's test.

Variables	KMO	Bartlett's test		
		Chi-square	DF	P-value
Emotional regulation difficulty	0.853	3987.536	630	0.000
Perfectionism	0.822	4170030	780	0.000
Quality of school life	0.859	5478.709	741	0.000

KMO: Kaiser-Meyer-Olkin.

Also, before evaluating the proposed structural model, it is necessary to examine the significance of weighted regression [factor load] of various variables and structures of the questionnaire in predicting the relevant components to determine the fit of measurement models and the acceptability of their markers in measuring structures. This was done using confirmatory factor analysis (CFA) technique and AMOS software version 24.0. Because in the fitted CFA model, the weighted regression of all variables, in predicting the components, at the

confidence level of 0.99, had a significant difference with zero, none of the components were excluded from the analysis process. The significance basis of the components is that the significance level is below 0.05 for them. The results of confirmatory factor analysis for the components along with the CFA model fit indices are presented in Tables 3-5. These indicators showed a good fit of the measurement models and the significance of the load of each observed variable to the corresponding latent variable was confirmed.

Table-3: Results of CFA for variables of emotional regulation difficulty.

Latent factor (hidden variable)	Dimensions or measurement indicators (observed variables)	Factor load	Statistics	P-value
Emotional regulation difficulty	Not accepted	0.557	-	-
	Differences in purposeful behaviors	0.837	9.747	0.000
	Impairment of impulse control	0.755	9.707	0.000
	Lack of emotional awareness	0.866	5.450	0.000
	Limited access to emotion regulation strategies	0.686	10.478	0.000
	Lack of emotional clarity	0.541	6.173	0.000
	$\chi^2 = 2.281$, $df = 2$, $\chi^2 / df = 1.141$, CFI= 0.999, TLI= 0.997, IFI=0.999, RMR=0.007, GFA= 0.998, RMSEA= 0.020, AGFI = 0.978.			

χ^2 : Chi-square, CFA: Confirmatory factor analysis, DF: Degree of freedom, CFI: Comparative fit index, TLI: Tucker-Lewis Index, IFI: Incremental Fit Index, RMR: Resting metabolic rate, GFA: Genetic Function Approximation, RMSEA: Root Mean Square Error of Approximation, AGFI: Adjusted goodness of fit index.

Table-4: Results of CFA for quality of school life variables.

Latent factor (hidden variable)	Dimensions or measurement indicators (observed variables)	Factor load	Statistics	P-value
Quality of school life	General satisfaction	0.861	-	-
	Absence of negative emotions	0.248	4.457	0.000
	Communication with the teacher	0.680	10.864	0.000
	Opportunity	0.798	12.142	0.000
	Achievement (progress)	0.618	9.354	0.000
	Being adventurous	0.809	16.002	0.000
	Social solidarity	0.861	11.323	0.000
Approved	$\chi^2 = 2.216$, $df = 3$, $\chi^2 / df = 0.739$, CFI= 0.999, TLI=0.998, IFI= 0.999, RMR= 0.007, GFA=0.998, RMSEA= 0.000, AGFI = 0.983.			

X²: Chi-square, CFA: Confirmatory factor analysis, DF: Degree of freedom, CFI: Comparative fit index, TLI: Tucker-Lewis Index, IFI: Incremental Fit Index, RMR: Resting metabolic rate, GFA: Genetic Function Approximation, RMSEA: Root Mean Square Error of Approximation, AGFI: adjusted goodness of fit index.

Table-5: Results of CFA for the perfectionism variable.

Latent factor (hidden variable)	Dimensions or measurement indicators (observed variables)	Factor load	Statistics	P-value
Emotional regulation difficulty	Positive perfectionism	0.39	-	-
	Negative perfectionism	0.43	-	-
Approved	CFI= 1.00, NFI= 1.00, IFI= 1.00, RMR= 0.000, GFA=0.999.			

CFA: Confirmatory factor analysis, CFI: Comparative fit index, IFI: Incremental Fit Index, RMR: Resting metabolic rate, GFA: Genetic Function Approximation, NFI: Normed Fit Index.

