

## **Study the relationship among perfectionism, locus of internal self-test anxiety and academic achievement of students in Chaharmahal Va Bakhtiari province**

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### **Abstract**

The aim of this study was to investigate the relationship between the internal control, perfectionism and self-efficacy and academic performance in students with test anxiety was Chaharmahal Va Bakhtiari province.

**Methods:** The sample consisted of 340 students who Internal control Branch stratified sample of schools was selected. The instruments used to collect questionnaire data perfectionism, inventory control position, scale efficacy, test anxiety scale and average grades as a measure of educational performance. The study was co relational and multiple regression analysis and canonical correlation data were used.

**Results:** The results showed that the hypothesis set of predictor variables and criterion variables canonical correlation is equal to 86.0. The results showed that not only test anxiety and academic performance by perfectionism, locus of "internal" self-efficacy and are predictable.

**Conclusion:** test anxiety and academic achievement by perfectionism, locus of "internal" and self-efficacy are predictable. Perfectionism, locus and efficacy of each predictor for a combination of test anxiety and academic achievement and a predictor of test anxiety alone is a good predictor for academic achievement, but not alone.

**Keywords:** status of internal control, self-efficacy, perfectionism, test anxiety, school performance

### **Introduction**

Students of any society, as intellectuals, efficient and future of the country, are a major part of the planning and budget of each country into account. They are intelligent and most talented people in society, so their psychological dimensions to improve the academic performance of special importance (Heidari and Kushan, 1381). Academic Performance is an important issue that a lot of research and training center Psychology is (Niemi & Vainiomaki, 1990, moos& moos, 1990, Brown and Cross, 1997) issue of

academic performance in schools, including the issues that the community leaders' minds, and consequently has attracted researchers. The factors that influence student achievement and academic achievement or contribution and participation of each factor are what have always been of interest to researchers in the fields of Education and Educational Psychology is even. (Shokrkon, Hashemi al pastor and Najarian, 1384). Self efficacy enables people to use their skills in dealing with obstacles do extraordinary things so self-understood as an important factor for successful performance and skills it is essential to do it. Effective operation of both the skills and the belief in the

ability to perform those skills needs. However, self-perceived impact on trying to do a job. Failure to assess. According to Rutter, who believe they control their own destiny internal locus of control, and those who believe that their destiny is controlled by external factors external locus of control (Rotter, 1966). In a one-dimensional Rutter pattern, internal and external locus of control The Continuum final two poles. Events in their lives caused by their actions (a place internal control) know or fate (a place outside containment). In particular, students who receive higher grades, effort and ability factor in their success as those with lower performance hard to try and defeat their luck factor (Perry and Pynr, 1990, quoted by the Creek Patrick, stents, Duns and Gayhr, 2008). We causality results of their behavior have a decisive role in the face of the exam. People with an external locus of test anxiety more experience (Carden, Bryant & Moss, 2004).

For the first time Structural, perfectionism was defined by Burns as a one-dimensional structure (Hill, Huelsman, Furr, Kibler, Vicente & etal., 2004). According to this definition, a perfectionist believes that full results will achieved by effort, while the full results and perfect, unattainable and efforts to achieve psychological damage will follow (Pecht, 1984) Research Results of a normal Nortek perfectionism have confirmed the perfectionism (Hamachk, 1978, Astamf and Parker, 2000, Suddrath & Slaney, 2001) . Flett, Besser, Hewitt & Davis (1982) states that students are not satisfied with just a perfectionist to work better and even more successful than other ranks of their own, if they are satisfied that no damage is done full or results not to weakness.

به طور وسیع کمال گرایی شامل تکاپو و تلاش در جهت رفع مشکلات است و این در حالی است که اهداف قابل دسترسی اند و این مورد از جستجوی موفقیت، جنبه های سالم انگیزه پیشرفت و عملکرد را به عنوان یک سرمایه برای دانش آموز و وسیله تسکین خاطر برای معلم پیچیده می کند

Knowing the status of knowledge in the field of academic performance and give feedback information to the growers concerned about the higher education, are certain. Surely a set of cognitive and non-cognitive factors and environmental factors influence student academic performance. However, no research, collect and analyze all the variables in there together. Variable academic performance is multidimensional and influenced by many factors and numerous. The results of their research and

higher education, based on the simplicity of thinking deny defining academic performance.

