

## **The Relationship between Perfectionism and Loneliness with Quality of Life among University Students**

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### **ABSTRACT**

The Purpose of the current research is to study the relationship between perfectionism, loneliness and quality of life among female students of “Farhangian University” which is a descriptive study with correlation plan. The population consists of all Farhangian University students in Amol and 213 available students were chosen as the sample of the study. Research tools were Perfectionism scale (Hill et al, 2004), short form of Quality of life scale (WHO, 1996) and Loneliness scale (Usher, 1992). The data were statistically analysed using Pearson correlation coefficient and multiple regression. The Results have shown that among students of all fields there is a significant relationship between perfectionism and quality of life and also between loneliness and quality of life ( $P > 0.05$ ). The results of multiple regression have also shown that there is significant multiple relation between perfectionism and loneliness with quality of life. Finally, the regression coefficients have shown that loneliness has a higher predictability value for predicting quality of life.

*Keywords:* Perfectionism, Loneliness, Quality of Life, Students, Farhangian

### **Introduction**

Quality of life is a vital variable in student life (Naeenian et al, 2005). A desirable quality of life has always been a lifelong ambition of human beings. Frisch (2006) claims that quality of life is antithesis of quantity either overtly or covertly referring to the years of life which may be outstanding, satisfactory and delightful. Quality of life is defined as a result of interactions between the personality and continuity of life events which occur in a multi-dimensional set of areas such as freedom, knowledge, economy, security, social communication, religion, environment and leisure. Therefore quality of life affects all the components of life (Hajiran, 2006).

Perfectionism is one of the effective variables on quality of life. As far as an increasing number of studies in the past two decades stated perfectionism has proven to be an important, effective and illustrative structure in relation with numerous problems such as adaptability difficulties (Raiszadeh et al, 2006). Researchers are attracted to the subject of perfectionism not only because of its involvement with growth and development, but also because of its role in various health and psychological problems. For instance, studies have shown that perfectionism is linked with depression, anxiety, suicidal thoughts (Stuber et al, 2009), eating disorders (Doer and Turn, 2011), low life satisfaction (Stuber et al, 2009), Low positive affection (Flet et al, 2009), high social anxiety and low psychological well-being (Larenti et al, 2008). Perfectionism plays a highly important role in etiology of mental traumas and disorders. In addition, it is highlighted with mechanisms such as excessive measures which generates inflexible rules for performance and also, behaviors such as avoiding and frequent evaluation of performance. It can also result in an “All-or-nothing” system of thought or

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cognitive biases such as extreme categorical thoughts (Egan et al. 2007, Watson et al. 2010), selective attention to failure and an increase of achievement criterias (Glor et al, 2007). Arozocan et al. (2011) express that a perfectionist is someone who establishes a set of high, unrealistic and exacting standards using an all-or-nothing thinking style during self-evaluation. Therefore, success can only occur when those high standards are met and performance is only impeccable if it's in that framework. Perfectionists generalize their experiences of failures consumedly. Based on the researches that have been done in the context of perfectionism (e.g. Stuber et al, 2008), perfectionism has consequences such as depression, intestinal disorders and guilt-feelings. Houit and Felt (1991) showed that perfectionism is composed of three separate dimensions: self-oriented perfectionism, other-oriented perfectionism and socially prescribed perfectionism. If perfectionism would be considered as a spectrum, there is psychopathic perfectionism on one end, non-perfectionist individuals on the other end and healthy and normal perfectionism would lie somewhere in between, which can be characterized by high standards, extreme level of organization and striving for superiority. Perfectionists are prone to experience guilt feelings (Arozocan et al, 2011). This state will only be seen in incompatible perfectionism while compatible perfectionism is accompanied with experiencing the feeling of pride (Lee et al, 2012). Furthermore, evidence shows that self-oriented and other-oriented perfectionism is associated with high levels of guilt feelings caused by failure in doing the given tasks and assignments (Egan et al, 2011). Socially prescribed perfectionism proscribes the individuals from experiencing satisfaction and pride even when they manage to achieve excellent results (Stuber and Young, 2010).