AMOS software (version 24.0) was used to investigate the proposed model of the effect of positive and negative perfectionism variables on the quality of school life due to the mediating role of emotional regulation difficulty. In this method, a complete model using variables of emotional regulation difficulty with six factors (non-acceptability, impaired impulse control, limited access to emotion regulation strategies and lack of emotional clarity), perfectionism with a positive and a negative factor and the variable of quality of school life was examined with seven factors of general satisfaction, absence of negative emotions, relationship with the teacher, opportunity, progress, adventure and social cohesion. In the structural equation model, standardized factor loads displayed on arrows measured the relationship between the latent variables and the observed variable with the latent variable. The higher the factor load, the greater the share of that variable.

In modeling structural equations, after fitting the desired model, good fit criteria should be evaluated. There are many good fit criteria for examining the fit of structural equation models, which can include normalized chi-square (CMIN / DF) index, root mean square error of approximation (RMSEA), goodness of fit index (GFI), adjusted goodness of fit index (AGFI), confirmatory fit index (CFI), normalized fit index (NFI), Tucker-Lewis index (TLI) and incremental fit index (IFI). According to the statistics obtained for the proposed model, the effect of the variable of positive perfectionism on the quality of school life based on the mediating role of emotion regulation difficulty in **Table.6 and Figure.1** (indices RMSEA = 0.061, CMIN/ DF= 2.31, RMR= 0.069, GFI = 0.940, AGFI = 0.902, CFI = 0.85, and IFI = 0.85) show that the results of the structural equation model have a favorable and acceptable fit.

Table-6: Fit the proposed model with the data based on the fit indices.

Index	Positive perfectionism	Negative perfectionism	Index result
RMSEA	0.061	0.068	Approved
CMIN/DF	2.31	2.64	Approved
RMR	0.069	0.075	Almost approved
GFI	0.940	0.935	Approved
AGFI	0.902	0.90	Approved
CFI	0.85	0.80	Almost approved
IFI	0.85	0.801	Almost approved