Other affective variable that will be evaluated in this study is exam anxiety. Test anxiety is a global phenomenon. This is a major educational problem that affects millions of students around the world (Hill, 1984). Optimal performance, especially when they have a negative impact assessment (Mahmoud Alami, 1379). Several factors involved in reducing test anxiety . In this research has been effort that some of the variables associated with test anxiety and academic performance is examined. Thus, the research questions are:

- 1- Is there significant relationship between perfectionism, locus of internal self-test anxiety and academic achievement?
- 2- Is there significant relationship between perfectionism, test anxiety , self-efficacy and internal locus?

#### Method

Research projects and participants: The study was co relational and multiple regression analysis and canonical correlation data were used. In this study, researchers sought to examine the relationship between perfectionism and place simple and multiple internal control and self-efficacy (predictive) and test anxiety and academic achievement (criteria), students (girls and boys) in schools is Chaharmahal Va Bakhtiari province.

The sample consisted of 340 students in the academic year 94-1393 was this city that stratified sampling from different schools were selected

#### Tools:

1- Ahvaz Perfectionism questionnaire: This scale, which contains 27 articles, is a self-report scale by factor analysis by Najarian, Atari and Zargar (1381), is made in a sample of 395 students of Shahid Chamran University and Ahvaz Islamic Azad University. The scale has four options of never, rarely, sometimes, and often are the subjects of these options is selected and marked out. The scale with the exception of Articles 11, 16, 17 and 22 which are the reverse way, the rest of the material based on the values 1, 2, 3 and 4 are scoring. The sum represents the scores of perfectionism. Njarian et al. (1381), to assess the internal consistency; Cronbach's alpha coefficient was used perfectionism. Based on the results, the alpha coefficients

for the total sample 90.0; 0.89son subjects, and 90.0 feboy subjects. As Hormozi Nejad(1380), the reliability measures of perfectionism on a sample of 115 people using bisection, Cronbach's alpha coefficients, respectively, and Gutman won 88.0, 90.0 and 83.0, which results in an acceptable level.

2- Nowiki - Strickland Locus of Control Inventory: Inventory control position by Nowiki and Strickland (1973) is made. A paper pencil tool by Iran ancestry, Shokrkon and Najarian year (1373) at the Faculty of Education and Psychology University of Shahid Chamran translated. The questionnaire Rutter's definition of internal control, external reinforcement made. Words or statements that position by strengthening interpersonal and motivational factors such as the development of dependence and acceptance of the Group are described. The questionnaire has 40 items and subject to any form of yes and no answers, and grading is 0 and 1. Get a high score as the prototype for the exterior. Internal locus of control is associated with increased academic achievement. In addition, the internal locus of control and self-esteem, there is a significant correlation (Nowiki and Strickland, 1973, quoted Mahmoudi, 1385). Brumand Nasab, Shokrkon and Najarian (1373), to validate the construct validity of this scale have used the correlation coefficient with the inhibition of Rutter 46.0 reported. In addition, Mihandost (1379), for the construct validity of the scale is significant Nowiki and Strickland won 477.0 Rutter scale level ( $P=0.0001$ ). Producers are several ways to determine the reliability and validity of this scale have used it. Cronbach's alpha reliability coefficient reliability was also 77 times the value of this ratio is 60.0. In the present study, the reliability coefficient Nowiki Strickland Locus of Control Scale, Cronbach's alpha and split-half was measured using the Scale for 70.0 and 65.0 respectively, which showed acceptable reliability coefficient of the questionnaire