Another important variable which notably affects the quality of life of university students is the loneliness. Psychologists have presented various definition of loneliness. According to Elhageen (2004), the basis of loneliness is the gap between individual's aspirations (what he wishes for) and his/her achievements (what he achieves) in interpersonal relationships and intimacy. As a result, whenever the gap becomes bigger, loneliness increases. Studies have shown that lonely individuals have specific characteristics including low satisfaction and happiness, low self-esteem, social alienation, feeling of shame, anguish, sense of emptiness and unattractiveness, avoidance of social communications, having few friends, pessimism, inability to express themselves, asociality and introversion. Franzoi and Davis (1985) reported a negative significant negative relation between loneliness and perception of friendliness their fathers toward themselves. Lempers et al. (1989) indicated that tough economic condition increases depression and loneliness among teenagers who were raised by neglectful and inconsistent parenting styles.

Ferrari and Mutz (1997) studied the relation of perfectionism and flexibility (a personality characteristics) among 108 university students and came to the conclusion that individuals who cannot easily alter their activities to another or adapt to new circumstances are more inclined to perfectionism. These individuals have difficulty coping with the effects of mental pressure and their rigid lifestyle may prohibit them from adapt themselves to unpredictable changes of life. Stumpf and Parker (2000), in their study of " Analysis of hierarchical structure of perfectionism and personality characteristics ", stated that there is a relation between negative perfectionism and neurosis. Since a neurotic person is concerned about making mistakes and is dubious in their activities, therefore it can be associated with perfectionism. Additionally, they indicated that there is a meaningful relation between positive perfectionism and conscientiousness, because they found a relation between conscientiousness and personal standards. Hormozi nezhad (2001) showed that a negative significant relation exists between perfectionism and self-expression (Extraversion that is a personality trait) of university students. In other words, the more the students are perfectionist

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the more they would be incapable in terms of self-expression (ability to get what's their right). Study of Flett et al. (2001) on perfectionism and compatibility of romantic relationships indicated that individuals with high levels of self-oriented perfectionism and other-oriented perfectionism firmly believe in relationship, honesty and support. In other words, these people have specifically high standards in these contexts. Although the perfectionism that is administered and determined by society is weakly associated with specific beliefs in the fields of interpersonal relationships, yet it is linked with the tendency of the individual to express malicious communicating responses such as leaving the relationship, ignorance and insensitivity. According to these findings, it can be concluded that intrapersonal aspects of perfectionism is related with paradoxical feelings against oneself in romantic relationships. Accordingly, the main aim of this study was to determine the role of perfectionism in establishing and continuity of interpersonal relationships. Moreover, due to the emphasis of previous studies on the distinction between adaptive and non-adaptive perfectionism, studying and scrutinizing of these two aspects of perfectionism and their function in predicting the successful social relationships were considered in this study. Molavi (2007) in a study entitled "studying the relation between positive and negative perfectionism and personality characteristics", investigated the relation of perfectionism (positive and negative) and personality characteristics of 90 M.Sc. and Ph.D. students. Using measures of perfectionism and personality characteristics, it was shown that only the correlation between positive perfectionism and agreeableness is meaningful and there is no meaningful correlation among other factors. Likewise, results have shown that only a negative correlation is meaningful between negative perfectionism and openness to experience and there is no meaningful correlation between negative perfectionism and other factors.

The article of "The relation between aspects of perfectionism of students and their positive relationships with others" written by Ghanbari et al. (2010) has aimed to determine the role of adaptive and non-adaptive aspects of perfectionism in predicting the quality of interpersonal relationships among the students. Results showed that perfectionism has a meaningful relation with positive relationships generally. Nevertheless, its adaptive aspects (i.e. need for organization and personal standards) and non-adaptive aspects (i.e. doubts about actions, concern over mistakes and perceived parental pressure) have positive and negative correlation with positive interpersonal relationships, respectively. Results show that perfectionism generally cannot be stated as a negative factor in predicting the positive relationships with others and its adaptive and non-adaptive aspects must simultaneously be considered in interpersonal relations.