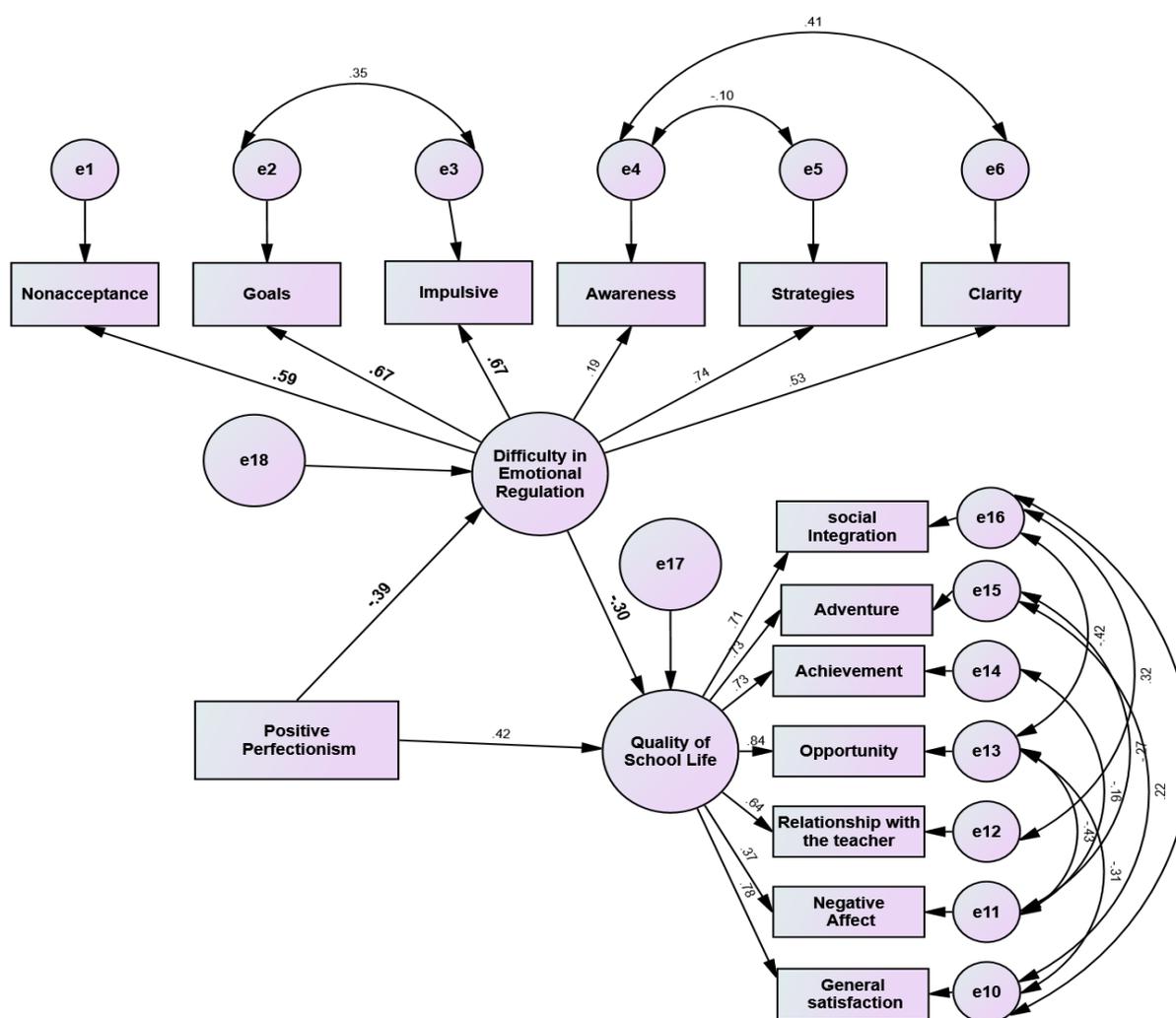


Fig.1: Structural equation model (Structural model and measurement models).

The effect of positive perfectionism variable on school quality of life due to the mediating role of emotion regulation difficulty.

Also, according to the statistics obtained for the proposed model, the effect of the variable of negative perfectionism on the quality of school life based on the mediating role of emotional regulation difficulty in **Table.6** and **Figure.2**

(RMSEA = 0.068, CMIN / DF= 2.64, RMR = 0.075, GFI = 0.935, GFI = 0.90, CFI = 0.80, and IFI = 0.801) show that the results of the structural equation model have a desirable and acceptable fit.