3- Self-efficacy questionnaire of Sherer and Adams: Self-efficacy scale is a scale pencil paper. Sherer and Adams made this in 1983, to measure the efficacy of behavior that does not have a particular success, expectations; self-efficacy scale is built on three levels: desire to boot behavior, attitude and willingness to try to complete their resistance in the face of obstacles measures (Scherrer and Mdvks, 1982). These researches have also been approved Woodruff (1993). Scale efficacy and subject to any

material matter Sherer and Adams 17 on a scale of five options (from strongly disagree to strongly agree) answer. The scale of this is based on the Likert scale. Scherer (1983), Cronbach's alpha for their scale 76.0 has reported. Barati, (1375), Cronbach's alpha coefficient and test-retest reliability of the scale is reported as 79.0 and 37.0. Also, the validity of the correlation between self-efficacy and test anxiety showed a significant correlation between self-efficacy and test anxiety to be there 61.0. Noorbakhsh and real estate (1384), the validity and reliability of this scale with Self Esteem and Cronbach's alpha coefficients obtained were examined at the 0.50 were significant alpha. The study designed to determine the efficacy of the two methods Cronbach's alpha and split-half reliability is used for the entire questionnaire 0.85 and 0.85 respectively, which represents a favorable factor, is the questionnaire.

4- Ahwaz Test anxiety Inventory: Ahwaz test anxiety questionnaire) is made by using factor analysis to measure symptoms of test anxiety by Abolqasemi, Assadi Moghadam, Najarian and Shokrkon (1375). This questionnaire is a self-report scale pencil - paper and 25 feboy subjects to one of four options never, rarely, sometimes or often addressed. These options respectively the values 0, 1, 2 and 3 scoring high scores on this scale indicate that the high test anxiety . The minimum and maximum score of zero and 75, respectively, will be the test. To assess the internal consistency reliability test anxiety questionnaire, the Cronbach's alpha coefficient was used. Based on the results, the coefficients for the total sample, the subject of feboy and boy subjects, respectively, 94.0, 95.0, 92.0 is also composed of researchers using the test divided into two groups of odd and even, The correlation between total scores subjects, subjects were reported feboy and boy subjects, respectively, 89.0, 90.0, 88.0. To check the reliability of test anxiety , generalized anxiety and scale of the questionnaire simultaneously Self Esteem is given to subjects. The correlation between the scale of public anxiety and test anxiety questionnaire for the entire sample, the subject of feboy and boy subjects, respectively, 67.0, 61.0 and 72.0 have been reported. The correlation coefficients of the subscales self-esteem and test anxiety questionnaire for the entire sample, the subject of feboy and boy subjects, respectively, 57.0, 68.0 and 43.0 is (Abolqasemi et al., 1375).

## Results:

Table 1: Mean and standard deviation of perfectionism, locus of "internal" self-efficacy, test anxiety and academic achievement of students examined

Variable	Statistical index	Average	Standard deviation	Number
	group			
Perfectionism	Girl students	69.68	12.16	163
	Boy students	65.52	11.17	177
	Total	67.51	11.82	340
Internal locus of control	Girl students	27.50	4.48	163
	Boy students	27.57	5.12	177
	Total	27.54	4.81	340
Efficacy	Girl students	62.20	9.62	163
	Boy students	27.57	5.12	177
	Total	62.84	10.44	340
Test anxiety	Girl students	32.34	17.09	163
	Boy students	26.25	14.92	177
	Total	29.17	16.26	340
Academic Achievement	Girl students	15.88	1.73	163
	Boy students	27.57	5.12	177
	Total	15.49	1.71	340

As it is shown in Table 1, the mean and standard deviation for each group perfectionism is 68.69 and 16.12 respectively Girl students, groups of students, 51 boys and 52.65 and 17.11 . 67 and 82.11, the endogenous locus variable, 50.27 and 48.48 Girl students, the boys 57.27 and 05.12 and 54.27 and 81.4 of the students, the variable efficacy Group of girls 20.62 and 62.9, 43.63 and 13.11

and the entire group of boys 84.62 and 44.10 students in the anxiety variable, 34.32 and 09 Girl students . 17, 25.26 and 92.14 and the entire group of boys 17.29 and 26.16 and in changing students' academic achievement, 88.15 and 73.1 Girl students, groups of students 13.15 and 62.1 and 49.15 and 71.1 students.

Table 2: Significant test for the conventional correlation analysis model of students.