Shahini et al. (2012) have done a research entitled " A study on correlation of social support, loneliness and life satisfaction among students of Golestan University of Medical Sciences in 2010". In this research, 226 medical students of Golestan University were randomly selected and examined using demographic questionnaire, multi-dimensional scale of perceived social support, loneliness scale and the life satisfaction scale. Results indicated that a meaningful correlation exists between life satisfaction and loneliness of students. In addition, results showed that students who received adequate and appropriate social support from their family and friends were more satisfied with their life and were less susceptible to suffer from loneliness. According to the results, social support is one of the predictors of health and it leads to a decrease of loneliness and an increase of life satisfaction. thus, measures should be provided to increase the social support from family and friends. Zargar et al. (2012) carried out a study to determine the effectiveness of cognitive-behavioral intervention on perfectionism and guilt feelings of 28 students. Results expressed that cognitive-behavioral interventions decreased perfectionism and guilt feelings of experimental

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group in comparison with control group and these effects were continued in a one month follow up. In this research, it was shown that the cognitive-behavioral intervention plays an important role in improving the perfectionism and guilt feelings by modifying the underlying thoughts and beliefs of individuals about the advantages and disadvantages of perfectionism. According to the literature review the current research aims to study the relations between perfectionism and loneliness with the quality of life of female students of Farhangian University.

### The population, Sample size and Sampling method

The population of this research was all 250 female students of Farhangian university of Amol. Given the small size of the population, all the students of theology (70), Education science (130) and biology (50) were selected and tested. Overall, 250 questionnaires were distributed among university students but due to some missing information 213 questionnaires were analyzed. The final sample of this study consisted of 213 students of Farhangian University which included 70 students of theology, y 113 students of educational science, and 30 students of biology.

### Methods of Analysis

Pearson correlation coefficient and multiple regression were used to analyze the data for this study.

#### a. Descriptive findings

Table 1 shows distrubtion of the variables:

variables	Perfectionism		Loneliness		Quality of life		Sample size N
	mean	Standard Deviation	mean	Standard Deviation	mean	Standard Deviation	
Theology	3/73	0/51	3/55	0/44	4/12	0/41	70
Educational scines	3/74	0/61	3/71	0/59	4/00	0/52	113
Biology	3/77	0/62	3/71	0/38	3/82	0/42	30
All	3/74	0/57	3/65	0/48	4/01	0/53	213

The mean and standard deviation of the quality of life of female university students was 4.01 and 53/0 respectively. The mean of Loneliness and its standard deviation was 3.65 and 0.48 resepectively. The mean of Perfectionism was 3.74 and its standard deviation was 0.57.

variables	Perfectionism	Loneliness	Quality of life
Perfectionism	1	0/62*	-0/60*
Loneliness	0/62*	1	-0/74*
Quality of life	-0/60*	-0/73*	1
Sample size	213	213	213

(p < 0/05)\*

#### b. Findings

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**First Hypothesis:** There is a significant relationship between perfectionism and loneliness with quality of life of university students.

The results of the Table 2 Shows that the correlation coefficient between perfectionism and quality of life was -0.6 and between loneliness and quality of life the correlation coefficient was -0.74, both can be inferred as significant. Therefore according to these results it can be claimed with 95% degree of confidence that there is a significant negative relationship between perfectionism and loneliness with quality of life. In other words as the perfectionism and loneliness in a student increases his/her quality of life decreases and vice versa.

Thus, the first hypothesis about the direct relationship between perfectionism and loneliness with quality of life is confirmed.

	Multiple correlation coefficient	coefficient	Adjusted R-Squared	Degree of change		
				Degree of Freedom		Significance percentage
				one	two	
<b>Model one</b>	0/76	0/58	0/57	2	210	0/001

**(p < 0/05)\***

As can be seen in Table 3 the results of multiple regression analysis suggests that multiple correlation coefficient between predictor variables (perfectionism and loneliness) and the criterion variable (quality of life) is (MR = 0/76), which suggests that 57% of the variance of quality of life score can be predicted through loneliness and perfectionism.

	Sum of squares	dF	Mean Square	F	significance
Predicted	33/82	2	16/91	143/58	<u>0/001 *</u>
Residual	24/74	210	0/118		
Total	58/57	212			

**\*(p < 0/05)**

As shown in Table 4, it can be seen from ANOVA test results that the multiple correlation coefficient and the regression are statistically significant (F=143.58; p < 0/05). As it is shown multiple correlation between variables is stronger than simple correlations between each of the variables.