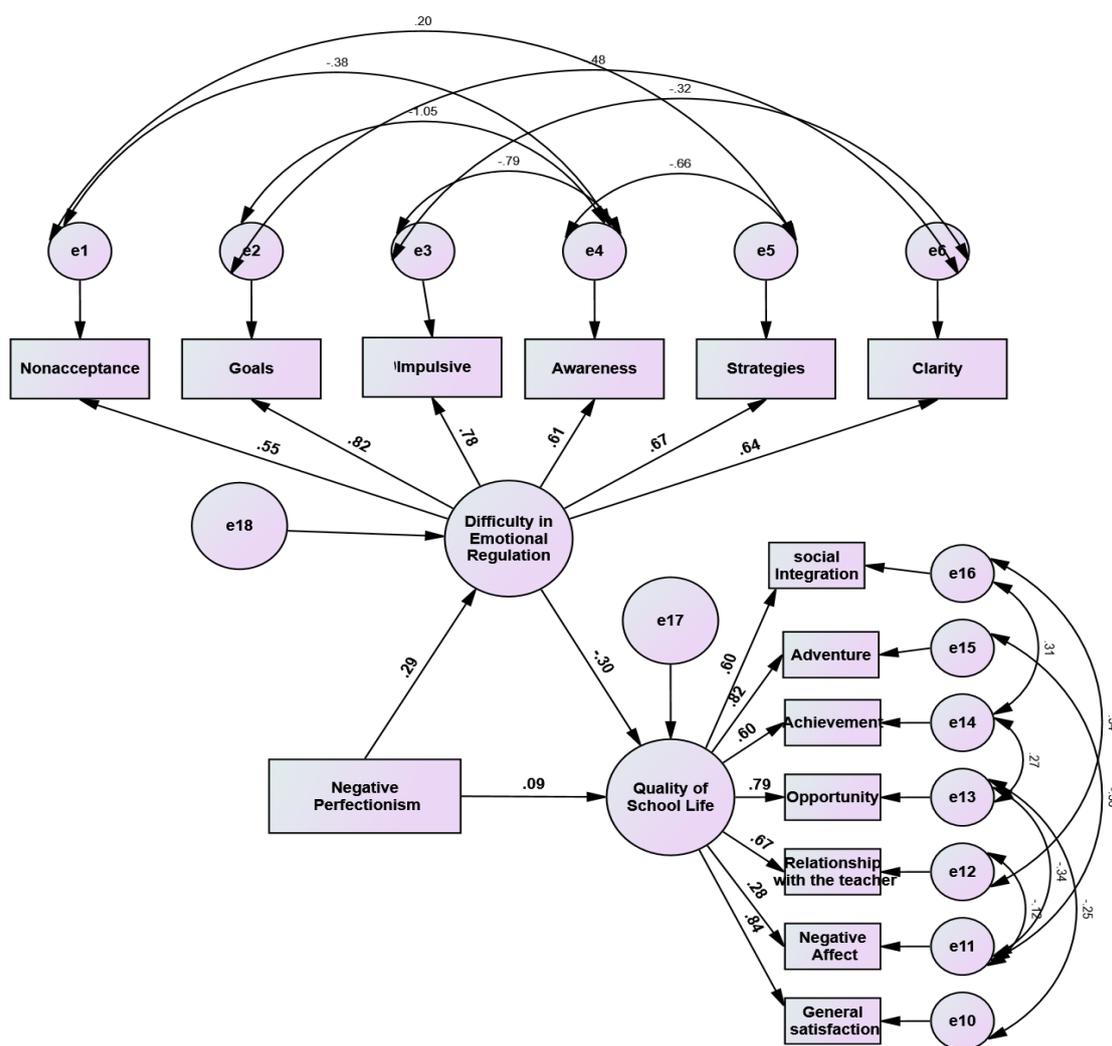


Fig.2: Structural equation model (Structural model and measurement models).

The effect of Negative perfectionism variable on school quality of life due to the mediating role of emotion regulation difficulty.

3-2. The structural pattern of the direct effects of research variables

In the data analysis through fitted structural equation model, the significant effects of the variables of positive perfectionism on emotional adjustment difficulty, significant effects positive perfectionism on quality of school life and significant effects of emotional regulation difficulty on school quality of life are 0.000, 0.000 and 0.000, respectively. Also, there is a significant and inverse effect of positive perfectionism on the emotional regulation difficulty with respect to the negative coefficient ($\beta = -0.390$); and a significant and direct effect of positive perfectionism on quality of school life based on the positive coefficient ($\beta = 0.424$), and is the strongest effect. Also, there is a significant and inverse effect of emotional regulation difficulty on the

quality of school life based on the negative coefficient ($\beta = -0.300$), which is the weakest effect. In addition, the significance of the negative perfectionism variable on the emotional regulation difficulty is 0.000, which is less than the significance level of $\alpha = 0.05$. Therefore, at this level, the assumption of no effect is rejected and as a result, there is a significant and direct effect of negative perfectionism on the emotional regulation difficulty with respect to the positive coefficient ($\beta = 0.29$). Significance of the effect of negative perfectionism on students' quality of school life is 0.123, so at this level, the assumption of no effect is not rejected and as a result, negative perfectionism has no significant effect on the quality of school life with respect to the positive coefficient ($\beta = 0.09$) (**Table.7**).

Table-7: Summary of the results of measurement parameters the direct effect of research variables on structural equations.

Variables	Standard coefficient	Test statistics	P-value	Test result
Positive perfectionism and the emotional regulation difficulty	-0.390	-5.455	0.000	Negative and significant impact
Positive perfectionism and quality of school life	0.424	6.956	0.000	Positive and significant impact
Emotional regulation difficulty and quality of school life	-0.300	-4.188	0.000	Negative and significant impact
Negative perfectionism and emotional regulation difficulty	0.290	5.548	0.000	Positive and significant impact
Negative perfectionism and quality of school life	0.090	1.542	0.123	No significant effect

3-3. In-direct effects

By analysis of data to examine the parameters measuring the indirect effect of positive and negative perfectionism on the quality of school life through the emotion regulation difficulty using the bootstrapping method shows that the coefficients of the standardized parameters are $\beta = 0.117$, and $\beta = -0.086$ with significance levels of 0.012 and 0.001, respectively. Therefore, at this level, the

hypothesis of no effect is rejected and as a result, positive and negative perfectionism have a significant effect on the quality of school life of students due to the mediating role of emotional regulation difficulty (**Table.8**). As observed in the present model, positive perfectionism has a direct and positive effect on the quality of school life of students and has a significant indirect effect on the quality of school life through the emotional regulation difficulty. Negative perfectionism does not

have a direct effect on the quality of school life of students and has a significant indirect effect on the quality of school life

through the emotional regulation difficulty.