Name of test	Deal	DF hypothesis	DF error	F	significance level (p)
effectiveness Pylae Test	0.444	6	666	3.69	0.0001
Wilks lambda Test	0.789	6	666	43.54	0.0001
Hotelling trace Test	0.557	6	666	37.51	0.0001
The test root on	0.439	-	-	-	-

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As seen in Table 2, a significant amount of lambda Wilks (54.43 = F, 0001.0 > p, 789.0 = λ) indicate that between two groups of predictive variables include perfectionism, locus of "inner" and variable efficacy and test anxiety and academic achievement criteria, including significant relationship exists. Lambda represents a variance that is not explained by the model, so λ-1 as a result of the matrix model reveals 2r. On this basis, the size of two normal function of this analysis, 211.0 = 789 . 0-1 is. The effect of co-variance between two variables, the model is able to explain it, so the model obtained in this study, 21.1% of the variance between perfectionism, locus of "internal" self-efficacy and test anxiety , will explain academic achievement. The conventional correlation squared (R2C) 439.0 and 004.0 respectively the functions. Following partner and Hanson (2005) stated that less than 10% of the

variance function must be set aside and interpretation, so the first function that almost 44% of the common variance is explained, interpreted, and the second function is not interpreted. Test functions 1 and 2 show a significant density function is significant whether or not a combination of both. Density Effect 1 and 2 (or model) is statistically significant (0001.0 > p, 51.37 = F, 557.0 = λ), but the effect is not significant enough density 2 (467.0 = p, 762.0 = F, 995.0 = λ). In other words, the second, a significant amount of common variance between two variables does not explain the relationship between two variables explained more by function 1. According to Sharry and Henson test (2005) shows that the first function test anxiety by perfectionism, self-efficacy and locus of "internal" are better than expected

Table 3: The results of multiple regression analysis perfectionism, locus of "internal" self-efficacy and test anxiety students

Predictive variables	Beta	t	Significantly	Standard error
Perfectionism	0.495	10.09	0.0001	0.067
Internal locus of control	-0.132	-2.84	0.005	0.157
Efficacy	-0.160	-3.02	0.003	0.082

As can be seen in Table 3, perfectionism, (0001.0 > p, 09.10 = t, 495.0 = β), efficacy (003.0 > p, 02 . 3- = t, 160.0 = β)

and locus of «internal» (005.0 > p, 84 . 2- = t, 132.0 = β), respectively, significantly predict test anxiety .

Table 4: The results of multiple regression analysis perfectionism, locus of "internal" self-efficacy and academic achievement of students

Predictive variables	Beta	t	Significantly	Standard error
Perfectionism	0.087	-1.36	0.174	0.009
Internal locus of control	0.102	1.68	0.094	0.021
Efficacy	0.035	0.506	0.613	0.011

As shown in Table 4, perfectionism, locus of "internal" self-efficacy, academic achievement in students is not a significant predictor (0.05 < p).

conventional analysis, predictability criterion variables by means of any of the variables predictive shows.

Table 5 presents the results of the conventional correlation analysis and regression analysis in the context of

Table 5: predictability criterion variables, with each variable before students

Predictive variables	Perfectionism	Internal locus of control	Efficacy
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Total	+	+	+
Test anxiety	+	+	+
Academic Achievement	-	-	-

Table 6: Correlation coefficients between perfectionism, locus of "internal" self-efficacy and test anxiety students

variable	The criterion Predictive variable	students					
		Total(N=340)		Girl(N=163)		Boy(N=177)	
		r	P	r	P	r	P
Test anxiety	Perfectionism	0.62	0.0001	0.58	0.0001	0.64	0.0001
	Internal locus of control	-0.35	0.0001	-0.41	0.0001	-0.30	0.0001
	Efficacy	-0.49	0.0001	-0.44	0.0001	-0.53	0.0001

As can be seen in Table 6, between perfectionism and test anxiety of students there is a significant positive relationship. In other words, by increasing perfectionism of students, test anxiety have increased. This relationship is also significant for boy and Girl students Bashd.byn locus of "internal" and there is a significant negative correlation between anxiety tests of students. In other words,

increasing the locus of "internal" students, those associated with the reduction of anxiety. This relationship is also significant for boy and Girl students. Between efficacy and test anxiety of students there is a significant negative relationship. In other words, the self-efficacy of students increases as their test anxiety decreases. This relationship is significant for boy and Girl students .