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Table 5. summary of the regression coefficients					
Variable	Non-standard coefficient		standard coefficient	T	significance
	B	Standard deviation	Beta		
main effect	7/18	0/18	-0/23	38/10	0/001
Perfectionism	-0/55	0/050		-4/00	0/001
Loneliness	-0/65	0/063	-0/60	-10/38	0/001

Table 5 represents the details of the linear regression equation and the analysis of coefficients which shows the significant value of the intercept and the slope of perfectionism and loneliness in predicting the dependent variable. As shown in Table 5, Loneliness with beta coefficient of 0.6 is a stronger predictor of quality of life compared to perfectionism (T = 4/0, B = -0 / 60; p <0.05).

**Second hypothesis:** There is a significant relationship between perfectionism and loneliness with quality of life among theology students.

Table 6. the relationship of Perfectionism and loneliness with the quality of life of theology students			
	Perfectionism	Loneliness	Quality of life
Perfectionism	1	0/49*	-0/44*
Loneliness	0/49*	1	-0/64*
Quality of life	-0/44*	-0/64*	1
Sample size	70	70	70

\*(p < 0/05)

Table 6 shows that correlation of perfectionism with quality of life is -0.44, correlation of loneliness with quality of life is 0.64 which is quite strong, and correlation of perfectionism and loneliness is 0.49. All of the correlations are significant (p <0/05), therefore, according to information obtained the null hypothesis was rejected and we can conclude that with 95% confidence there is significant negative relationship between perfectionism and loneliness with quality life of theology students.

Table 7. Summary of quality of life regression through perfectionism and loneliness							
Model	coefficient	R-square	Adjusted R-square	The standard error of estimate	Degree of change		
					Degree of freedom		F test significance
					One	Two	
One	0/66	0/44	0/42	0/33	2	67	0/001

**Predictor variables: Perfectionism and loneliness, Criterion variable: Quality of life**  
(p < 0/05)\* -

Multiple regression was used to examine multiple correlation between the variables. For this purpose, perfectionism and loneliness as predictor variables and quality of life as a criterion variables were entered into the regression equation. Theology explained and predicted. As seen in Table 7 multiple correlation coefficient between predictor variables and the criterion

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variable is 0.66. Correlation coefficient of the two variables indicate that the combination of perfectionism and loneliness can explain and predict 42 percent of score of quality of life among theology students.

	Sum of squares	dF	Mean Square	F	significance
Predicted	5/66	2	2/83	25/79	0/001
Residual	7/35	67	0/11		
Total	13/01	69			

In order to examine the significance of multiple correlation between variables factor analysis of variance (ANOVA) was carried out, table 8 shows that the multiple correlation coefficient between the variables is statistically significant ( $F(2.67)=25.79, p < 0.05$ ).

Variable		Non-standard coefficient		standard coefficient		
		B	Standard deviation	Beta	B	
<b>Model one</b>	main effect	6/75	0/38		/994 17	0/001
	Perfectionism	-0/14	0/09	-0/16	-3/15	0/037
	Loneliness	-0/60	0/11	-0/57	-5/38	0/001

Regression coefficients were examined in Table 9. The results show that the intercept and the slope of the regression line is significant. Beta coefficients suggest that the loneliness is more able to predict quality of life compared to perfectionism.

**Third hypothesis:** There is a significant relationship between perfectionism and loneliness with quality of life among educational science students.

	Perfectionism	Loneliness	Quality of life
Perfectionism	1	0/70*	-0/71*
Loneliness	0/70*	1	-0/78*
Quality of life	-0/71*	-0/78*	1
Sample size	113	113	113

( $p < 0/05$ )\*

Table 10 shows that the correlation between perfectionism and quality of life is -0.71 and the correlation between loneliness and quality of life is -0.78 and correlation between perfectionism and loneliness is 0.7. All are statistically significant ( $p < 0.05$ ). Thus, according to the obtained information the null hypothesis was rejected and it can be inferred with 95% confidence that there is a significant negative relationship between perfectionism and loneliness with quality of life among educational science students. In other words, an increase in the quality of life leads to a reduction in perfectionism and feelings of loneliness and vice versa. But there is a positive relationship between perfectionism and loneliness.