Table-8: Parameters measuring the indirect effect of positive and negative perfectionism on the quality of school life through the emotion regulation difficulty using the bootstrap method.

Parameters	Non-standard estimates	Standard estimate	Lower limit	Upper limit	P-value
The effect of positive perfectionism on the quality of school life through the emotional regulation difficulty	0.146	0.117	0.051	0.285	0.012
The effect of negative perfectionism on the quality of school life through the emotional regulation difficulty	-0.120	-0.086	-0.189	-0.068	0.001

4- DISCUSSION

The purpose of this study was to investigate the structural relationships between perfectionism and quality of school life with respect to the mediating role of emotional regulation difficulty. Results showed that positive perfectionism has a direct and significant effect on the quality of school life of students, which is consistent with the results of Samad Forushan (15), and Karababa (17). Positive perfectionism includes high but achievable personal standards, a tendency to order and organizing things, a sense of satisfaction with one's performance, search for excellence in affairs, and a tendency to succeed. Students with positive perfectionism have realistic expectations of their abilities and performance. They have the freedom to do things and try to do their best (12). A common characteristic of individuals with positive perfectionism is that they are overly motivated and diligent in doing their homework; they have inner control and have the ability to succeed under certain conditions (28). Therefore, students who have positive perfectionism seek to achieve their ideals and goals and are diligent in this area. By achieving their goals and academic success, they gain a good experience in school and these positive experiences increase their overall

satisfaction with the school. Positive perfectionism is associated with friendship at school, satisfaction with the living environment, family, self and life satisfaction in general, and with increasing levels of positive perfectionism in adolescents, their level of life satisfaction increases as well (17). Characteristic of individuals with positive perfectionism is having a purpose in life, striving for excellence, order and organization (13). Therefore, students who have positive perfectionism due to having a purpose and work order will be able to cope well with their homework and tasks in school and experience positive emotions as a result of these successes. Since the quality of school life is taken as a general students' satisfaction with school and gaining positive and negative experiences that are rooted in in-school activities, therefore, positive perfectionism increases the quality of school life, so our study result is justifiable. Negative perfectionism has no significant effect on students' quality of school life. Of course, it has an opposite effect. Individuals with negative perfectionism are characterized by high and unrealistic standards, excessive worry about personal mistakes and shortcomings, perception of a large gap between personal performance and standards, and morbid skepticism about things. Due to

inconsistency of expectations between themselves and their actual performance, students with negative perfectionism are not free to do things and are not efficient (12). These students, regardless of their abilities, choose goals beyond their ability and capacity and fail to achieve perfection. They are afraid of what they want and are not satisfied with anything but perfect success. They are only fully satisfied when they do the job or task completely and without any error, so they may not take their responsibilities, or may leave it halfway, for fear of not achieving their goal, so they suffer academic failure.

In general, fear of failure, worrying about the evaluation, thoughts of others about themselves, setting high standards and lack of confidence in achieving success, and so on are thoughts that negative perfectionists are struggling with. Accordingly, it can be said that with the increasing level of negative perfectionism in students, the level of their quality of school life decreases. Negative perfectionists do not tolerate mistakes and do not evaluate themselves according to circumstances. This personality structure can cause feeling inadequate and inferior and may lead to frustration in the person (17).