Table 7: Correlation coefficients between perfectionism, locus of "internal" self-efficacy and academic achievement of students

variable	The criterion Predictive variable	students					
		Total(N=340)		Girl(N=163)		Boy(N=177)	
		r	P	r	P	r	P
Test anxiety	Perfectionism	-0.13	0.011	-0.25	0.001	-0.11	0.129
	Internal locus of control	0.14	0.007	0.20	0.009	0.10	0.159
	Efficacy	0.13	0.015	0.11	0.137	0.17	0.019

As shown in Table 7, between perfectionism and academic achievement of all students there is a significant negative relationship. On the other hand, increasing students' perfectionism, coupled with a reduction in their academic achievements. This relationship was significant for Girl students, but to students is not significant. Locus of Control between "internal" and academic achievement of all students there is a significant positive relationship. In other words, by increasing the locus of "internal" to the students, their academic achievement has increased. This relationship was significant relationship for Girl students, but not significant for boys. In other words, the locus of "internal" students increase their academic achievement will increase equally. This relationship was significant for boys but not significant for Girl students.

### Discussion

Test anxiety and academic achievement by perfectionism, locus of "internal" and self-efficacy in all three groups of students, girls and boys are predictable in the sense that of these both variables predictive test anxiety and academic performance are. The study also concluded that the independent variables, including the position of control, perfectionism and self-efficacy are generally strong test anxiety are able to predict that these findings were consistent with the findings of recent research in this area. For example, researchers such as Jvrtyk, (2008), Zinta, (2008), Ak bany and Agondkan, (2006), Janik, (1996), Kiomaky, (1995), Bandlas and Yetz (1995), Benson, Bndlas and Hatji Neson (1994), Zaydner (1992), Piterich and De Groot, (1990), quoted by Piterich and Shank, 2002, translated .M, 1386), Akbari Borng and Yazdi, (1388), Seif and Lutfi, (1383), Mehrabi Zadeh Honarmand, AbolGhasemi., Najarian and Shokrkon, (1379). The relationship between self-efficacy and anxiety, test anxiety were significant. Usually people with test anxiety and lower self-efficacy structures that affect test anxiety . A person with test anxiety and feelings of helplessness and powerlessness is also able to control the test events. These people believe that any attempt to succeed in exams, futile and doomed to failure if initial efforts are ineffective to try to overcome the obstacles likely to surrender soon. It is clear that the repeated failure in exams, a person creates a feeling of lower efficiency (Kasady, 2004). The results also showed that there is a negative significant relationship between the control and test anxiety . Hadzl findings

(2010), Moore (2006), Kardn, Bryant and Moss (2004), Damon, and Astvt Hall (1990), Mehrabi born artist, A., Najarian and Shokrkon, (1379) with results These findings are in agreement suggest that people with external locus of control as opposed to those with the inner, more anxious, more aggressive, more dogmatic, no reliable, more skeptical and more uncertain and more experience test anxiety . This can be explained so that students have the status of internal control reality more things to try and map out long-term plans. It seems the long process of planning and effort, only for those who are able to control the consequences of our efforts, is not tolerated. It seems that people who have an internal locus of when the test will be better able to handle stress. The students experience a successful pressure test is useful in efforts to achieve the noble goals, to know. To the extent that the people in control of their lives to find better internal control of the position is an advantage. People who have the status of internal control, better control over their life (Rutter, 1966). In this study, it was shown that there was no significant relationship between perfectionism and anxiety test. The findings present Mazako (2007), Anohabrzy and Dily (1991), Mehrabi Tavana Zadeh Honarmand, Allameh Shahni Yeilagh (1386) and Besharat (1383) that there is a relationship between test anxiety and perfectionism confirmed. Most researchers agree that high standards for performance and perfection perfectionism extra verts basic concept that they should do everything to the fullest extent possible and the best way to do it, otherwise they will not be satisfied. A person with these characteristics should not judge one hundred percent wrong. If these people are to their ideals, and its very difficult to reach, anxiety and feelings of guilt they lose, they blame themselves, even if they are grown under difficult circumstances, feel that these should reach to prevent their intentions, because they thought that they must be strong enough to withstand all hardships. Without emotions such as fear, surrender and malice of their appearance. (Schultz and Schultz, 1998, translated by Seyed Mohammadi, 1381). On the other hand sometimes perfectionism and unrealistic standards imposed on the individual by others that have access to these criteria is very difficult. Whereas these extreme measures and as imposed external attempted experiences, so they can make a person feel out of control, the results of which feel like a failure, anxiety, anger, frustration and disappointment