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**Table 11. Summary of quality of life regression through perfectionism and loneliness**

Model	MR correlation	Squared correlation RS	Adjusted R-square	The standard error of estimate	Degree of change				
					Squared correlation change	F test change	Degree of freedom		Degree of freedom
							One	Two	
One	0/81	0/66	0/65	0/35	0/66	106/15	2	110	<b>0/001</b>

**Predictor variables: Perfectionism and loneliness , Criterion variable: Quality of life**  
 \*-(p < 0/05)

As can be seen in Table 11 Results of multiple regression analysis suggests that multiple correlation coefficient between predictor variables (perfectionism and loneliness) and the criterion variable (quality of life) is (MR = 0/65), which suggests that 65% of the variance of quality of life can be predicted through loneliness and perfectionism. The residual 35% depends on other factors. As shown in the table multiple correlation between variables is stronger than the simple correlations between each factor.

**Table 12. ANOVA**

	Sum of squares	dF	Mean Square	F	significance
Predicted	26/036	2	13/018	106/149	0/001
Residual	13/490	110	0/123		
Total	39/526	112			

As shown in Table 12 ANOVA test results showed significant multiple correlation coefficient and the regression is statistically significant (F (2,110) = 106/15, p <0 / 05).

**Table 13. Analysis of multiple regression coefficients**

Variable		Non-standard coefficient		standard coefficient	T	significance
		B	Standard deviation	Beta		
Model one	main effect	7/50	0/24		88 / 30	0/001
	Perfectionism	-0/32	0/08	-0/32	17 -4/	0/001
	Loneliness	-0/62	0/088	-0/55	08 -7/	0/001

As shown in Table 13, both predictors can significantly predict quality of life. Beta coefficients suggest that the loneliness is a stronger predictor for quality of life than perfectionism (T = 4/17, B = -0 / 55; p <0/05).



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**Fourth hypothesis:** There is a significant relationship between perfectionism and loneliness with quality of life among biology students.

	Perfectionism	Loneliness	Quality of life
Perfectionism	1	0/59*	-0/44*
Loneliness	0/59*	1	-0/70*
Quality of life	-0/44*	-0/70*	1
Sample size	30	30	30

\*(p < 0/05)

Table 14 shows that the correlation between perfectionism and quality of life is -0.44 and the correlation between loneliness and quality of life is -0.70. Both are statistically significant ( $p < 0.05$ ). Thus, according to the obtained information the null hypothesis was rejected and it can be inferred with 95% confidence that there is a significant relationship between the variables.

Model	MR correlation	Squared correlation RS	Adjusted R-square	The standard error of estimate	Degree of change				
					Squared correlation change	F test change	Degree of freedom		Degree of freedom
							One	Two	
One	0/70	0/49	0/46	0/28		2	27	1/70 0	<u>0/001</u>

**Predictor variables: Perfectionism and loneliness , Criterion variable: Quality of life**  
\*-(p < 0/05)

As can be seen in Table 11 Results of multiple regression analysis suggests that multiple correlation coefficient between predictor variables (perfectionism and loneliness) and the criterion variable (quality of life) is (MR = 0/7), which suggests that 46% of the variance of quality of life can be predicted through loneliness and perfectionism. The residual 54% depends on other factors. As shown in the table multiple correlation between variables is stronger than the simple correlations between each factor.

	Sum of squares	dF	Mean Square	F	significance
Predicted	2/03	2	1/20	13/08	0/001
Residual	2/10	27	0/08		
Total	4/13	29			

As shown in Table 12 ANOVA test results showed significant multiple correlation coefficient and the regression is statistically significant ( $F(2,27) = 13.08, p < 0/05$ ).

Variable		Non-standard coefficient		standard coefficient	T	significance
		B	Standard deviation	Beta		
Model one	main effect	6/15	0/46		13/42	0/001
	Perfectionism	-0/03	0/10	-0/05	-0/28	0/783
	Loneliness	-0/60	0/15	-0/67	-3/96	0/001

Table 17 shows the coefficients of the regression model. Beta coefficient calculated show that among predictive variables, only loneliness is a significant predictor of quality of life (T = 3/96, B = -0/67; p < 0/05). Effect of perfectionism on quality of life is not statistically significant.