The results showed that the quality of school life has a significant negative correlation with emotional regulation, i.e. with the decrease in emotional regulation difficulty, the quality of school life has increased and this means that with increasing emotional self-regulation skills, students' quality of school life increases, which is consistent with the research of Rastgoo and Babakhani (26). Emotional regulation is a central process for all aspects of human functioning and plays a vital role in the ways in which people cope with stressful experiences and deal with happiness. Emotional regulation is the starting, mediating, or changing the emergence, intensity or continuation of inner feeling and excitement related to

social-psychological, physical processes in achieving a person's goals (29). So, people with emotional regulation difficulty cannot manage their affairs or complete their tasks. At school, students who do not have the ability to control their emotions cannot control their negative feelings in communication with friends and teachers, and cannot focus on their homework when faced with negative emotions. When faced with negative emotions, these students cannot control their behavior and keep it constant, so they experience an unpleasant feeling about the school environment, because the quality of school life shapes the student's overall perception of well-being and their general well-being and satisfaction with life inside the school is the result of his participation and involvement in school activities and indicates the level of students' satisfaction with their daily life at school when the student is unable to control his emotions and establish a good relationship with others, and it incurs negative feelings about school.

Since one of the dimensions of quality of school life is social cohesion, i.e. a sense of belonging and self-worth and the student's ability to enter the group of friends and establish a relationship and also a feeling of competence and adequacy in establishing a relationship with the teacher and peers (27), when a person has difficulty in regulating emotions, s/he will not be able to control them, so s/he can't establish a good relationship with the teacher and peers, which is consistent with the results of other studies because they showed that the quality of school life decreases with increasing emotional regulation difficulty. The results show that the effect of positive perfectionism on the difficulty of emotional regulation is significant and vice versa. Students with positive perfectionism experience lower levels of stress and strain by adopting rational and achievable goals as well as

setting reasonable expectations of their performance and work results, resulting in reduced stress, better mental health and well-being (30). Positive perfectionism can improve students' emotional regulation by reducing the stress. In other words, by reducing emotional difficulty, students experience mainly positive emotions and a positive evaluation of events. Students who have positive perfectionism seek better academic performance, self-efficacy, self-esteem, so their positive emotions increase, and it can be said that positive perfectionism reduces the emotional regulation difficulty in students. The negative perfectionism has a significant and direct effect on the emotional regulation difficulty.

As negative perfectionism increases, so does emotional regulation difficulty. People with negative perfectionism make fundamental negative mistakes and have high levels of self-doubt and self-criticism. These factors naturally predict problematic psychological consequences such as anxiety, depression, lack of self-esteem and inner shame. Students with negative perfectionism have high personal standards, so they struggle with the fear of making mistakes and doubts about doing activities. Failure to achieve these ideal criteria predisposes a person to anxiety, suicidal ideation, helplessness, negative emotions, self-loathing and depression (30). In negative perfectionism, one seeks perfection in all areas and is overly concerned with the negative evaluations and judgments of others. By ignoring one's true self and idealizing themselves in others' minds, under various stressful forms, such a person may face many psychological problems such as anxiety and depression. So, people with negative perfectionism show less resistance and stubbornness in difficult situations, which can lead to emotional fatigue (13). People with negative perfectionism are inflexible. They are always affected by fear and

anxiety caused by failure and may feel worthless and suffer from negative emotions in the path of progress and show dissatisfaction after both conditions of success and failure (31). Students who have unreasonable expectations of themselves and others increase their psychological distress and as a result, by increasing their anxiety, they are exposed to many mental problems, which of course reduce their level of physical and psychological health. In addition, people with negative perfectionism become distrustful of others due to unreasonable expectations of them and as a result, they experience less intimacy and higher social conflict, which naturally increases with isolation and loneliness, depression and helplessness. They experience other psychosocial problems and a significant decline in emotion regulation (30), and at times of stress, they are not able to control their emotions, so they face difficulties in emotional regulation.

5- CONCLUSION

The results showed that negative perfectionism reduces the quality of school life of students and increases their emotional regulation difficulties. In contrast, positive perfectionism increases the quality of school life of students and reduces emotional regulation difficulties. Human being loves goodness and perfection. Obviously, there is nothing wrong with being flawless in itself, and indeed, if we feel such a need in ourselves and strive for it, our world will be a better world. But in a psychotic person, such a need no longer has that real meaning. Education about positive and negative perfectionism and other psychological variables over the years makes students aware of the characteristics of perfectionists, frees them from confusion, and increases their quality of school life. That said, it is necessary for organizations, institutions and organs related to education, especially Ministry of

Education, to raise the level of awareness of individuals from the early academic years in this regard.

6- CONFLICT OF INTEREST: None.

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