(identity and Felt, 1991). If the expectations of parents and teachers, pupils and students with the capabilities and features not appropriate and inappropriate and unreasonable demands on them are increasing the students' test anxiety and students (the Khosravi, 2006). Another criterion is academic performance variables that were examined in this study, a significant relationship was found between these variables and predictor variables. The variables and self-correct some of the participants, he said. Lack of honesty in saying Bkhtiyarpur average students in the study (1386) was approved. The results Bkhtiyarpur (1386), which was done with school records, showed that almost 10% of students of Islamic Azad University of Ahvaz are provided in each semester, while the findings of this study showed that less than 5.2% of their average less than 12 students have reported. Their average more than 12 students are reported. On the other hand if the students' scores can be used as the basic criterion for determining how students' academic achievement and performance to be considered in need of further investigation. Given the GPA as the only indicator to determine academic performance, is not an appropriate criterion (Pourkazemi, 1375, Delaware, 1375). The researchers used a set of criteria for supplements, are used to determine students' academic performance. For example, in the study of academic performance, apart from the criterion score, other criteria such as the number of pending semester, the number of units completed and the number of semester leave are also considered (Najarian et al., 1373). The relationship between the source control and academic achievement as the findings in this study were not observed any correlation between these two factors. These findings are consistent with the findings of the study carried out by Martal, Mklvy and Standing (1987, quoted by Farahani, 1994), cramps, Hyksvn and Laman, (1986, quoted by Farahani, 1994), Heidari and Kushan (1381), Mahmudian, (1380, quoted Imam, 1382), Mirsadughi (1378), Tabatabai (1376) coordinated. Heidari against siding (1378) in his study of the relationship between locus of control, depression and academic performance of Medical Sciences concluded that a sharp drop in academic performance of students with external locus of control were compared with those trends There are internal locus of control. There are better (according to Mirsadughi 1378). The researchers also confirmed this experience is that many people who have had significant growth in academic achievement in all

his actions have had significant success. Another explanation can be found in cultural differences noted. Since the documents from an individual's cognitive and social experiences (Weiner, 1986), the context and cultural background can be the source of some of the differences observed in the study results. It is possible that internal documents and manageable in the culture, rather than play a positive role, to shed risk and the threat of self-esteem, as part of traumatic act. The way teachers teach, the volume of assignments, homework and other environmental factors and learning difficulties can also affect the results Dhd. The result of Brombakh research, Sik and Aliger Lip (2008), Emam (1382) that there is no relationship between perfectionism and academic performance, consistent with the results of this study. The results of Dijkstra (2006), Linarz and Lister (2006), C.Pole and Apchin (2005) inconsistent with the findings of this research. Brvmbakh, Sikh and Alyngr Lip (2008) explain this lack of correlation between academic performance and perfectionism to have no religious beliefs and kinship ties among the participants can affect behavior perfectionism is. Some researchers perfectionism are divided into different levels, and other autonomous circuit, normal and abnormal, might have been better used in this study to measure the levels of perfectionism can be measured and examined it more closely. For example, Dijkstra (2006) reviewed the level of perfectionism and academic performance, and concluded those with perfectionism autonomous than other groups, have higher GPA scores perceived academic performance and educational efforts perceived more reports them. At the same perfectionism affected population below average compared to other groups, educational efforts and social skills worse than reported.

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