### Discussion and Conclusion

According to the observed results, there is a negative relationship between the perfectionism and the students' quality of life. In addition, multiple correlation coefficient between the predictor variables (perfectionism and loneliness) and the criterion variable (quality of life) was obtained to be MR=0.76, indicating considerable explanation of the variance of the score relevant to students' quality of life using the predictor variables including perfectionism and loneliness. As it was shown, multiple correlation between the variables was greater than the simple correlation between each of the variables and the criterion variable. In addition, it was found that loneliness is a stronger predictor than perfectionism for measuring the quality of life. The results obtained from analysis of multiple regression coefficients and the relationship between the prediction of quality of life among the students of different academic fields through the two variables show that there is a significant correlation between perfectionism and loneliness with quality of life (p<0.05). Multiple regression analysis also showed that, among the two variables namely perfectionism and loneliness, only loneliness can predict students' quality of life. The results obtained from the current research are consistent with those from Ferrari & Mutz (1997), Stumpf & Parker (2000), Hormozinejad (2002), Fellet et al. (2001), and Sarvghad et al. (2001). In contrast, the results are not in consistency with those from Ghanbari et al. (2012), Shahini et al. (2012). This relative inconsistency may be due to the student sample which participated in the research. It is noteworthy that these student are recruited by Ministry of Education from the first semester of academic year and receive academic scholarship, and their future profession as a teacher is almost guaranteed. However, the students studying in other universities (except for Farhangian University) lack this job opportunity in the future. The results obtained from the current research once again confirm the negative relationship between perfectionism and quality of life. A perfectionist person wants everything correct and complete. Such a personality wants everything to be in control and this could lead to high levels of frustration and stress. This trait can negatively affect students in Farhangian University, because these students are would-be teachers or counselors, and bear the responsibility of training and educating other people. The results obtained from Shahini et al (2012) showed that there is a significant correlation between life satisfaction and students' loneliness. The results also showed that the students that received adequate social support from family and friends were more satisfied with life, and they suffered less from loneliness.

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Based on the results, it is suggested that proper social support can decrease loneliness and increase life satisfaction, and some measures should be taken to increase social support provided by family and friends. It is also required to empower students to acquire social communication skills, hence their mental health can be enhanced in this way. One of the important aspects of human development is his socialization process. The inherent nature of social life among men indicates the need for contact with others as an inevitable issue. Existing studies have shown that people who feel lonely have specific characteristics including less satisfaction and happiness, low self-esteem, alienation, feelings of shame, anguish, feeling of emptiness and unattractiveness, avoidance of social communication, limited circle of friends, pessimism, inability to express themselves, escape from others, and introversion.

Coefficients of determination for the two predictor variables for predicting the theology students' quality of life ( $R^2=0.42$ ), educational sciences ( $R^2=0.65$ ) and biology ( $R^2=0.46$ ) were calculated. Highest coefficient of determination for the correlation between the two variables loneliness and perfectionism and quality of life is related to the field of educational science, and this coefficient of determination is very suitable due to the large sample size of educational science students ( $n=113$ ). This issue can be due to the training mission of educational science students as future teachers. The lower coefficient of determination for the correlation between two variables of loneliness and perfectionism and quality of life can be seen in the area of theology. Of course, in the area of biology also this coefficient of determination is low due to the small sample size of theology and educational sciences students ( $n=30$ ). One reason for the different coefficient of determination in terms of field of study is the nature and culture of each field and methods of acquiring knowledge in the area of each field of study. Each discipline has its own culture and atmosphere, and as the students passing the related courses they can be influenced by it (Serajzadeh, 2010). For example, theology students due to the mystical nature of their disciplines seek more solitude and loneliness, and educational science students due to interdisciplinary and social nature of their discipline are more dependent upon social life and its contexts, and there is a stronger relationship between their perfectionism and loneliness with quality of life. In addition, biology students who study in an experimental discipline attach more significance to loneliness as an experience.

Nowadays, social interaction is one of the most important and valuable parts of teachers' life. In fact, most of teachers' life time is spent with students. As a result, the type of relationship plays an important role in their life. Interpersonal communication is a process by which information and feelings can be shared with others through verbal and nonverbal messages. This ability contributes to strengthening the warm and cordial relationship with others, especially family members, can provide social and mental health, and can lead to the cessation of unhealthy relationships (Schultz and Schultz, 2009). Sullivan (1953) in the form of interpersonal relations theory achieved a status in the area of psychological issues. Sullivan stressed the need to establish relationships with others because it is rooted in basic human needs, and he regards incompetency to satisfy the need for interpersonal intimacy with others as loneliness. This feeling of inadequacy is a deep and negative experience, and can emanate from the lack of essential need for physical contact. According to Sullivan, this need manifests itself in adulthood in the form of the need to participate in social activities, and inability to satisfy it can give rise to sense of loneliness. According to him, the root of loneliness lies in the failure to satisfy one of the requirements in different stages, and all that can be considered as a basic need to contact and intimacy. Ghanbari et al (2010) showed that perfectionism has a positive and significant relationship with positive relationships. However, perfectionism's adaptive dimensions such as tendency to order and organization and personal

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standards are positively correlated with positive interpersonal relationships, while its maladaptive dimensions such as doubt about actions, concern over mistakes and parental criticism are negatively correlated with positive interpersonal relationships. The results show that in general it is not possible to regard perfectionism as a negative factor in predicting positive relations with others, and in interpersonal relationships, its adaptive and maladaptive dimensions should simultaneously be considered. In other words, the higher quality of life is further associated with loneliness and low perfectionism. Quality of life can be predicted by loneliness and perfectionism, but sense of loneliness plays a more prominent role in this prediction. The current research's beta coefficients showed that sense of loneliness in all fields was able to predict the quality of life more than the variable perfectionism. Therefore, loneliness is not only highly correlated with quality of life, but the prediction power of quality of life through the variable loneliness is at a high level and is about half the criterion variable ( $B = 0.57, 0.55, 0.67$ ). The relationship between perfectionism and quality of life is also negative. Some people may be unaware that perfectionism in student teachers may be the result of unhealthy motivations and beliefs. People may see high achievement in students from other universities and feel concern, and believe that this perfectionism has no destructive educational impact on students. However, the performance of students may be the result of a motivation of fear of failure and other irrational beliefs that are established based on this incentive. Since living with fear is often associated with anxiety, depression, negative emotions and loneliness, these students despite high levels of academic achievement experience more distress and psychological problems in comparison with other students. Also, given the relatively strong relationship between perfectionism and loneliness with the student teachers' quality of life, taking measures to minimize loneliness and perfectionism among teacher students is an issue that can be considered in academic and parent programs.. In short, the current research showed that perfectionism and loneliness are two factors that can reduce students' quality of life. As a result, by reducing and controlling these symptoms, it would be possible to improve the students' quality of life and provide a better life for them. To treat and improve loneliness and quality of life and optimal perfectionism of student teachers, it is recommended that health and counseling centers in the universities hold various training courses to achieve fruitful results in changing the psychological characteristics raised in the current research. For example, the research performed by Zargar et al (2003) showed that cognitive-behavioral intervention was able to reduce perfectionism and sense of guilt among the subjects in the experimental group compared to the control, and this effect had also influenced one-month follow up. The results obtained from the current research showed that, by modifying the underlying beliefs about the advantages and disadvantages of perfectionism, cognitive therapeutic intervention can play an important role in the recovery of perfectionism and sense of guilt. It is recommended that given the impacts of perfectionism on all walks of life, perfectionist people are detected in childhood and necessary actions should be taken on them. There are many reasons that show organization of mental health in universities and dormitories is the main strategy to enhance the health of students and entire community. For many children and teenagers, Farhangian University Campuses are the most important channel for receiving mental health services, and for many of them, school is the only source of care. In fact, the school is a unique opportunity and a central position to improve the lives and mental health of children and adolescents (Kaveh, 1992; Roberts et al, translated by Nouri, 1996; Mahit et al., 1998; Taylor, 2000). Academic life of student teachers in student dormitories has exacerbated their sense of loneliness, because they are away from their families. During the research, the researcher found out that students have a strong desire for collaboration and execution of psychological studies, and they are very interested in participating in such studies. Therefore, with respect to the passion of students

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and their psychological trauma, it is suggested to hold life skills and health education courses in Farhangian University Campuses. Life skills training programs was proposed and implemented for the first time by Gilbert Botvin from Cornell University in 1977. Life skills pave the way for getting access to social services, safe environment and to participate in decisions and activities influencing life for each child. The results obtained from several studies on the effect of life skills indicate the impact of life skill training on the promotion of student mental health (Mott et al., 1999; Ansikovich and Vaisong, 1990; Elias, 1991; Sarkhosh, 2002; Pasha Sharifi, 2002; Vichrovsky, 2004), but no research in this regard has been yet conducted in Iran.

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